Program Review Portfolio

B.S. in Psychology

Department of Psychology

College of Education and Allied Professions

November, 2008

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II. Executive Summary

a. Reflections from the process
This program review has provided the opportunity to conduct a more in depth evaluation of the department’s undergraduate program. We have continually reviewed the program based upon our annual assessment data, heavily influenced by feedback from students in Senior Seminar. Most recently this has led to significant restructuring of the statistics and research methods courses, as well as enhanced focus on undergraduate research preparation and undergraduate internships. We are very interested in additional perspectives and ideas provided by our external reviewers and hope to gain new ideas we can incorporate into our major.

b. Summary of key findings from Response to Standards
The undergraduate B.S. degree in psychology is one of the more popular (6th-ranked) majors in the university, and it is structured in a generally clear, understandable manner that is traditional for liberal arts majors. We have an ongoing self-review process that results in regular adjustment and fine-tuning of the curriculum, including the addition and deletion of courses to reflect current issues in the field. We have good faculty resources with excellent support from graduate student assistants and adequate administrative support. Our budget is traditionally lean. We have configured our financial assets to focus on professional development funding for individual faculty members, especially untenured, tenure-track faculty. The one major constraint we experience is space and physical facilities. We utilize every square inch of space in the department, with most spaces serving multiple purposes. We have no established laboratory space. Our active undergraduate research projects compete with graduate student research projects, thesis projects, and a very active Psychological Services Clinic for access to the limited number of small and inadequate spaces we have allocated for these various purposes. Our short-term hope rests with the assignment of the McKee Clinic to our graduate training programs. Long-term hope rests with the design of our portion of the new education building.
III. Response to Standards

Significance and Scope of the Program

Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its School and/or College.

The Department of Psychology provides the state, region, and university with a center of teaching and scholarship in the psychological sciences. For undergraduates, the most important expression of this effort occurs through effective instruction in the undergraduate curriculum for psychology majors and minors, in service courses for programs in education and other areas of study, and in Liberal Studies courses open to all undergraduates. The Department of Psychology sees collaborative research activities with students as an integral part of its teaching mission and funded and unfunded faculty research as an important means for faculty development. Although less central to the department's mission than teaching and research, service that provides faculty members with opportunities to share their scholarship and skills and engage with the university and the larger community is valued and encouraged.

Like most psychology departments, the Department of Psychology at Western Carolina University, in addition to providing a strong undergraduate major, also provides major service support to other areas in the university. Specifically, it supports the College of Education and Allied Professions mission by offering core courses (e.g., Child & Adolescent Development, Educational Psychology) required for education students. And the department supports the university mission by offering popular courses within the Liberal Studies program (e.g., General Psychology, Human Sexuality, Psychology and Law).

The department’s main strength lies in the quality of its faculty. Many have earned college or university wide awards for teaching excellence, and many have national and international reputations as scholars in their specialty areas. A second general
strength is the curriculum, which includes a wide range of courses, and requires courses that are most frequently recommended by national committees that evaluate psychology curricula (e.g., statistics and research methods, history of psychology, senior seminar capstone). A weakness in the department concerns facilities. Space is in general at a premium, laboratory space is minimal, many faculty offices are embarrassingly small, and classroom technology is dated. Despite these challenges, the faculty in the psychology department manage to offer high quality major and minor programs in the discipline.

A distinctive aspect of the undergraduate psychology program at Western Carolina is its emphasis on engaging students in intentional learning opportunities outside of and in coordination with normal classroom activities. This is accomplished through an active program of involving undergraduates in faculty research projects (for which academic credit is earned), which often leads to student presentations at regional and national conferences; a wide-ranging internship program (for academic credit also) that places students in a variety of positions that provide service to the region; and a deliberate focus on the use of service learning to supplement classroom work in a variety of courses.

**Standard 2. The program engages in ongoing, systematic planning that is reflective of the University’s strategic priorities.**

**Long-range planning:**
The Department of Psychology takes part in all the university strategic planning efforts. The last major 5-year plan was completed in February, 2004 (see appendix). That plan listed nine strategic goals aligned with the department and university mission. In the almost five years since that plan was developed, six or seven of the strategic goals have been fully or partially attained. They include (using the numbering from the plan):

**Fully implemented:**

2. establish a master’s program in general psychology
3. establish a fee-based Psychological Services Clinic  
4. achieve a count of 250 undergraduate psychology majors  
6. continue to provide a large number of service courses in Liberal Studies and education  
7. develop a role for psychology in the university’s forensic sciences program  
9. enhance teaching effectiveness through an improved method of teacher-course evaluation

Partially implemented:

5. increase number of undergraduates formally involved in empirical research  
8. significantly increase internal funds for faculty development

Not implemented

1. establish a doctoral program in school psychology

It is time to be developing a new 5-year plan. Doing so awaits the completion of our program review.

Continuous planning:  
In addition to this long-term strategic plan, the department engages in annual revision of our plans at an annual planning retreat in May. In addition to university initiatives, planning issues arise from committee work during the year (especially the undergraduate and graduate curriculum committees) and from our outcomes assessment process. Major changes as indicated above have resulted from the retreats, including changes in the thesis process, reorganization of the undergraduate and graduate research processes, and faculty position priorities.

Process
The Department has a standing Strategic Planning Committee. The committee brings issues to the department at any regular meeting. However, major issues are usually discussed at the Spring retreat. The Department Head is in charge of implementation through delegation.

Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

The B.S. degree in psychology requires 120 total semester hours, based on 8 15-hour semesters (5 courses per semester). The major itself requires 39 hours, or about one-third of the total hours for the degree, with Liberal Studies requiring approximately another third, and the final third comprised of a minor and general electives. See the Standard 3 appendix for a full presentation of the major requirements. Briefly, there are 5 specifically required courses (General Psychology, Research Methods I, Research Methods II, History of Psychology, and Senior Seminar), four categories from each of which the student must select at least one course (social, developmental, clinical, experimental), and 12 hours of psychology electives.

Our outcomes assessment processes suggested that the statistics and research methods courses we have traditionally offered were not effective from a student learning perspective. Taken as two separate courses, these difficult subject areas made little sense to students. Thus, 4 years ago we decided to restructure these two courses into a year-long sequence, integrating statistical analysis with research methods. In addition, because the first course is always taught in the fall, we decided to make a strong effort to see that every psychology major took the General Psychology course their first semester and then at least one more psychology course in the spring, so that they would have a more comfortable foundation in the field before beginning the research methods sequence in the fall of their sophomore year. We then developed some specific courses to work well in this gap, such as Evolutionary Psychology and Social Psychology. Our current focus is to increase the research emphasis in our upper-level courses that students take after the research methods sequence and before the capstone senior seminar, in which they develop their own research proposal.
We have carefully structured our curriculum to maintain high quality while facilitating the student’s ability to finish in 4 years. We have also streamlined a “2-step” plan that allows transfer students from the N.C. community college system to meet graduation requirements in 2 years.

Over the past 5 years we have added several courses based on student interest and faculty expertise, including Forensic Psychology, Evolutionary Psychology, Sensation and Perception, Software Methods for Psychology, and Introduction to Clinical and Counseling Psychology. In addition, special topics courses have included Sexual Victimization, Psychopathology in Film, Psychology of Religion, and Sports Psychology.

Our primary service course to the Liberal Studies program is General Psychology, with numbers of students ranging from 300-700 per semester. We offer two upper-level Liberal Studies courses, Human Sexuality and Psychology & Law, both of which are very popular. We also provide substantial service to the education programs, teaching both Educational Psychology and Child & Adolescent Development for all education majors.

**Faculty Resources, Teaching, Scholarship, and Service**

*Standard 4. The program has sufficient faculty resources to meet its mission and goals.*

The Department of Psychology currently has 18 full-time faculty members. Of these, 8 are tenured, 7 are non-tenured tenure-track, and 3 are full-time fixed term faculty members. We have 6 Full Professors, 2 Associate Professors, 9 Assistant Professors, and 1 Instructor (M.A. level). As a group, we generate approximately 18.0 FTE through undergraduate and graduate teaching combined. In a typical semester we will employ 4 or 5 adjunct instructors to teach General Psychology or Child & Adolescent Development, yielding an additional FTE of approximately 2.0.

With regard to specialty areas, our coverage includes clinical (4), school (3), counseling (1), developmental (2), educational (2), social (2), comparative-biological (1), and general-experimental (3). We have 8 female and 10 male faculty members; one is of
Hispanic origin, with one a native of Sweden. All vitas are included in the Standard 4 Appendix.

The faculty is actively engaged in professional development. A review of faculty vitas will show heavy attendance and regional and national conferences (SEPA, APA, APS, NASP, APLS, EPA, and others). We offer continuing education opportunities usually twice each year for psychologists in the region, some presented by our own faculty and others by visiting scholars/practitioners.

We track workload precisely. Included in the Standard 4 Appendix is an example of the FTE productivity matrix that is distributed to faculty members each semester, showing clearly where FTE is coming from. We operate as a unit rather than 18 individuals, thus not all faculty are expected to be generating 1.0. As a group we need to be generating 18.0. Our fixed-term faculty members have higher expectations regarding FTE generation, as they do not have scholarship expectations. The excess FTE they generate allows us to have smaller senior seminar and statistics classes. This differentiated load approach is transparent and is supported by all faculty members.

During the past 2 years we completely restructured our departmental Collegial Review Document (CRD), which describes criteria and processes for faculty evaluation (reappointment, tenure, promotion, post-tenure review, and annual evaluation). A copy of the CRD is included in the appendix.

Overall, the morale of the department is high. We feel that we have enough faculty to meet the demand for our courses, especially given our space and facilities constraints.

**Standard 5. The program attracts, retains, and graduates high quality students.**

The Department of Psychology recruits students through participation in the general university admission marketing and recruiting program. The department has designated Winford Gordon as the liaison to the admissions effort. Gordon participates in the programs directed by the university and the Admissions Office and handles other inquiries concerning admissions that come to the department.
Recruitment efforts include four campus wide open house events per semester. Each open house includes both a general information session, held in a large central location, and a departmental information session, held in a classroom in Killian Hall. There is faculty representation at both of these events at every open house. The number of prospective psychology majors at these events is variable. During a typical general information session, attended by several hundred students, 10-20 students will inquire about the Psychology major. Five to ten students attend the departmental information session, which students self-select based on their more significant interest in the Psychology major. Thus, over an academic year faculty from the department speak with almost two hundred students who have general interest and about one hundred who are specifically interested in the Psychology major.

To support these events the department has a static display highlighting the faculty and their backgrounds and a multimedia program highlighting the teaching, research and service emphases of the department. There is also a three-fold brochure that describes the major curriculum and some career options for Psychology majors. The multimedia program and brochure are due for revision within the next year and the static display should be updated within the next two years.

The university has instituted a personalized admissions’ outreach effort. This program calls for phone or mail contact with prospective students who have been admitted to the university. The department’s participation in this program is still developing.

Finally, for the last three summers the Psychology department has been represented at every New Student Orientation session. Gordon, the admission liaison, has participated in the orientations by delivering a “University Academic Experience” session. While the students assigned to these sessions are not necessarily prospective Psychology majors the sessions may provide useful information to undecided students and help others see Psychology courses as interesting and worthwhile elective options.
Although the Department has no academic requirement for admission to the major, over the last five years several trends seem evident in the academic performance of students who are Psychology majors and in the SAT scores of students who choose to become Psychology majors. As a group, compared to the average WCU student, psychology majors earned a higher GPA in every one of the last eleven semesters. The average difference in GPA was +0.14. Psychology majors averaged 13.55 and 6.00 points higher on the VERBAL and WRITING sections respectively and averaged 4.55 lower on the MATH section. Our majors have an average SAT of 1028 and an average earned GPA of 2.74. Psychology majors seem less qualified than other students at Western Carolina in their quantitative preparation. The lower average SAT MATH score is something that the department may wish to address in curriculum development.

Additional information regarding our students is presented in the Standard 5 Appendix.

**Administrative Structure and Operational Resources**

**Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.**

Administratively, the department has a Department Head, who serves ex officio as director of the undergraduate program, and a Program Director for each of the two master’s degree programs (school, general-experimental). There are approximately 20 standing committees, listed, with current membership, in the Standard 6 Appendix. The department faculty meets monthly throughout the academic year to discuss ongoing issues, and for the past 5 years we have held a half-day strategic planning session at the end of the academic year. The university provides many opportunities for training through the Human Resources and the Coulter Faculty Center. The UNC General Administration offers specific training workshops for Department Heads each summer. The Department Head, Associate Dean, and Dean are evaluated formally each year through established college procedures. A copy of the Department Head evaluation form is included in the Appendix. In addition to this college-wide process, the current
Department Head takes a “vote of confidence” each year at the first faculty meeting of the year, with the standing commitment to step down in an orderly manner when the level of departmental support drops below the 2/3 level.

**Standard 7. The program has adequate resources to meet its goals and objectives.**

Departmental budgets at WCU (as at many state comprehensive universities) are historically very lean. There is almost no discretionary funding beyond basic needs (phone, postage, copying, paper, printing, etc.). We have never had start-up funding for new faculty members, for example. Since 2004, our department has decided to take our allocation (of approximately $20,000), cover basic needs very frugally, and then allocate as much as possible to individual faculty members as Professional Development Funds. In recent years this has yielded $650 for untenured, tenure-track faculty members, and $550 for tenured faculty. Although most consider this “travel funding,” it may be used for any professional development purpose, including dues in professional organizations, professional licensing fees, journal subscriptions, books, teaching materials, and so forth. To promote research in the department, we adopted a policy of paying for all research posters by faculty, graduate students, and undergraduate students, for any conference presentation.

Library resources are excellent. The dramatic enhancement of electronic access in recent years has made almost all psychology journals readily available. The research staff in the library are competent and very customer-oriented. The budget for new books in psychology is quite adequate.

In contrast, we struggle with dire needs for space. Faculty members have no storage, lab, or research space apart from their own very small offices. Spaces that were originally storage rooms have been converted to graduate student cubicles and then to faculty offices. Now, with 18 faculty members, we have had to reallocate the departmental library and one other relatively large meeting room into common rooms for graduate students, known as Ghettos A and B. We use the several very small spaces that used to be graduate student offices as multi-purpose shared space, for psychological testing, consultation, and research. Our Psychological Services Clinic, which generates
badly needed income for the department’s graduate programs, operates in a virtual environment, with essentially no allocated space. Clients are greeted in the main hallway, and sessions are conducted in the shared spaces on a sign-up basis. We do have some limited access to the McKee Clinic, with a commitment that this will become our clinic space once the new Health Sciences building is completed and the Speech and Hearing unit moves out. We are also optimistic about designing our space in the new education building, though planning has been put on hold due to state budget crisis.

Our budget does not allow routine purchasing of academic equipment. We rely upon one-time allocations from the Office of the Provost. Fortunately, in recent years there have been several allocations, and the department has been able to update the physical laboratory apparatus for undergraduate instruction as well as test kits for graduate training. A recent equipment request, partially funded, is included in the Standard 7 Appendix. It should be noted that the purchase of faculty computers is now centralized and conducted by the division of Instructional Technology. The refresh cycle is approximately 3 years.

Staffing needs are generally met. At this time our 18 faculty members cover the array of content areas and the demand for courses. We have one administrative assistant, who supervises two work-study students. Graduate teaching/research assistants are critical to our operation, and we receive extraordinary support from the Graduate School in this regard. For the past 5 years we have been able to offer a graduate assistantship to every one of our graduate students. Briefly, graduate students are paired with faculty members as their assistant, which allows the faculty member to teach larger classes with more substantial writing assignments, enhancing course quality. Very commonly, the graduate student will also be engaged in joint research with the faculty member, although they are free to work with other faculty members as well. This synergistic system accomplishes many things: it enhances faculty research productivity, it enhances graduate student research activity, it enhances the quality of our undergraduate courses, and it supports FTE generation. We are very fortunate to have a Graduate Dean and a Provost who recognize the success of this system and support it so strongly through graduate assistantships.
Western Carolina University

Vision

Western Carolina University will be a national model for student learning and engagement that embraces its responsibilities as an economically-engaged university. Western seeks to nurture an ever-enlarging knowledge community and economy in western North Carolina through its academic programs, public service and scholarship.

Mission Statement

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural opportunities to improve individual lives and enhance economic and community development in the region, state and nation.

Mission Statement - 2006

Statement of Educational Mission

A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor’s or master’s level, or doctoral level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations.

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university promotes regional economic development through its teaching, research and service. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.
Psychology Department Mission Statement

The Department of Psychology provides the state, region, and university with a center of scholarship in the psychological sciences. The most important expression of this scholarship occurs through effective instruction in the undergraduate and graduate degree programs in psychology, service courses for programs in education and other areas of study, and liberal studies courses open to all undergraduates. The Department of Psychology sees collaborative research activities with students as an integral part of its teaching mission and funded and unfunded faculty research as an important means for faculty development. Although less central to the Department's mission than teaching and research, service that provides faculty members with opportunities to share their scholarship and skills with the university and the larger community is valued and encouraged. The Department of Psychology supports the College of Education and Allied Professions mission by offering courses required for education students at the undergraduate and graduate levels and by preparing masters level psychologists to serve in school systems and regional organizations. The Department supports the university mission by creating a community of scholarship in teaching and learning.
May 6, 2005

Part I. Anna McFadden facilitated our departmental retreat to work out a plan for enhancing student research. She noted that there were restraining factors and facilitative factors for departmental research, and they needed to be identified.

First we wrote down our perceptions of restraining factors and then of facilitative factors. Each of us, in turn, first told of a restraining factor we perceived, and then we combined these restraints into categories:

1. Resources – funding, facilities, equipment, time.
2. Students – lack of a research "culture," knowledge, anxiety, motivation, competence, time, incentives.
3. Processes – mechanisms for communicating opportunities and recruiting students.
4. Faculty – similar to students.

We did the same for facilitative factors:

1. Resources – university funding, subject pool, numbers of undergraduate majors, opportunities, student organizations.
2. Leadership – both department head and faculty leaders.
3. Processes – these are available re (3).
4. Students – eagerness, availability of 280 and 480 courses.
5. Faculty – relationships, advising, teaching load, interests.

We looked at the two lists, for the purpose of changing the balance – decreasing restraining- and increasing facilitative factors.
There we some similar items on both lists. What was missing was an organized plan.

Part II. We were divided into four 4-person groups, for a twenty-minute session, where we tried to create a plan – not a list, but an overall "picture," showing relationships between parts of the plan.

When the groups came back, there were four different types of plans.

1. Traditional organization.
2. Circle.
3. Hierarchical with Department Culture at highest level.
4. Temporal – ordered by immediate, middle, and long-term specific plans.

The four plan types included the same or similar specific ideas for enhancing resources, student and faculty involvement, and processes, and there was agreement that departmental culture was crucial. As I understood this, because the "circle" indicated that culture was embedded throughout the plan, this one would guide us. From all of the plans, specifics needed to be fit into appropriate categories – resources, students, faculty, and processes.

Debate on implementation. First, we considered committees and chairs for four categories – resources, processes, students, and faculty, with Chairs communicating with each other and to faculty. Then the addition of a Steering Committee was suggested. Instead, there was some agreement on having a Director of Research (both undergraduate and graduate) and a committee. The committee would provide each faculty member with an obligation related to the four categories.

Specifics. All agreed about expanding Hal's departmental lunchtime colloquia to weekly events, including reports of faculty and student research, outside speakers, etc., and we needed to increase participation in 280 and 480, increase student poster presentations at WCU and
elsewhere (free posters), provide list including WCU funding opportunities, journals and conferences for student work, etc.

First, we need to evaluate where we are now, and, at some point, we'll need a Vision Statement, clarifying our role in service to the university.
FACILITATING FORCES

- Departmental verbal support/David permission.
- Strong leadership.
- Retreat to discuss.
- High quality faculty mentors - wide variety of interests.
- Relatively light teaching loads.
- Heightened faculty awareness of importance of encouraging research.
- Relationships with students.
- Courses in place to do research and get credit.
- Opportunities currently exist - allowed to create.
- Psych Club and Psi Chi exposure.
- Faculty presentations available.
- Undergrad/grad/gender conference.
- Members of faculty open and responsive to undergrad.
- Mechanisms / S  Faculty pres. to grad
  Brown bag lunch
  Thesis - Perposal to group
  Candidate presentations
  495 Poster presentations

Vibrant graduate programs.
  - Vast numbers of undergraduates - large subject pool.
  - 2 Grad programs require research in addition to thesis.
  - Required thesis.
  - Eager students - undergrad/grad.
  - Integrated research statistics methods class.
  - Funding at university level for undergrad research.
  - Good undergrad advisement for grad school.
  - Some faculty advertise research interests.
  - Faculty open to many ideas - res, Psy 652 - Thesis proposals.
RESTRAINING FORCES

• Classroom Teaching/Time
• No vehicle to distribute students.
• Lack of space - facilities.
• Lack of student culture that this is of value.
• Master's thesis hurts undergrad research.
• Students not aware of faculty research and opportunities.
• Lack of interest of faculty for undergrad equipment.
• Trust issues.
• Funding issues/grants.
• Some research areas not available.
• Lack of coherent dept. vision related to research/teaching, etc.
• Hour requirement 480
• Slip. Undergrad research
• Conflicts with own research agenda
• Service classes/connection to major.
• Lack of involvement of faculty in grad programs
• Faculty taking own too much - saying no.
• Structure of grad program prohibits research beyond thesis.
• No clear incentive or reward for faculty.
• New faculty - need info on content 280/480.
• Lack of support at college level.
• Not connected to undergrad psych conf.
• Lack of advising - undergrad research.
• Undergrad anxiety - demands of research.
• Getting populations relevant to field.
SUMMARY FORCE FIELD ANALYSIS

- Leadership - Dept. Head
  Faculty
- Resources - University funding
  Mechanisms in place, pool numbers of undergrads opportunities, student orgs.
- Process - mechanisms
- Organize
- Curriculum structure
- Resources - funding, facilities, equipment, time.
- Students - culture, knowledge anxiety time, competence motivation incentive.
- Process - marketing vehicle, hr. reg. 280/480.
- Faculty - incentive, time, culture, knowledge.
- Vision/mission/service, classes.
- Faculty - relationships, advising, load, interests.
- Students - some eagerness quality.
STRATEGIES

- Vehicle - grad and undergrad.
- Habit - time and place every week - research colog
- Presentations 271, 272, Psi Chi Club
- Course requirement to attend colog. X number of times.
- Look at scheduling
- Reconsider dept. and faculty service outside dept.
- Develop apprentice system
  faculty/undergrad/grad mentoring grad rep to mentor undergrad.
- Take undergrads to psych conf (van)
- PDP - Research plan including how to involve students
- Make formal part of advising process
- List of faculty interests - look for other space for research - library? Designated electronic classrooms outside of college of education.
- Secret money - list of resources for funding.
- Students involved in research speaking to classes.
- Annually produce DVD, video - to show in classes. 150, 271, 272 Psy Club.
- Require faculty involvement - AFE, TPR, grant writing
- Faculty one page expectations for students.
- Coordinate with honors college to develop senior thesis project.
- Meet with university advancement for fund raising opportunities.
- Some courses research assignment required - poster session, lab component.
- More faculty travel
- Money for Psi Chi - available for research and presentations.
- Efficiency of teaching - as enrollment grows. Intro to psych, grad students
- Record all activity.
• List all culminating points. Conf. journals, assign to faculty for instance undergrad conf.
• Bigger venue for post presentation 495.
• Post on walls - research posters.
• Appoint director of undergraduate research course-release.
• Revisit 1 hr. and 2 hr. options for 480
• Sequence 280 then 480 prereq.
• Give ownership of planned components to more than one person.
• Web-based research initiation.
• Poster presentation 284 - every year, every sem. Required attendance.
• Basic grant writing FAQ for students.
• Frequent programs - What's cool in psych? Not academic target 150.
• Require grad students to submit or present - Grad Research Symposium.
• Post research ideas on bulletin board - email to Psy Club and to Becky.
• Budget request - free posters from print shop.
• Plan given to all new faculty.
• Define goal - how will you know you have achieved it?
• Freedom for individuals within plan.
• Focus on vision for department.
• Clarify Psy 280 - 480.

Culture Research Steering Committee

Resources
Information
Project
Conference
Funding
Faculty
Promotion

Implementation
Technology
Assessment end of each year

Process
Course
Curriculum
Advising
On-going projects

Students
Contact
How – To

**Short Term**

Weekly meetings
  Scheduling
  Venne for 395
  FAQ’s

DVD
  Change 480 to 1 hour
  Put posters on walls
  Formalize advising
    Interests of faculty
  480 Students speak to class
  Bulletin Board
    Faculty reprints
    Faculty projects
  Senior thesis projects
    Honors college

**Medium Term**

Faculty meeting to determine goals for 280, 480.
  Apprenties
  Van trips w/ Hal
  AFE, TPR, Prof. Development Plan
  Web-based research
  What’s cool in Psychology
  Submission for Grad. Research Symp.
  Accountability – record of research

**Long Term**

Vision
  Role of service to college/university
  Director of Research

Notes:

  Ownership
DEPARTMENT HEAD

Information
Resource
-projects
-conferences
-funding

Director of
Undergraduate
Research

Faculty
Liaison
-curriculum
-advising
-ongoing projects

Student
Contact

-Psi Chi
-ongoing projects
-activities
DEPARTMENTAL CULTURE

PROCESS

COURSE STRUCTURE

RESOURCES

PROMOTION

Resources

Faculty

Implementation

Process

Students
1. Undergraduate Curriculum
   a. Major concern – preparation in research methodology
   b. Overview of flow
   c. PSY 340 approval for Experimental category?
   d. PSY 475 approval for Clinical category?
   e. PSY 251/252 deletion?
   f. Discussion of 271/272 success thus far
   g. Brainstorm ideas for getting students better prepared for 495
   h. Outcomes Assessment perspectives (Hal)
   i. Recommended changes

2. PSPM issues
   a. Meeting needs?
   b. Operational problems?
   c. No-shows for research projects
   d. Online versus face-to-face projects

3. Thesis issues:
   a. Concept issue – model of project
      i. Journal article or dissertation?
      ii. Length?
      iii. Breadth of lit review?
      iv. Other issues regarding evaluation of prospectus
   v. Procedural issues:
      1. Is new rating form useful?
      2. Reliable? (Hal)
      3. Why submit written eval ahead of time?
      4. Does student get informed of pass/fail of written?
      5. If written is failed, what purpose is served by telling them ahead of oral?

4. Other issues
Department of Psychology
Annual Strategic Planning Retreat
May 9, 2008

Agenda

1. **Alumni Reunion and Research Conference** – September – David/Scott
   a. Brochures
   b. Ethics workshop
   c. WAIS-IV? – Lori

2. **FTE Report 2007-2008**

3. **CEAP Committee needs:**
   a. Assessment Committee 2008-2010
   b. Grad/undergrad student for Botner Committee?
   c. Student Advisory Committee to the Dean (1 grad, 1 undergrad)
   d. Dean’s Research and Service Awards Committee (recommend)
   e. Holiday Luncheon Committee

4. **Concept list** – Bruce and Jim
   a. This is a follow-up discussion regarding a possible list of “core concepts”
      that we might want to adopt for every course in the major.

5. **PSY 495 issues**
   a. Bruce wants to revisit the purpose of the course.
   b. Windy has concerns regarding students’ readiness for the research project.
   c. We should revisit the idea of “research intensive” courses in the gap
      between 272 and 495, with a possible research project required in each,
      and a focus on APA style.

6. **Proseminar proposal** – Windy

7. **Update Outcomes Assessment Test** – Hal

8. **PSPM issues**
   a. Reconsider giving a full credit for everything, no matter how short
      (Windy)
   b. One idea is half-credit units (Windy)
   c. Mille reports that grad students cannot get subjects
   d. This clearly impacted thesis completion this past year, delaying final
      defense until later than target dates.
   e. Reconsider our one-year experiment with no penalty other than 4% of
      course points. We may need to reinstate the Incomplete grade (but bluff a
      little, never letting them actually turn to F’s).
   f. Structured lab times (Windy’s handout)

9. **Thesis issues**
   a. Millie – proposes a 2-3 hours workshop next October on a Friday
      afternoon to discuss thesis direction, committee membership
      responsibilities, roles, coordination with 652 (to ensure consistent
      messages to students). More general issues like scope of lit review,
      formatting, expectations, etc.
b. David – the use of 799 should be reconsidered. Faculty need SCH credit for their involvement with thesis students. Spring 1st year is out of your hide, but because they do take 2 semesters of 699 it eventually evens out. But we should use 799 continuously after spring semester of 2nd year until thesis is submitted, including summers. Encourages completion.

10. **PSY 680 issues** – Millie/ Alvin
   a. Incoming students will be matched to faculty during summer to facilitate fast start.
   b. Millie argues for a “mentoring” process like doctoral programs.
   c. Tangible goal would be fast start on project, September data collection, SEPA proposal by deadline.

11. **Peer Review of Teaching Materials** – Bruce
    a. Procedures for committee election
    b. Procedures for review process
    c. Protocol, quantification, reporting

12. **Botner nomination process** – David
    a. Old procedure
    b. 2007-08 procedure, better but imperfect
    c. New proposal using solid measures of teaching effectiveness

13. **Experimental course online** or evening, for SAC and for full-time working adults
    a. Leads into broader philosophical issue of access to our major for nontraditional students...

14. **Printing policy** – Bruce
    a. Thesis drafts
    b. Undergraduate assignments

15. **AFE documentation** – David
    a. Great job overall
    b. Should have them completed over weekend for meetings next week
    c. 1-year time frame
    d. Teaching time-span
    e. Scholarly activity is biggest challenge
       i. Above the line or below the line
Strategic Plan
Department of Psychology

Strategic Vision Statement
February 1, 2004

Mission

The Mission of the Department of Psychology is to provide a center of scholarship in the psychological sciences for our university, state, and region. Our tasks include the generation of new knowledge about behavior, the application of psychological knowledge in public service, and the translation and transmission of psychological knowledge to our students and the larger community of learners.

Members of the Department of Psychology are first of all teachers-scholars but also actively engage in research and provide community service in areas of their expertise. We provide undergraduate students who major or minor in psychology with knowledge and skills that provide a foundation for life-long liberal learning. We have significant graduate programs in clinical and school psychology that prepare competent, caring practitioners and scholars. Our constituency also includes liberal studies students from throughout the university, undergraduate and graduate teacher education students, and students from a variety of majors with interests in understanding human behavior. Our faculty members share their expertise through many forms of consultation and education in the region and beyond. We recognize a special obligation to serve Western North Carolina. However, our involvement in education, research, and service is not geographically bound.

Clientele

The Department of Psychology serves psychology graduate students, education graduate students, and undergraduates from programs throughout the university. The department offers a large number of Liberal Studies courses and teacher education courses every semester. Over the span of an academic year, we teach over 1,000 students in Liberal Studies courses and approximately 350-400 education majors. The department also provides courses for psychology minors, Second Academic Concentrations for education majors, and psychology majors. There are currently 147 majors in psychology. The department plans to increase the number of majors to 250 in the next 5 years.

There are currently two graduate programs housed within the psychology department: clinical psychology and school psychology. The two programs combined include over 35 full-time students. There are plans to expand the number of students served in the school psychology program through the development of a doctoral program. We will also add a third master's track, in general experimental psychology, which will further increase the number of graduate students.
Department of Psychology Strategic Vision Statement
Page 2

We have established this year the WCU Psychological Services Clinic, providing fee-based assessment, consultation, and intervention services to the community at large. We serve infants and toddlers, school-aged individuals, and adults. Services are provided by advanced graduate students under supervision of licensed faculty members.

We are proposing an extension of our regional outreach services by incorporating the Child’s Garden Program into the department. This program serves children from birth through 5 years of age that display significant emotional/behavioral difficulties. Relocating this important existing program into the Department of Psychology will provide unique training experiences for our students at all levels.

The Department of Psychology also provides training opportunities for psychologists in the region. In the Fall of 2003, the department hosted a training session on the *Wechsler Intelligence Scale for Children, Fourth Edition*, and other such continuing education programs are planned for the future. We will establish a pattern of providing two training sessions per academic year for psychologists in this region.

Programs and Services

Major Programs – Major in Psychology

Minor Programs –
  Minor in Psychology
  Minor in Life Span Development
  Secondary Academic Concentration – Teacher Education

Graduate Programs – M.A. in Psychology
  School psychology track
  Clinical psychology track
  General experimental psychology track (proposed)

Service Courses –
  Psychology 150 – General Psychology:
    Liberal Studies
    Criminal Justice
    Nutrition and Dietetics
    Nursing
    Theatre
    Social Work

  Psychology 190 – First-Year Seminar: Liberal Studies

  Psychology 251 – Research Methods I: Statistics:
    Environmental Health
    Health Information Management
    Health Services Management
Department of Psychology Strategic Vision Statement
Page 3

Psychology 210, 331, 363, 430, 470
Criminal Justice

Psychology 313 – Industrial/Organizational Psychology
Industrial Technology

Psychology 333
Women’s Studies

Psychology 320, 321, 322, 621
Teacher Education Sequence courses

Psychology 370 – Psychology and Law
Psychology 331 – Human Sexuality
Upper Level Liberal Studies Courses and Psychology Major Electives

Services to external communities
WCU Psychological Services Clinic
Child’s Garden – psychological services for children 0-5 years (proposed)
Department-sponsored professional education workshops for psychologists

Interdisciplinary linkages
The undergraduate and graduate programs in psychology will be involved in the new Forensic Sciences program

Student Advising
All full time faculty advise undergraduate majors in psychology

Proposed new programs:
A new track in the graduate psychology program is being proposed in general psychology emphasizing courses in areas other than clinical and school psychology. This track will offer more opportunities for students who either want to seek employment with a masters degree or further their graduate education by seeking a non-clinical Ph.D. We believe this track will attract numerous students interested in doctoral programs in several different disciplines, including developmental, social, cognitive, and industrial-organizational psychology. In addition, the focus of the M.A. clinical psychology program is being redirected to preparing our graduates to go on to doctoral programs because our graduates are facing an increasingly difficult job market at the M.A. level. North Carolina is in the process of privatizing much of what had been community mental health (CMH). These changes to the CMH system have decreased both the training and employment opportunities for our students. Offering courses in the applied/experimental area will also strengthen the possibility of our M.A. clinical graduate students seeking a Ph.D. We will hire a new cognitive psychologist and a new faculty member with a Ph.D. in general experimental psychology in order to strengthen our offerings in this program area.
Department of Psychology Strategic Vision Statement
Page 4

A Ph.D. program in school psychology is being proposed. This graduate program would be the only Ph.D. program in school psychology in Western North Carolina. There are currently only two doctoral programs in the state, and both are located in the Raleigh-Durham area. The program would significantly increase the role of the department in the region by providing additional community assessment services. A doctoral degree in school psychology provides opportunities for supervisory roles and increases in pay.

Comparative Advantages

The Department of Psychology at Western Carolina University offers several comparative advantages including its location; a modern digital electrophysiology research lab; a collaborative and collegiate faculty; significant involvement in a university wide program in forensic science and a rapidly growing undergraduate major in psychology; and two highly competitive and successful graduate programs (clinical and school psychology). Each of these will be discussed in turn.

One reason that many of our students choose to attend WCU (and faculty and staff select WCU as a place of employment) is the location. We are situated in a beautiful rural valley in the mountains of western North Carolina. We are minutes from Great Smoky Mountains National Park and as a result, have a multitude of outdoor activities immediately available (e.g., whitewater boating, mountain biking, hiking and camping).

In the summer of 2003 we were fortunate to receive funding from WCU administration to purchase and establish a human electrophysiology lab. This kind of equipment allows investigators to examine the relationship between the electrical activity in the brain and various social, cognitive and emotional variables. One of the central goals of this lab is to increase the involvement of undergraduates in faculty research.

The Department of Psychology at WCU is made up of a unique group of faculty. While there is little overlap in our scholarly activity, there is great respect among us and considerable collaboration on various graduate student theses and undergraduate research projects. This is an important (and unique) advantage in that it affords a positive and supportive environment for students at all levels. In addition, faculty in the early stages of their careers find themselves in a situation where they can continue to learn and grow as scholars and teachers. The net effect is an outstanding learning environment for all students.

One of the major university initiatives is the development of an interdisciplinary program in Forensic Sciences. The Department of Psychology will play a significant role in this program with the addition of a new forensic psychologist. We will have a forensic person in place by Fall of 2004. In addition to their role in the interdisciplinary program, our forensic faculty member will be responsible for developing both undergraduate and graduate courses in forensic psychology. An undergraduate course in Forensic Psychology will complement the existing course in Psychology and Law that is always in demand. This is a very popular subfield within psychology at this time and we hope it will contribute to ongoing recruitment of undergraduate majors. In fact, continued recruitment and growth at the undergraduate level is a primary concern for the department at this time. We are currently growing at a significant rate and are committed to expending resources as needed to help ensure that psychology develops into a very popular major among WCU undergraduates.
Department of Psychology Strategic Vision Statement

The Department of Psychology at WCU currently offers graduate programs in clinical psychology and school psychology. The WCU clinical psychology program is unique in the state of NC. The primary focus of this program is to provide students with the training and experience necessary to make them more competitive for doctoral programs in psychology. Most MA clinical programs in NC are geared toward preparing MA-level psychologists. The school psychology program is equally impressive. It has evolved (under the excellent leadership of Dr. Candace Boan) from a program that almost floundered 5 years ago to one that is fully accredited by the National Association of School Psychology. Our enrollment in that program has quadrupled over the last 5 years. In fact, the program has been so successful that the department has recently initiated development of a doctoral program in school psychology. Finally, as evidence of our commitment to serve the community and provide our clinical and school psychology graduate students with the highest quality of training, we have established a psychological services clinic. Our graduate students provide psychological assessment and consultation services (under the strict supervision of our clinical and school psychology faculty) to children and adults from the community as well as members of our undergraduate student body. All revenues generated by the clinic services are used to support the mission of the undergraduate and graduate mission of the department.

Strategic Goals

[Nota bene: These Strategic Goals are NOT listed in order of priority. They are all endorsed as important initiatives within the department and will be pursued simultaneously.]

Strategic Goal: Establish a doctoral program in school psychology. In 5 years we will have a successful doctoral program in school psychology, in addition to our existing master’s programs in clinical and school psychology. (See also Strategic Goal #2 with regard to an additional proposed master’s program in general psychology.) This program will be accredited by the American Psychological Association, will be defined by a child-clinical focus, and will graduate 10 students per year with the Ph.D. degree. We will have two additional faculty members with established track records in school psychology who will help implement this program successfully with high quality.

Strategic Goal: Establish a master’s program in general experimental psychology. This program will offer a flexible curriculum, based on individual goals. Students with interest in non-clinical areas of psychology (e.g., cognitive, developmental, social) will prepare for entry into doctoral programs elsewhere or will develop applied skills marketable at the master’s level. For example, students may focus on program evaluation, behavioral sciences research, statistics and measurement, and applied social psychology, within business and industry as well as other domains. We will hire a new faculty member in cognitive psychology (especially important with the retirement of Dr. White) and a new faculty member in general experimental psychology with a focus on developmental issues, life-span issues, and research methodology. This position will provide additional research support
as well for the Ph.D. program in School Psychology. We will also hire a cognitive psychologist, as Dr. Hedy White is currently on phased retirement.

**Strategic Goal: Establish a fee-based Psychological Services Clinic within the Department of Psychology.** With the rapid decline of applied practice training sites for practicum and internship placements, it is imperative for the Department to develop programs and opportunities for assessment and intervention training for our graduate students. With the establishment of the doctoral program in school psychology this need will be even greater. We will have a clinic that provides psychological services to the community and will provide important educational experiences to our students.

**Strategic Goal: Achieve a count of 250 undergraduate psychology majors.** Given the size of this university and a department faculty of 16, we will have 250 psychology majors. We will maintain a rigorous traditional curriculum and also offer a variety of interesting topical electives at both lower and upper undergraduate levels. We will begin offering an upper-level undergraduate course in applied psychology, which should further increase the attractiveness of the major.

**Strategic Goal: Increase the number of undergraduate students formally involved in empirical research.** We have a freshman-sophomore level research experience, Psy 280, intended for providing an exposure to research in progress by playing a minor role (e.g., gathering background articles, running subjects, collating materials, entering data, attending discussions and meetings), and a junior-senior level research experience, Psy 480, intended for more advance research participation. In 5 years we will have at least 50% of our graduating majors to have earned at least 3 credit hours in these research experiences. With a doctoral program and three master’s programs, we will have vertical teams as the standard approach to doing research in this department. The model team would have 1 or 2 Psy 280 students, 1 or 2 Psy 480 students, 1 or 2 graduate students, and a faculty senior researcher. We anticipate that extensive involvement of students in research activities will improve retention rates within the major and thus contribute the university-wide focus on improving retention.

**Strategic Goal: Continue to provide a large number of service courses to the liberal studies program and the professional education program.** We will meet the high demand for General Psychology sections, offering as many as are needed, partly through the use of full-time fixed-term “Visiting Professors” and instructors who have experience and demonstrated excellence in teaching this course. We will offer several 1st-year seminars each Fall Semester. We will continue to offer developmental and educational psychology courses at both undergraduate and graduate levels in order to meet the needs of the teacher education programs at Western, and our faculty will continue to play an active role in developing and monitoring these programs.
Department of Psychology Strategic Vision Statement
Page 7

Strategic Goal: Develop a key role for psychology in the university’s forensic sciences programs at both the graduate and undergraduate levels. This year we will hire a forensic-clinical psychologist to join our faculty at the assistant professor level. We have contributed to the planning process for the multidisciplinary graduate program in forensic sciences, which will be primarily housed in the Department of Chemistry and Physics. We will add an undergraduate course in forensic psychology to be taught in the Fall semester of 2004, and we will add graduate courses in forensic psychology and forensic psychological assessment over the next several years.

Strategic Goal: Significantly increase internal funds available to faculty for professional development. Through clinic revenue, grants, reallocation of departmental budget, and other sources, we will at least double the allowance to each faculty member for professional development.

Strategic Goal: Enhance teaching effectiveness through improved method of teacher-course evaluation. The department will extensively review and revise existing methods of obtaining student feedback regarding teaching effectiveness and will implement a new system that exhibits empirical soundness, consensus of support of faculty, and consistency with broader university practices.
e) **Strategic Goals**

**Strategic Goal #1: Establish a doctoral program in school psychology.** In 5 years we will have a successful doctoral program in school psychology, in addition to our existing master’s programs in clinical and school psychology. (See also Strategic Goal #2 with regard to an additional proposed master’s program in applied psychology.) This program will be accredited by the American Psychological Association, will be defined by a child-clinical focus, and will graduate 10 students per year with the Ph.D. degree. We will have two additional faculty members with established track records in school psychology who will help implement this program successfully with high quality.

**Strategic Goal #2: Establish a master’s program in applied psychology.** This will be a graduate program for professionals with expertise in program evaluation, behavioral sciences research, statistics and measurement, and applied social psychology, within business and industry as well as other domains. Students with interest in non-clinical areas of psychology (e.g., cognitive, developmental, social) will prepare for entry into doctoral programs elsewhere or will develop applied skills marketable at the master’s level.

**Strategic Goal #3: Establish a fee-based Psychological Services Clinic within the Department of Psychology.** With the rapid decline of applied practice training sites for practicum and internship placements, it is imperative for the Department to develop programs and opportunities for assessment and intervention training for our graduate students. With the establishment of the doctoral program in school psychology this need will be even greater. We will have a clinic that provides psychological services to the community and will provide important educational experiences to our students.

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**Strategic Goal #5: Increase the number of undergraduate students formally involved in empirical research.** We have a freshman-sophomore level research experience, Psy 280, intended for providing an exposure to research in progress by playing a minor role (e.g., gathering background articles, running subjects, collating materials, entering data, attending discussions and meetings), and a junior-senior level research experience, Psy 480, intended for more advance research participation. In 5
years we will have at least 50% of our graduating majors to have earned at least 3 credit hours in these research experiences. With a doctoral program and three master’s programs, we will have vertical teams as the standard approach to doing research in this department. The model team would have 1 or 2 Psy 280 students, 1 or 2 Psy 480 students, 1 or 2 graduate students, and a faculty senior researcher. We anticipate that extensive involvement of students in research activities will improve retention rates within the major and thus contribute the university-wide focus on improving retention.

**Strategic Goal #6: Continue to provide a large number of service courses to the liberal studies program and the professional education program.** We will meet the high demand for General Psychology sections, offering as many as are needed, partly through the use of a stable pool of instructors. We will offer several 1st-year seminars each Fall Semester. We will continue to offer developmental and educational psychology courses at both undergraduate and graduate levels in order to meet the needs of the teacher education programs at Western, and our faculty will continue to play an active role in developing and monitoring these programs.

**Strategic Goal #7: Develop a key role for psychology in the university’s forensic sciences programs at both the graduate and undergraduate levels.** This year we will hire a forensic-clinical psychologist to join our faculty at the assistant professor level. We have contributed to the planning process for the multi-disciplinary graduate program in forensic sciences, which will be primarily housed in the Department of Chemistry and Physics. We will add an undergraduate course in forensic psychology to be taught in the Fall semester of 2004, and we will add graduate courses in forensic psychology and forensic psychological assessment over the next several years.

**Strategic Goal #8: Significantly increase internal funds available to faculty for professional development.** Through clinic revenue, grants, reallocation of departmental budget, and other sources, we will at least double the allowance to each faculty member for professional development.

**Strategic Goal #9: Enhance teaching effectiveness through improved method of teacher-course evaluation.** The department will extensively review and revise existing methods of obtaining student feedback regarding teaching effectiveness and will implement a new system that exhibits empirical soundness, consensus of support of faculty, and consistency with broader university practices.
Psychology, B.S.

Add program to portfolio.

Return to: Programs

Liberal Studies Hours: 42

Click below to view the requirements for the Liberal Studies Program.

Liberal Studies Program Requirements

Major Requirements

The major requires 39 hours as follows:

- PSY 150 - General Psychology Credits: (3)
- PSY 271 - Research Design and Data Analysis I Credits: (3)
- PSY 272 - Research Design and Data Analysis II Credits: (3)
- PSY 455 - History of Psychology Credits: (3)
- PSY 495 - Senior Seminar in Psychology Credits: (3)

Psychology electives:

- PSY 320 - Child and Adolescent Development Credits: (3)
- PSY 322 - Adolescent Development: Problems and Achievements Credits: (3)
- PSY 325 - Development: Early Adulthood through Maturity Credits: (3)
- PSY 327 - Psychology of Aging Credits: (3)

Social, 3 hours selected from:

- PSY 310 Credits: (3)
- PSY 313 - Organizational and Industrial Psychology Credits: (3)
- PSY 333 - Psychology of Sex Differences Credits: (3)

Experimental, 3 hours selected from:

- PSY 440 - Biological Psychology Credits: (3)
- PSY 444 - Cognitive Psychology Credits: (3)
- PSY 448 - Human Neuropsychology Credits: (3)
Clinical, 3 hours selected from:

- PSY 363 - Behavioral Intervention Credits: (3)
- PSY 430 - Personality Credits: (3)
- PSY 441 - Health Psychology Credits: (3)
- PSY 470 - Abnormal Psychology Credits: (3)
- PSY 474 - The Emotionally Disturbed Child and Adolescent Credits: (3)

Other Psychology electives (Hours 12)

In addition

To completing 39 hours of PSY courses, psychology majors must also complete a second major, a minor, or another approved program. Of the 39 required PSY hours, at least 12 must be in junior/senior level courses.

Visit the department's website at http://www.wcu.edu/ceap/psychology/ to view the 8 semester curriculum guide.

Return to: Programs

Add program to portfolio.

Print-friendly page.

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## Psychology Major Checklist

**Name:**

**ID #:**

**Address:**

**Email:**

### Core Requirements:
- **Psy 150** General Psychology
- **Psy 271** Research Methods I
- **Psy 272** Research Methods II
- **Psy 455** Systems & Theories
- **Psy 495** Senior Seminar

<table>
<thead>
<tr>
<th>Core Requirement</th>
<th>Cr</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 150</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 271</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 272</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 455</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 495</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Social psychology electives (choose at least one):
- **Psy 210** Social Psychology
- **Psy 313** Organizational & Industrial Psychology
- **Psy 333** Psychology of Sex Differences
- TranElec

### Developmental psychology electives (choose at least one):
- **Psy 320** Child & Adolescent Development
- **Psy 322** Adolescent Development
- **Psy 325** Development: Early Adulthood through Maturity
- **Psy 327** Psychology of Aging
- TranElec

### Experimental psychology electives (choose at least one):
- **Psy 440** Biological Psychology
- **Psy 444** Cognitive Psychology
- **Psy 448** Human Neuropsychology
- TranElec

### Clinical/Applied psychology electives (choose at least one):
- **Psy 363** Behavioral Interventions
- **Psy 430** Personality
- **Psy 441** Health Psychology
- **Psy 470** Abnormal Psychology
- **Psy 474** Emotionally Disturbed Child & Adolescent
- TranElec

### Total hours from this page:

---

You must complete at least 39 total hours in psychology. After taking all of the required Core course and at least one from each of the elective categories, you need to complete the remainder of the 39 hours by taking more courses from the categories above and/or from the general psychology electives listed on the back of this page. Be sure also to read the Notes section on the back of this page.
### General psychology electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 270</td>
<td>Evolutionary Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 321</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 331</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 360</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>Psy 370</td>
<td>Psychology and Law</td>
<td>3</td>
</tr>
<tr>
<td>Psy 375</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 389</td>
<td>Cooperative Education in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 393</td>
<td>Topics:</td>
<td>3</td>
</tr>
<tr>
<td>Psy 393</td>
<td>Topics:</td>
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</tr>
<tr>
<td>Psy 393</td>
<td>Topics:</td>
<td>3</td>
</tr>
<tr>
<td>Psy 426</td>
<td>Death and Dying</td>
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</tr>
<tr>
<td>Psy 460</td>
<td>Crisis Intervention</td>
<td>1</td>
</tr>
<tr>
<td>Psy 475</td>
<td>Applications in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TranElec</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TranElec</td>
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<td>3</td>
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</tbody>
</table>

### Research, independent projects, and internships:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 280</td>
<td>Research in Psychology</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Psy 280</td>
<td>Research in Psychology</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Psy 280</td>
<td>Research in Psychology</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Psy 480</td>
<td>Projects in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 480</td>
<td>Projects in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 483</td>
<td>Internship</td>
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<tr>
<td>Psy 484</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Psy 485</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Psy 486</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

* (may be repeated up to a total of 3 hours)
* (may be repeated for a total of 6 hours)

(10 hrs per week = 3 cr; max 9 hrs applied to major; PREQs — 2.0 GPA, 20 hrs in PSY, course in 2.0 GPA, 20 hrs of PSY courses, course in methods of counseling or permission of instructor)

<table>
<thead>
<tr>
<th>Hours from Page 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Hours from Page 2</td>
<td></td>
</tr>
<tr>
<td>Total Hours in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

### Requirements for Graduation:

* complete 120 hours, including 42 hours of Liberal Studies
* maintain a 2.0 overall GPA
* maintain a 2.0 GPA in psychology
* complete a minor, second major, or approved program

### Notes:

Psy 190, 1st-year Seminar, is part of the Liberal Studies curriculum and cannot be used to satisfy any of the requirements for the major, minor, or SAC in psychology

Students should apply for graduation after completing 90 hours. Be sure to check the current academic calendar for appropriate deadlines.

All students are expected to know the information in the catalog, to be aware of their progress toward a degree, and to verify that all requirements for graduation have been met. All students should check official records periodically to confirm their status. Neither the university nor the department assumes responsibility for a student's unexpected failure to meet all requirements for graduation, regardless of the reason for that failure.

Psychology Major Checklist

revised 3-11-2005
Western Carolina University
2+2 Plan for the B.S. in Psychology

39 hours are required in the major, as outlined below:

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>NCCC Equivalent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 150 - General Psychology (3 hrs)</td>
<td>PSY 150</td>
</tr>
<tr>
<td>PSY 271 - Research Methods I (3 hrs)</td>
<td>**</td>
</tr>
<tr>
<td>PSY 272 - Research Methods II (3 hrs)</td>
<td>**</td>
</tr>
<tr>
<td>PSY 455 - History of Psychology (3 hrs)</td>
<td>**</td>
</tr>
<tr>
<td>PSY 495 - Senior Seminar (3 hrs)</td>
<td>**</td>
</tr>
</tbody>
</table>

Social Psychology Elective Group
Select 1 course from: PSY 210, 313, 333 (3 hrs)
Select 1 course from: PSY 320, 322, 325, 327 (3 hrs)
Select 1 course from: PSY 440, 444, 448 (3 hrs)
Select from any PSY courses, including extra courses from above (39 hrs total in major)

** Must be taken at WCU

1. 120 total hours are required for the B.S. degree in Psychology.
2. The Liberal Studies program must be completed or waived (see separate checklist for the WCU Liberal Studies program).
3. A minor is required, which typically consists of 18 to 24 hours.
4. IMPORTANT: You must complete at least 30 hours of 300-400 level WCU courses. These may be in the major, minor, or general electives. Thus, we recommend that you take no more than 4 psychology courses at the community college.

Notes:  -- It is strongly recommended that you take PSY 150 at the NCCC.
-- Most NCCCs offer several additional PSY courses that will apply directly to the major. Recommended courses are in bold above.
-- If you have an idea about a minor, it would be very helpful to take the intro course before transferring. Examples: SOC 210, ANT 230, CJC 111.
-- If you complete the A.A. or A.S. degree, take PSY 150, and also take the first course in your intended minor, we can easily develop a plan that will lead to graduation in 2 years.
Western Carolina University
2+2 Plan for the B.S. in Psychology

FAST FACTS

<table>
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<tr>
<th>NCCC A.A. or A.S. to WCU B.S. in Psychology</th>
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<tr>
<td>Credits required</td>
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Program website: http://www.wcu.edu/ceap/psychology/

WCU Transfer website: http://www.wcu.edu/registrar/Transfer/

WCU Catalog: http://catalog.wcu.edu/

If you complete the A.A. or A.S. degree, take PSY 150 at the NCCC, and take the introductory course for your minor at the NCCC, a typical course sequence for your 2 years at WCU would be:

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<tr>
<th>Fall - Junior Year</th>
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<tr>
<td>PSY 271 - Research Methods I</td>
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If you take additional PSY courses at the NCCC, you would then take WCU general electives instead of PSY electives. **It is essential to take PSY 150 at the NCCC so that you can take the research methods courses immediately.** Remember that 30 hours of these courses must be at the 300-400 level.
# CURRICULUM GUIDE FOR PSYCHOLOGY, B.S. DEGREE

## FRESHMAN YEAR

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Prepared By GESP
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### EABS PSV Enrolled Student Descriptive

#### Citizenship

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| Resident Alien | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 2 | 1 | 0 | 0 |
| U.S. Citizen | 97 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black (non-Hispanic) | 4 | 5 | 5 | 11 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| Hispanic | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Other | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| White | 84 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Female | 63 | 71 | 71 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 |
| Male | 34 | 27 | 27 | 41 | 42 | 42 | 42 | 42 | 42 | 42 | 42 |
| Gender | 97 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| FES Regions/Sequences | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Overall Total | 97 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

#### Number of Students Who Graduated EABS PSV by Year

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Prepared By: ORIP
Psychology Department Undergraduate Goals and Objectives Assessed 2007-2008

WCU students who receive a BS in psychology should:

1. understand the primary questions underlying modern psychology and the theoretical perspectives that psychologists bring to them.
2. have an understanding of selected content areas such as biological psychology, developmental psychology, social psychology, psychopathology, personality theory and assessment, learning and cognition.
3. understand methods used to investigate the thinking and behavior of humans and other animals, including the principles of experimental design, non-experimental methods, and basic descriptive and inferential statistics.
4. be able to access the research literature in psychology and communicate relevant research findings according to the principles specified in the Publication Manual of the American Psychological Association.
5. be satisfied with their educational experience in the Psychology Department at WCU.
Outcomes Assessment Methods and Procedures

The Department of Psychology outcome assessment is integrated into Psychology 495, the capstone course in the major. There are three components to these procedures.

1. All graduating seniors are required to take an objective test of their knowledge of psychology. This is a 50 question multiple choice examination.

2. Graduating seniors are required to demonstrate their ability to find and review relevant literature in psychological science and demonstrate their knowledge of the research methods of the discipline by designing a formal research proposal.

3. All graduating seniors participate in focus groups designed to give faculty feedback related to students’ perceptions of strengths of the department and areas in need of improvement.
Summary of Results

A. Outcomes Assessment Test of Seniors. Each semester the psychology department gives graduating seniors a department-designed outcomes assessment test. This is a 50 item multiple-choice test designed to measure knowledge in all areas of psychology. The results of the test are shown in Figure 1. This year’s results are consistent with past test scores. The average score for students taking the test this year was 78.

![Mean Psychology Department Outcomes Assessment Scores (2004 - 2008)](image)

B. Summary of Focus Group Interviews. At the end of the fall and spring semesters, the department head and a faculty member meet with senior seminar students and conduct a focus group evaluation of the students' experience in the psychology department. We have found these among the most useful aspects of the outcomes assessment process. Consistent themes from this year’s interview are listed below. (Notes from the focus groups are in the Appendix.)

**Major Themes from Focus Groups**

**Strengths**
- Variety of courses within the major
- Wide array of faculty interests
- Felt that faculty members were approachable and liked their students
- Excellent instruction
- Faculty encouraged undergraduate learning
- Faculty encouraged individual thinking on the part of students

**Areas Needing Improvement**
- Need more 200 level courses
- Would like more and earlier information on career paths and graduate school admission process
- More labs in classes
- Would like more exposure to SPSS statistics program
- Would like research incorporated into more courses

**Summary of Focus Group Feedback**

As in previous years, the focus group interviews revealed that seniors give high marks to the Psychology Department for being friendly and accessible to undergraduate students. Notably, there were no complaints about advising this year (this is an issue that we have worked on for the past two years – successfully).

As with last year, most areas of concern were only mentioned by one or two students. However, several general themes did emerge.

1. Our students would like more research opportunities. This has been a consistent problem and is primarily due to our lack of research space and the fact that we have little funds for equipment.

2. Our students would like career information earlier in the curriculum. Presently career information is disseminated as part of our capstone course for seniors. Particularly for students taking Psychology 495 in the Spring, this is too late.

**Dissemination of results**

In May 2008, the department held a retreat that focused on the psychology curriculum. We discussed the results of focus group interviews with graduating seniors. Our plans for addressing concerns are below.

**Implementation Plan**

At the May 2008 retreat, the department discussed the following issues related to the undergraduate curriculum.

1. Concept list – Related to Outcomes Objectives 1 and 2, Drs. Henderson and Goodwin suggested that the department develop a list of core concepts in psychology that will be covered in every course in the major (e.g., reliability and validity; correlational studies versus experiments). This task was delegated to the Undergraduate Committee.

2. Purpose of Psychology 495 (Senior Seminar) – We discussed at length the purpose of the capstone course. There was general agreement among the faculty who teach the course that some students seem insufficiently prepared for the research component of the class. The consensus of the faculty was to keep both the research project and the general focus of the course on broad issues in psychological science.
3. The focus group of seniors and the departmental faculty agreed that we want WCU psychology majors to be exposed to research throughout the curriculum. The Undergraduate Committee was charged with identifying courses that would lend themselves to incorporating learning experiences involving hands-on research.

4. Career information. We discussed the recurrent them in focus groups that students wanted earlier exposure to career and graduate school options in psychology. The department decided to incorporate a series of six “proseminar sessions” into Psychology 271 and 272, the research methods sequence required of psychology majors. These will include topics such as the psychology department internship and independent study programs, writing a resume, and job opportunities. Implementation – Dr. Gordon
Appendix
Senior Seminar Debriefing Issues for Outcomes Assessment

Henderson – Fall 2007

What did you like about being a psych major?

- Variety of subjects within the major, e.g., “biology.”
- “You can cater” your major to your interests.”
- A wide array of talent among faculty in the department.
- The quality of instruction was “great”, “with a few exceptions.”
- I got to know many faculty and felt close to them.
- As a psych major I got to understand who we are “beyond a biological explanation” – learned about nurture as well as nature.
- Learning about human behavior and motivations.
- You don’t have to believe a certain theory or explanation. “We can make our own decisions”.
- “We all hated the history class, but it’s actually a good class.” It gives you a good overview, “more perspective.”

What do we need more of?

- Need more classes that are “entry points”; e.g. social psychology, offer them more often.
- Additional courses as “entry points” to the field of psych; for example, learning theories.
- Add a 200-level course on writing in psych, including how to use APA style.
- For seniors, provide more opportunity to conduct research.
- Have a lab “where we actually do research and write papers.”
- Increase the lab facilities – e.g., neurobiology.
- Do more than “learn math” in the methods courses.
- Provide more practice with SPSS throughout the methods course.
- Provide more access to the SPSS program, including on students’ home computers.
- We’ve learned SPSS only for the test.
- Let us know about other courses that address SPSS in other departments; e.g., sociology.
- Offer “application” courses in addition to the counseling/clinical course.
- We need more biological/neuropsychology courses at the upper level.
- Make either PSY 480 or Internships or both required. They are at least as valuable as courses.
- Offer a “spiritual psych” course or one with a philosophical basis.

What did you not like?
• The sheer volume of papers.
• While our writing skills are important, there are too many papers.
• “Last semester I wrote over 100 papers.” This improved my writing skills but my time could have been spent better.
• Too much emphasis on “summarizing what we’ve read” in writing assignments; e.g. “Taking Sides” assignments.
• I would like to learn how to write in APA style well “not summarizing articles.” Writing assignments don’t leave students time to “integrate” what we learn.
• Writing assignments are “a way for the professor not having to teach the subject.”
• We don’t have a course on “Criticisms of Theories” in psych. We hear about the “positives but not about the negatives of the field.”
• We don’t learn enough about current psychologists and what they’re doing. “Compile a blog of interesting current work on the psych department web page.”
• Psych seems to be subjective as a discipline. “We’re not necessarily a science,” and we should be more empirical.

What needs to be changed?

• We shouldn’t have faculty without teaching experience teach “core courses”; e.g. PSY 320 and Research Methods.
• It’s fundamental to learn to write and conduct research – need more opportunity to use SPSS, conduct research, write it up.
• Need access to SPSS outside of class.
• In Senior Seminar actually do a research project.
• Advisors need to encourage students to enroll in Psy 480.

Psy495 – Senior Seminar Feedback on the Psychology Major
Tuesday, Dec. 4, 2007

Need better advising/information on career opportunities with a Psychology major other than going on to graduate school. Many said they had not been given information like this and were not sure what to do after graduation and what jobs were available with a Psychology major.

Several mentioned it would be helpful to have a 1 hour course on “Careers in Psychology” after they declare their major or if not a course, then have some workshops so students could attend.

Scheduling of 271-272 as a sequence course only offered in Fall-Spring is a problem. They suggest that both courses should be offered in the spring as well as the fall for those who may fail 271 or 272. If someone fails 271, they would have to wait a whole year to begin the sequence again which puts them a year behind.
Also, they suggest that those teaching 271-272 should realize they are NOT math majors/students and should provide more hands on activities etc. so they can learn it without the focus on statistics/math part.
It was unanimous that Psy271/272 did not prepare them for developing the research proposal required in Psy495. Some suggested that Psy480 should be required in the junior year to develop a research study. Either that, or other classes taken in the junior year should require some kind of continuation on developing research skills, e.g., research activities rather than some of the other requirements. Another suggestion was to have another research skills based class required in the junior year before getting to senior seminar.

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Psy 495 Spring 2008
Henderson

Positives

1. Like breadth of the department with many areas of psychology represented.
2. Good instruction.
3. Faculty is helpful in encouraging students to learn.
4. Like the fact that courses are not structured hierarchically.
5. Like having Psych Club and Psi Chi (although some noted participation has been very poor).

Concerns

1. Need info on grad schools and non-grad school options early in junior year.
2. Need more early discussion of minors.
3. Desire for more practice with research in multiple courses, more practice with journal articles and how to critically evaluate them.
5. More applied courses with clinical applications.

Psych 495 - Gordon – Spring 2008

STRENGTHS

- Essay writing technique was preferred over more typical objective exams
- Their senior seminar research experience was hard but good.

- The clarity and usefulness of the materials related to applying for Internships or doing Research.
- There is good course diversity.

WEAKNESSES

- The 271-272 courses are too focused in SPSS and do not provide enough opportunity for hands on data collection and preparation of APA style papers.
- Greater need departmental "solidarity." There was a specific comparison to the level of social interaction among faculty and students in the Sociology department.
- Use of graduate assistants for grading leads to inconsistent scoring and unclear standards.
- Unclear on why graduate students are in some of undergraduate courses.
- Courses in the major and suggest eliminating the minor and requiring more PSY courses.

CHANGES

- Offer more career related information, especially what to do without graduate school, earlier, starting in the first year.
- Offer more graduate school related information earlier, starting in the first year.
- Add a lab requirement.
- Add more courses to the major, e.g. I/O
- Add a second level to some courses, e.g. a second Counseling course to follow the Intro to Clinical Counseling course.
- Schedule more course-related group meetings
Mission Statement and Outcomes Assessment Plan

Department of Psychology

May 24, 2005

Harold Herzog, Chair
Psychology Department Outcomes Assessment Committee
Psychology Department Mission Statement

The Department of Psychology provides the state, region, and university with a center of scholarship in the psychological sciences. The most important expression of this scholarship occurs through effective instruction in the undergraduate and graduate degree programs in psychology, service courses for programs in education and other areas of study, and liberal studies courses open to all undergraduates. The Department of Psychology sees collaborative research activities with students as an integral part of its teaching mission and funded and unfunded faculty research as an important means for faculty development. Although less central to the Department's mission than teaching and research, service that provides faculty members with opportunities to share their scholarship and skills with the university and the larger community is valued and encouraged. The Department of Psychology supports the College of Education and Allied Professions mission by offering courses required for education students at the undergraduate and graduate levels and by preparing masters level psychologists to serve in school systems and regional organizations. The Department supports the university mission by creating a community of scholarship in teaching and learning.
Outcomes Assessment Plan

Part II. Procedures: Outcomes Assessment Goals, Strategy, and Implementation Plan

Goals and Objectives

Goal 1: Provide effective instruction in undergraduate degree programs in Psychology:

Objectives:

WCU students who receive a BS in psychology should:

1. understand the primary questions underlying modern psychology and the theoretical perspectives that psychologists bring to them. (To be assessed by Procedures I.C.1 and 2).
2. have an understanding of selected content areas such as biological psychology, developmental psychology, social psychology, psychopathology, personality theory and assessment, learning and cognition. (To be assessed by Procedure III)
3. understand methods used to investigate the thinking and behavior of humans and other animals, including the principles of experimental design, non-experimental methods, and basic descriptive and inferential statistics. (To be assessed by Procedures I.B; C.2; and III)
4. be able to access the research literature in psychology and communicate relevant research findings according to the principles specified in the Publication Manual of the American Psychological Association. (To be assessed by Procedure I.B)
5. be able to discuss ethical issues associated with psychological research and its applications. (To be assessed by Procedure I.C.3)
6. be exposed to a variety of perspectives on human knowledge other than psychology. (To be assessed by Procedure I.A)
7. show evidence of a long-term plan for future education and employment. (To be assessed by Procedure I.D)

Goal 2: Provide departmental instruction and activities that satisfy short-term and long-term needs of students majoring in Psychology.
Objectives:

WCU students who receive a BS in psychology should:

1. be satisfied with their educational experience in the Psychology Department at WCU. (To be assessed by Procedures II.A; II. B.)
2. find their educational experience in the Psychology Department at WCU helpful in employment opportunities. (To be assessed by Procedure IV)

Outcomes Assessment Procedures

I. Students taking Psychology 495 will develop a portfolio which will include:

   A. a copy of the student's research proposal which will be prepared as a course requirement for Psychology 495
   B. two essays to include discussions of a controversial issue in psychology and discussions of a ethical problems involving either psychological research or application
   D. a resume

II. Indicators of students' satisfaction with their educational experience in the WCU Psychology Department

   A. survey of graduating seniors (through the WCU Outcomes Assessment Office)
   B. focus group responses - to be done in the context of the Senior Seminar with the instructor and an additional faculty member

III. Objective test - to be given outside of the senior seminar or at the beginning of the course.

IV. Analysis of three-year follow-up data from graduates.
Fall 2008; PSY 150 General Psychology
Tuesday and Thursday
Instructor: Becky Hester  Office: Killian 315  Phone: 227-2739

Your Instructor:
- email: rhester@email.wcu.edu BEST METHOD OF CONTACTING ME
- Office hours KL 315: By appointment on Thursday or Friday afternoons. Feel free to stop by during the afternoon and see if I am in, but to make sure that I am available an appointment is recommended.

Things To Help You:
- WEBCAT: This is not an online course, but I do use the online course shell in WEBCAT to post items such as your syllabus (this was you can never lose it!), test study guides, and to give you easy access to your required research credits. I will also post course cancellations here for days when the weather is bad or I am ill.
- Text Website: http://www.worthpublishers.com/myers/ Free flash cards, practice questions, quizzes and other very helpful study aids! Just create a free account at the site with an email address and password that you provide.

Your Textbook:
Myers, D.C. Psychology (8th edition); New York, Worth Publishers. The text is a rental book from the bookstore and is included in your textbook rental fee.

Your Class Course Description: This course partly satisfies the Social Science Perspective Requirement of the WCU Liberal Studies Program. Courses in Social Sciences provide systematic study of observational and analytic methods and findings of those disciplines that focus on the interpersonal functioning and institutional creations of human beings. Courses in this category may focus on the scientific study of the mental and behavioral characteristics of individuals or groups or may focus on the description and explanation of political, economic, or legal institutions. Included will be inquiry into basic social scientific concepts such as mind, behavior, class, society, culture, and rights.

Again, this course is a Liberal Studies course. The goals of the Liberal Studies Program are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology.
Expectations:
“General Psychology” does not mean “Easy Psychology”. **Feedback from most students indicates that the tests are more difficult than they expected, and that more work was necessary to do well than they thought.** Try the following suggestions that have worked for other students in the past:

- Attend class regularly and get notes from a classmate if you have to be out.
- Be an *active* participant in class and use class time to take notes and ask questions.
- **Read and review the chapters before coming to class**
- Use the features of the course web page to review the materials further if needed.
- Come see me if you are lost or not doing well. Come as soon as you feel like there might be a problem so we can make a plan to help you earn the grade you are working toward! I can’t do much to help you the week or two before finals. Come early!
- Be on time to class. Don’t talk, text, surf the net, listen to your i-pod, or any other activity that will earn point deductions from your attendance/participation grade. You don’t want to give points away! Put your electronics away and get out your materials to take notes while I am calling roll. I will deduct points from your grade if I see you engaging in things that appear rude or not related to my class.

Attendance:
You should be in class every day because missed work cannot be made up and because points are deducted from your grade for absences. If you do have to miss class I strongly recommend that you obtain notes from a classmate. After the first two absences, 10 points are deducted from your total points for each absence you incur. This means that your first two absences are to use in case of illness, family emergency, or other situation for which you feel it necessary to miss class, so you should save them for these situations since you will be penalized for the 3rd and every absence thereafter. **If you have an extensive medical condition or other issue requiring your absence for more than two consecutive days of class, you should consider discussing this with me so we may fairly evaluate your current standing in the course overall and determine whether or not you may still pass or need to take advantage of a medical, legal, or mental health course withdrawal.**

Please note that missed tests, quizzes, and daily grades may not be made up, thus you should make every effort to be in class each day. Because life gets complicated sometimes despite the best planning and intentions, most of you will be unable to maintain perfect attendance and grades all semester. To help protect your grade during these circumstances, the lowest grade in each of these categories is automatically dropped from your average at no penalty and without requiring any documentation or explanation. **Other than dropping the lowest grade in each category, there is no other allowance for missed work for any reason.**
Grades:

100 **Homework/In class work/group work:** will be averaged together for 100 points. It will not be accepted late, and cannot be made up. You may give to a classmate to hand in for you, but **do not email your work to me.** If you are absent the day we do an in class assignment you will lose the points for that assignment. Homework is collected at the beginning of class. If you come in late and/or hand in the assignment after I have collected it, you will lose 10 points for the assignment. If you forgot to complete your assignment you may turn it in at the beginning of the next class meeting for half credit. After that, homework will not be accepted and you will receive a 0 for the assignment. Also note that if the assignment was a worksheet, your answers written on a sheet of notebook paper will not be acceptable as a submission of your work. It is your responsibility to find out from a classmate what was missed and to get copies of worksheets that may be due. Assigned work will also be posted on WEBCAT so you may download and print it in the event your work was lost or you were not in class to receive it. (one grade from the homework/in class work/group work category will be dropped)

100 **Quizzes:** will be averaged together for 100 points. They may not be taken early or late, and cannot be made up. If you are absent or come in late on a day we have a quiz and miss it you will lose the points for that quiz. (one will be dropped)

400 **Tests:** There will be 5 semester tests good for 100 points each. They must be taken during the time for which they are scheduled, and cannot be made up if missed for any reason. (one will be dropped)

100 **Final EXAM:** Multiple choice, comprehensive. Cannot be dropped and **must be taken at the scheduled time. No exceptions for any reason.**

150 **Careers in Psychology Paper/Presentation**—you will choose or be assigned a career in psychology and will prepare a presentation and paper about that career. Due dates for presentations and papers as well as details about this project will be forthcoming in a separate handout.

25 **Research Participation:** The Psychology department requires all its General Psychology students to complete two research credits by the end of the semester in which the course is taken. Usually the preferred and most enjoyable way of earning the credit is by participating in a research study. One credit is earned for each study participated in (or 12.5 points per credit for a maximum of 25 points) Each student is responsible for completing his or her own research credits. I have made this easier for you by including links to online research surveys in our WEBCAT course shell. You may choose any two of the listed studies to complete for your research credits. If you do not want to participate in the research surveys to earn your credits, please notify me of this by 9/15/08 so I may give you an alternative research paper assignment which may also be used to fulfill your research credit requirements. Completion of all research requirements must be on or before 12/4/08 for points to count toward your final grade.
Point Deductions:

- **Attendance/Participation** 10 points will be deducted for each absence (over 2) regardless of the circumstance.
- **Lateness** results in a 2 point deduction for each time you are late.
- Up to 5 points per day will also be deducted for talking, sleeping, text messaging, ringing phone, I-pod use, internet use, or any other behaviors that I feel are inappropriate or disruptive to the class.

875 Total course points

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>(take your total # of points and divide by max course pts 875 to get your percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 93 - 100%</td>
<td>C: 73 - 76.9%</td>
</tr>
<tr>
<td>A-: 90 - 92.9%</td>
<td>C-: 70 - 72.9%</td>
</tr>
<tr>
<td>B+: 87 - 89.9%</td>
<td>D+: 67 - 69.9%</td>
</tr>
<tr>
<td>B: 83 - 86.9%</td>
<td>D: 63 - 66.9%</td>
</tr>
<tr>
<td>B-: 80 - 82.9%</td>
<td>D-: 60 - 62.9%</td>
</tr>
<tr>
<td>C+: 77 - 79.9%</td>
<td>F: below 60.0%</td>
</tr>
</tbody>
</table>

**Academic Honesty:**
Cheating is against WCU policy and will result in embarrassment and possible dismissal from the university. If I suspect cheating I will move you to a different seat and/or to University officials. Phones and all electronics must be turned off during tests/quizzes.

**Athletes, Band, and other WCU Sponsored field trips:** Please see me *well in advance* of any possible conflicts concerning approved University activities. Official university sponsored trips and event participation *must be accompanied by a letter from the sponsoring instructor/sponsor, include your name, and be presented to me BEFORE* you miss coursework/assignments. *Failure to do so will result in a zero for missed work.*

**Help Outside of Class:** Because there is simply not enough time to go over and over the course materials in class, you may need/choose to seek help with the materials outside class. I have a graduate teaching assistant who is available to set up individual sessions with you and who can host review sessions for tests and the final exam. The CAT Center, located in Hunter Library, also offers free tutoring sessions on a 48 hour advanced notice. I am also happy to answer any questions via email, in person by appointment, or even an online chat at a time we schedule. I can’t help if you don’t ask, so please let me know what you need.

**Accommodations for Students with Disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Lance Alexis for more information. E-mail: lalexis@wcu.edu.
As explained earlier in this syllabus, class policy does not allow for make up work for any reason, so please note the dates of your tests and final exam and make your travel plans accordingly. You are not eligible to take a test or exam early or late because your ride is leaving to go home, because you finish all your other exams earlier in the week, or because your family is going on a vacation.

Topics Schedule:
8/19 Syllabus Review
8/21-9/2 Chapter 1: Research Methods, and Chapter 2: Neuropsychology
9/4 TEST 1
9/9-9/16 Chapter 4: Developmental Psychology
9/18 TEST 2
9/23—10/2 Chapter 8: Learning Psychology, and Chapter 9: Memory
10/7 TEST 3
10/16-10/28 Chapter 15: Personality Psychology, and Chapter 18: Social Psychology
10/30 TEST 4
11/6-11/13 Chapter 16: Psychological Disorders
11/18 TEST 5
11/20 & 25 Presentations and review
12/2 & 4 Presentations and review

EXAMS:
You will not be eligible to take your exam at a different time. Discuss travel plans with parents, your ride home, or anyone else that you need to make arrangements with so that you can be sure not to have a conflict with your exam time. You have nearly 4 months to plan ahead for your exam week...if there is going to be a problem, please utilize the drop/add period that runs through the first week of classes to move into a class with a more suitable exam time.

MY EXAM Date and Time: _________________________________
Thinking Critically with Psychology, PSY 190-02, CRN 82205, Fall 2008
Western Carolina University

Instructor: Mary Ellen Griffin, Ph.D.  Office: Killian 337 (inside K 338)
Phone: off campus 828-586-5511 (M-F 11a-5p)  Class Time: MWF 9:05-9:55 AM
on campus 828-331-8100 (MWF 8-10:30)  Classroom: Killian 339
Email: WebCat Only, Please  Office Hours: MWF 8:00-9:00 AM, or by appointment.

Welcome to Thinking Critically with Psychology: Course Description and Objectives.

Why do people get depressed? Is it because of a "chemical imbalance"? Why do some people act one way when they're alone with you, but then act so differently when they're around a bunch of their friends? Does the way your parents treated you when you were a baby or toddler affect how you act when you're older? Why do we dream, and what do dreams mean? Everybody says, "I'm totally stressed." What IS stress? How can I get rid of mine???

Psychologists study these very kinds of questions about why people do what they do. To put it in academic language, psychology is "the scientific study of behavior and mental processes" (Myers, p. 2). In this course, we will take a look at psychologists' answers to the questions above, and many others. But first, we will take a close look at how psychologists come up with their answers: by using a scientific, research-based approach. With this knowledge of psychologists' methods under your belt, you will then get some practice "thinking like a psychologist," so you can make an informed decision about whether you agree with psychologists' conclusions.

Specific Learning Objectives. Using psychology's method, we'll study "what makes people tick" through the lenses of several subfields in psychology: Neuroscience, Cognitive, Social, Developmental, and Clinical Psychology. This course is NOT designed to cover the whole field, or even the whole textbook! Rather, this course is about understanding how psychologists approach trying to understand people, and actively practicing "thinking psychologically" about several particular aspects of human experience, that I believe you will find quite interesting.

In this course we will also focus on developing and practicing college-level skills in critical thinking, reading, writing, and learning. For those of you who are advanced students, your good skills in these areas will make this an easy, but still interesting and intellectually stimulating course. For those of you who are new to college and/or need to work on these skills, we will walk you through how to do them, and you will get plenty of feedback and practice. You'll be reading Dr. Cabe's essay, "Why Intro Psych is a Tough Course." I hope you will find this course "just tough enough"—you'll feel like you're learning new skills as well as new information, in a structured format that makes the course challenging, but also doable. At the end of the semester, I want you to feel you've accomplished a lot, and that you're well prepared for what comes next at WCU.

General Game Plan: This will be a class in which students play a very active role. All of our activities are designed to help you learn how to think critically to understand psychology concepts, and to think through how they apply to real-life situations. Class time will be divided between actively reviewing work you've done on your own (homework), actively learning new material presented, and actively "thinking about your thinking." Homework review will include reading your work to partners or pods (groups of 4), helping make sure everybody understands important concepts, and giving and receiving feedback about how you did on intellectual standards such as accuracy, clarity, relevance, and depth. Sometimes small groups or individuals will present material to the class. Sometimes I will lecture, which really means that I
will guide the class in a large-group discussion. We will watch and analyze videos, do in-class activities and discuss them, and read, analyze, and debate articles together. Writing—on your own and in class—plays a large role in this course, to learn new information, to figure out what you think about it, and to communicate your thinking to your peers. In fact, we will create a Community Writers' Notebook, kept in Hunter Library. This Community Writers' Notebook will contain some of your best critical thinking about psychology, and your classmates' written responses to your ideas. Students will also carry out Applied Psychology Projects, and present summaries of their learning to the class. Grades will reflect the whole range of work you do for the course (see below).

Good Fences Make Good Neighbors: Course Policies and Procedures.

Students Responsibilities:
1. Be open to discussing ideas—your own and those of others.
2. Respect others in the class, including me; and help make class a positive learning environment.
3. Come to class regularly and on time, prepared for the day's work.
4. Academic honesty is expected. Infractions are dealt with according to the Student Handbook. Academic dishonesty includes cheating, fabrication, plagiarism, and facilitation of academic dishonesty.

Attendance and Participation:

Your Attendance and Active Participation in Class are crucial for the success of this course. Therefore, I reward attendance and participation by giving you points for everything you do (see the chart on page 5). Between attendance and graded assignments, EACH CLASS is worth **2 to 60 points**! Losing 15 points drops your semester grade by 1/3 of a letter; 60 points drops your semester grade a full letter.

Attendance is required and will be logged daily. To get full credit for attendance, you must be on time and have your typed day's assignment(s) with you. Three unplanned absences will result in an automatic course failure (see below).

**Perfect Attendance Bonus:** Students who turn in all assignments and have perfect attendance will receive **15 bonus points.** Students who miss only one day or one assignment will receive a **10 point** bonus. Students may use their Homework Pass and still qualify for perfect attendance.

**Emergencies or Other Problems:** Many students run into problems with family, illness, finances, or other issues that interfere with getting their work done or attending class. If you encounter this kind of problem, **please contact me as soon as possible, BEFORE the class session when things are due,** so that we can work out a plan for you to meet your course obligations. **Contacting me ON THE DAY SOMETHING IS DUE OR AFTER THE FACT** will result in an unplanned absence, and receiving no credit for work due during that class period, barring catastrophic emergencies (see below).

**Late Work and Excused Absences from Tests:** Written assignments must be turned in on time, and tests must be taken on the scheduled date, unless the student has made **PRIOR arrangements with me to turn in assignments or take a test EARLY based on one of the following reasons, WITH WRITTEN DOCUMENTATION:** 1. Military service; 2. Varsity or national team athletics; 3. Catastrophic illness that can be documented by medical personnel; 4. Death or catastrophic illness in the immediate family, that requires extended leave; 5. Required participation in campus activities (e.g., student government).
Graded Course Requirements:

Daily Class Preparation Assignments are required and must be typed and double-spaced. You will have a 1 page assignment to turn in almost every class period. We will work with these class preparation assignments during the day’s class. You are encouraged to make corrections or add notes in class. You will receive one point each day for having your typed assignments with you. Nine will be graded during the semester, worth 10 points each. The lowest grade will be dropped.

Homework Pass: Each student will receive one Homework Pass for an emergency situation, so that you can be counted present even if you didn't bring your class preparation assignment. If the day’s assignment is graded, you may substitute another comparable assignment also due that week. The pass may NOT be used for the 2 "In Search of the Dreamer" assignments in Unit 4.

Participation: I grade class participation in two ways: 1. In-class presentations or other work products are graded; 2. Once during the semester, students will rate their own participation and that of peers they've worked with closely, which I will take into account in assigning grades for the participation evaluation.

Critical Thinking Papers: At the end of each Unit, you will write a 2-3 page essay discussing the most important thing(s) you learned in the Unit. You will bring TWO COPIES to class. One copy will be placed in our class Community Writers' Notebook, which is kept on reserve in Hunter Library. There, other students will read your essays and write responses, which will also be posted in the notebook. In this way, your Critical Thinking Papers will create a dialogue the entire class will participate in. I will grade the second copy, based on the quality of your critical thinking about the unit’s psychology topics, using criteria we will develop together—and practice—in class. Student response letters are also graded.

Unit Tests: At the end of each Unit, students will take a 30 point Unit test, with 3 bonus questions. These are multiple-choice tests answered on Scantron bubble sheets. For students who "bomb" a test, your lowest test grade will be dropped and replaced by the average of your other 3 tests. We will spend some time at the end of each Unit reviewing for the Unit Test.

Applied Psychology Project: As individuals or in small groups, each student will create and carry out an action-oriented project to test psychology principles in your own life. Students will present their findings to the class in Unit 3. Further details will be available on WebCat and will also be handed out in class.

Final Portfolio: The Final Portfolio will include the selection from your work that demonstrates your progress and achievements in critical thinking during the course. You will introduce your selection with a letter. Your ability to accurately critique your own strengths and weaknesses as a critical thinker will be the basis for your grade.

Extra Credit opportunities will be posted on WebCat. If you have a personal idea for an extra credit or honors project, see me about it. The last day to turn in Extra Credit is Friday, November 21.

Instructor Prerogative: I reserve the right to add up to 10 points to the total for any student who is on the dividing line between two grades, on the basis of outstanding participation in class, or extra effort demonstrated by active use of tutoring and/or Writing Center resources.

A chart with a summary of how semester grades are calculated is available on page 5.
Rules, Recommendations, Resources:

Contacting Me: Please feel free to contact me with any questions or concerns about psychology or about the course, at any time this semester. Drop by the office during office hours, call, or email me via WebCat. My contact information is listed at the top of page 1.

Research Participation: The General Psychology research requirement will be met by completing your Applied Psychology Project. Up to 2 additional Research Participation activities may be completed for extra credit. (See WebCat for information).

WebCat Is Your Best Friend! I will use WebCat to post announcements and to contact you by email. All assignments, most handouts, and links to helpful psychology websites will be posted on WebCat. We will have on-line discussions about course content, to help clarify students’ questions for assignments and tests. Students are responsible for all information posted on WebCat!! Check it daily!!

Required Reading:
2. Yalom chapter “In Search of the Dreamer” on Reserve in Hunter Library. Students will be required to photocopy their own copy of the chapter for use in class.
   This excellent website includes practice quizzes and interactive learning activities for each chapter, including animated flash cards. Two interactive assignments are required; others are optional.

Formal Guidelines for Written Work: Written assignments must be turned in on time. Only Typed, Hard Copy of papers will be accepted. Please see WebCat for additional requirements.

Grading Criteria that I use for papers are available on WebCat.

Revision Option: Any written assignment may be taken to The Writing Center for help with revision, and turned in again within one week of the date I handed it back to you, for a higher grade.

Improving Grades on Written Work: Students are encouraged to make an appointment with staff at The University Writing Center, Hunter Library 1st Floor, http://www.wcu.edu/WritingCenter/, 227-7197, for help with all aspects of completing written assignments, from developing ideas to strengthening your argument, proper documentation, or help with mechanics and spelling. Students in my previous classes who have used the Writing Center report they saw their grades improve.

Plagiarism is not permitted, not even in homework assignments. It is expected that students will quote, paraphrase, and document sources correctly. Papers with plagiarism will receive a zero. The Writing Center has both tutoring and on-line instruction available to help you learn how to document properly. Further guidelines will be discussed in class.

The "CC" Mark: Students whose writing skills are below college level will be given a "CC" (Composition Condition) mark on their semester grade report. See the Undergraduate Catalogue for rules pertaining to the "CC" mark.

Tutoring and Extra Help: I am eager to help you succeed in this course. I will offer Review Sessions for each Unit Test. I’m available to help with reading, writing, time management, organization, or other tutoring needs. Attendance at tutoring sessions is recorded, and I take that into account when assigning semester grades. Students who do poorly on a major paper or test may be required to attend tutoring.
Tutoring for Psy 150 is also available through the Catamount Academic Tutoring Center (see http://wcu.edu.catcenter.index.html).

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-7126 or 144 Killian Annex.

**Course Evaluations** will be conducted for the University on line, from November 10 to 21.

**Grades for the Course will be based on total points earned as follows:**

<table>
<thead>
<tr>
<th>Daily Attendance logged promptly at 9:05. For each day, you will receive one point for being on time and one point for having your typed day’s assignment(s). 2 points per day @ 43 days, + 2 freebies.</th>
<th>90 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graded Preparation Assignments:</strong> 9 class preparation assignments will be graded during the semester, the lowest will be dropped, worth 10 points each.</td>
<td>80 points</td>
</tr>
<tr>
<td><strong>In-Class Pod Presentations or Other In-Class Work Products:</strong> 7-9 will be graded during the semester, worth 5-10 points each.</td>
<td>70 points</td>
</tr>
<tr>
<td><strong>4 Critical Thinking Papers</strong> worth 30 points each. Your Critical Thinking Paper for Unit 3 will be your Applied Psychology Project Critical Summary (see below).</td>
<td>120 points</td>
</tr>
<tr>
<td><strong>2 Critical Thinking Paper Response Letters</strong> per Unit worth 5 points each, for a total of 8 letters.</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>4 Unit Tests</strong> worth 30 points each. The lowest of the 4 will be dropped and replaced by the average of the other 3 tests.</td>
<td>120 points</td>
</tr>
<tr>
<td><strong>Self/Peer Participation Feedback:</strong> You will assess class participation for yourself and others, @ 10 points.</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Applied Psychology Project:</strong> Proposal worth 20 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Class Presentation worth 20 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Journal worth 10 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Critical Summary: see CTP #3 Above</td>
<td></td>
</tr>
<tr>
<td><strong>Final Portfolio,</strong> highlighting your best Critical Thinking for the semester</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Bonus Points</strong> for perfect attendance and/or extra credit are added to your total score for the semester before your grade is calculated.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td><strong>600 points</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> Total Points is subject to change slightly at instructor prerogative. Your letter grade will be based on your percent of total points earned, as below.</td>
<td></td>
</tr>
</tbody>
</table>
Psyc 210—Introduction to Social Psychology

Spring 2009

Professor: Thomas E. Ford
Office: 309 Killian
Contact: 227-2109, email: tford@wcu.edu
Office hours: T, TH 8:15 – 9:15; 2:00 – 3:00/M, W, F by appointment


I. Course Objective

Social psychology is the study of how our attitudes, our feelings and our behaviors are influenced by other people. Because everyone, no matter who they are or what they do, spends time in the company of others, we all have something to learn from the study of social psychology. This course is designed to help you better understand complicated processes of interpersonal relationships. It is hoped that you will leave the course with an insight into the enormous power that the presence of other people has over us, and that we have over others.

II. Course Structure

A. Class Style. This course is primarily an “interactive lecture” course. I have a lot to tell you about social psychology but I hope that you too will participate in discussions about course material, and share life experiences that are relevant to course material.

B. Class attendance. After the first two weeks I will not take attendance, but keep in mind that you will be responsible (at the time of exams) for everything covered in class.

III. Graded Assignments

A. Hourly Exams. You will take TWO hourly exams. These exams are not cumulative. Chapters that will be covered on each exam are listed in this syllabus. Each exam may consist of a combination of multiple-choice questions and a few short answer questions.

Note: Makeup exams are granted only for illness, or compelling circumstances beyond the student’s control. Except in emergencies, you must notify me before the time of the exam that you will not be able to attend the regularly scheduled examination. Makeup exams will be taken as soon as the student returns to classes.
B. Final Exam. The final exam is cumulative. It will cover material from the first day of class through the last day with an emphasis on material covered in class since the second hourly exam. The format will be the same as the hourly exams.

C. Course Logs. The data from psychologists who study learning suggest that one very effective way to promote long-term learning is to relate the material to be learned to the self. To promote this method of learning, I will give you the opportunity to write THREE short papers called course logs relating to phenomena we discuss in class to your everyday life.

The point of each log will be to relate a social psychological concept, theory or research finding to a personal experience that you have had in your lives. These logs should be two to three (typed, double-spaced) pages where the ability to write concisely and clearly is paramount. For each of these logs, you are asked to: a) identify a topic from the lecture/text, b) accurately define/introduce the topic, and c) apply the topic to your own life.

It is very important that in your definitions and examples, you are thorough and describe the example clearly. Feel free to be creative and ingenious with these logs...otherwise both you and I will become very bored with them. This is an opportunity for you to find connections between the research that we read about and the life that you experience.

NOTE: The first course log is due on the day of the first exam, the second course log is due on the day of the second exam and the third course log is due on the last day of classes (April 30).

D. Book Review (Optional). You can substitute TWO course logs (50 points) with a book review due on April 30. You can read one of the books listed below and write a short paper (about 6 pages) answering the following questions:

1. What are some of the most important things you learned from this book?
2. What social psychological principles that seemed most applicable to this book?
3. How did this book contribute to your thinking about social behavior or human nature?

If you want to read and review a different book, it must be relevant to social psychology (e.g., it must address the questions above) and I must approve the book BEFORE you begin the assignment.

Recommended Books:
E. **Mini-project.** This should be a fun exercise that allows you to explore some aspects of social interaction in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try and choose a project that you will enjoy, and that will stimulate your thinking about the topics in this course.

**NOTE:** Mini-projects are **OPTIONAL.** You will receive “extra credit” points for completing mini-projects. If I judge the project to be adequate, you’ll receive 3 points. These points will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Therefore, you may not submit more than one mini-project at a time. **You may submit TWO mini-projects.**

There is no minimum or maximum length requirement. Typically you will hand in a 2 - 4 page typed paper as the final product of each mini-project. Some projects, however, may require longer write-ups. Your write-up should illustrate or explore some phenomenon relevant to the course, while knowledgeably using theories, principles and language of social psychology.

IV. Grading

Grades are based on the total number of points you earn on the three exams. There are a total of 275 points:

2 hourly exams @ 50 points 100
Final exam 100
Course logs @ 25 points 75

Total possible points 275

At the end of the course, the number of points you have earned will be totaled. Grades will be assigned by comparing your performance to the best possible score as follows:

93% — 100% = A 77% — 79% = C+
90% — 92% = A- 73% — 76% = C
87% — 89% = B+ 70% — 72% = C-
83% — 86% = B 67% — 69% = D+
80% — 82% = B- 63% — 66% = D
60% — 62% = D-
Below 60% = F

**Note:** Mini-project points and other extra credit points (i.e., research participation points) will be added to your point total at the end of the course.
COURSE OUTLINE

Introduction

What is social psychology? (Chapter 1)

Lewin’s Field Theory: Conceptualizing social (external) and internal sources of behavior regulation

External Sources of Behavior Regulation

Social Influence: Power of the Situation (Chapter 9; Chapter 14, pp. 544-551)
• conformity, obedience, bystander nonintervention

Exam #1: Thursday, February 19

Internal Sources of Behavior Regulation

The Self: Regulatory Functions of the Self-concept (Chapter 3)

Attitudes and Self-regulation (Chapter 6, Chapter 7)
• attitudes as predictors of behavior, attitude formation, implicit attitudes, persuasion, dissonance theory

Perceiving the Social Environment

The social perceiver: The naive scientist vs. the cognitive miser (Chapter 4, 5)

Exam #2: Tuesday, April 31

Interpersonal Processes

Interpersonal Attraction, Close Relationships and Love (Chapter 11; Chapter 12, pp. 459-480)

Prejudice and (Chapter 8)

Final Exam: See Final Exam Schedule for Date and Time.

The final exam covers everything.

Note: This course outline is tentative. You will be made aware of substantive changes. Keep up on the readings.
Mini-project suggestion #1: Design a study

Choose a research question that occurs to you sometime during the course. Design a study intended to answer your question. Submit a description of the question and your proposed study. If possible, build on the design of another study you read about during this course. If the results of a study leave you pondering a new question, think about how you can modify/improve the original design to answer your new question.

Mini-project suggestion #2: Watch a movie

Watch a movie (either at home or at a theater) with an eye for some of the social psychological processes we are examining in this class. Identify some aspect of the movie that you can analyze using a theory or conceptual framework you have learned about during this course. Write a description of this analysis.

Mini-project suggestion #3: Read the newspaper

Watch for news stories or reports that can be understood in terms of social psychological theories or research discussed in class. Turn in the news story along with an analysis of how social psychological research or theory contributes to an understanding of the news event.

Mini-project suggestion #4: Other media

Find 10 examples from the media (e.g., TV, commercials, print ads, comic strips, song lyrics, novels, etc.) that demonstrate a social psych principle. Explain each example, the social psych principle involved, and then explain why the examples fit with the principle.

Mini-project suggestion #5: Every-day life

Use the principles of social psychology to explain happenings in their daily life. Use social psychological theory and or research to analyze and explain an episode from your life. You could write such paper on social influence, social perception, interpersonal attraction, etc. A paper on social perception, for instance, may describe an episode in which you misjudged someone upon first meeting him or her, and your analysis of this as an instance of the fundamental error of attribution.

Mini-project suggestion #6: Social psychology websites

Read about either a) the Stanford prison experiment, b) the jigsaw classroom, or c) Joe Chemo anti-smoking propaganda and write a 4-page paper about it. Each topic (a, b, and c) has a thorough web site devoted to it (linked to from www.socialpsychology.org). Briefly summarize the content of the website, and then critique what you have read using vocabulary and representative research from the course. For example, you may write about both the strengths and weaknesses of the jigsaw classroom and how it could be improved.

HAVE FUN!
Instructor

Dr. David M. McCord
Office: Killian 301
Office phone: 828.227.7361
E-mail: mccord@email.wcu.edu

Course Description

This course will provide an introduction to the emerging field of evolutionary psychology. We will consider a broad range of topics that have been addressed from an evolutionary perspective, including mating strategies, sexual jealousy, cheater detection, parental nurturance and negligence, spatial memory, landscape preferences, and aggression and violence. Evolutionary psychology provides a new and often insightful perspective to all areas of psychology, with particular success so far in cognitive psychology, social psychology, personality psychology, developmental psychology, and linguistics, to name a few. We will address how evolutionary psychology sheds light on the phenomena traditionally studied in these areas.

Required Text


Course Organization

Material will be presented through a variety of techniques, including lecture, small group work, and written assignments that will be done outside of class on a weekly basis. Generally, you can expect me to lecture for 15-20 minutes to introduce and provide an overview of the issue of the day. Most days you will work in small groups to explore questions related to the topic. We will summarize at the end.

Tests

There will be 3 multiple choice examinations given during the semester, about 75 questions in length. Generally speaking, there will be about 25 questions from each chapter in the text, and each test will cover 3 chapters. The final exam will be an essay exam, comprehensive, and you will be given a study guide to help prepare for it.

Attendance

Regular attendance is expected, and absences will be penalized, according to WCU policy. Because it is very hard to judge whether an absence should be “excused,” the policy for this class will not use that concept. Instead, everyone will get two absences without penalty, which represents one week of class, and all other absences will result in 2 points off of your final course grade.
Weekly Essay Assignments

Most weeks you will have a written essay assignment that will require about 2-3 pages to complete. This should be typed, double-spaced, using Word. The assignment question will be posted on WebCat, and your essay must be submitted as an attachment to the WebCat assignment drop box. Essays are due by the beginning of the class period on the due date. Late papers will be penalized 10 points if submitted later on the due date, and 10 points per day after that. There will be 11 of these assignments over the course of the whole semester.

Discussion Board Assignments

We will have 4 different discussion board assignments over the course of the semester. Target dates are on the calendar below. I will post a set of questions on WebCat, and your assignment will be to respond to my posting, and then to respond to at least one of your classmates’ postings. These will be worth a maximum of 50 points each; effort and thoughtfulness of responses will be considered in grading.

Grade

Your grade will be determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly essays (11 @ 100 ea.)</td>
<td>1100 pts.</td>
</tr>
<tr>
<td>Discussion board assignments</td>
<td>200 pts.</td>
</tr>
<tr>
<td>3 unit exams @ 100 ea.</td>
<td>300 pts.</td>
</tr>
<tr>
<td>Final exam</td>
<td>200 pts.</td>
</tr>
<tr>
<td></td>
<td>1800 pts.</td>
</tr>
</tbody>
</table>

After computing your percentage based on total earned points out of 1800, percentage points will be deducted for absences as described above. The final number of points will be converted to a letter grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and higher</td>
</tr>
<tr>
<td>A-</td>
<td>90.00% through 93.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87.00% through 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>84.00% through 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80.00% through 83.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77.00% through 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>74.00% through 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.00% through 73.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67.00% through 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>64.00% through 66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60.00% through 63.99%</td>
</tr>
</tbody>
</table>

Note: Graduate Assistant is Stephanie Stiles. She can be emailed through the WebCat list. Stephanie will be grading the weekly essay assignments. If you have questions or issues about the grade, you should first email Stephanie for clarification. You may want to meet with her to discuss her reasoning for her grading. If you cannot reach a satisfactory result, I will be glad to review the situation. First go to Stephanie, though.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15</td>
<td>Foundations - Intro</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td>Foundations - Intro</td>
<td>Chapter 1</td>
<td>Essay #1</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Foundations - Intro</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td>Foundations - Principles of Evo Psych</td>
<td>Chapter 2</td>
<td>Essay #2</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Foundations - Principles of Evo Psych</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Feb 31</td>
<td>Survival</td>
<td>Chapter 3</td>
<td>DBA #1</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Exam #1</td>
<td>Chapter 3</td>
<td>Essay #3</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Women's long-term mating strategies</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Feb 14</td>
<td>Women's long-term mating strategies</td>
<td>Chapter 4</td>
<td>Essay #4</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Men's long-term mating strategies</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td>Men's long-term mating strategies</td>
<td>Chapter 5</td>
<td>Essay #5</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Short-term sexual strategies</td>
<td>Chapter 6</td>
<td>Essay #6</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Short-term sexual strategies</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Mar 4</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 6</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 11</td>
<td>Short-term sexual strategies</td>
<td>Chapter 6</td>
<td>DBA #2</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Exam #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 18</td>
<td>Parenting</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Mar 20</td>
<td>EASTER BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 25</td>
<td>Parenting</td>
<td>Chapter 7</td>
<td>Essay #7</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Kinship</td>
<td>Chapter 8</td>
<td>DBA #3</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Advising Day (No Classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 3</td>
<td>Kinship</td>
<td>Chapter 8</td>
<td>Essay #8</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Group living - Alliances</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Apr 10</td>
<td>Group living - Alliances</td>
<td>Chapter 9</td>
<td>Essay #9</td>
</tr>
<tr>
<td>Apr 15</td>
<td>Test #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 17</td>
<td>Aggression and Warfare</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>Apr 22</td>
<td>Aggression and Warfare</td>
<td>Chapter 10</td>
<td>Essay #10</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Conflict between the Sexes</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Apr 29</td>
<td>Conflict between the Sexes</td>
<td>Chapter 11</td>
<td>Essay #11</td>
</tr>
<tr>
<td>May 1</td>
<td>Last day - Summary and Review</td>
<td></td>
<td>DBA #4</td>
</tr>
</tbody>
</table>

**Final Exam -- Monday, May 5th, 12:00 - 2:30**
PSY 271 – Research Design and Statistical Analysis I  
Course Syllabus – Fall Semester, 2008

I. Course Instructor:
   Dr. C. James Goodwin  
   326 Killian  
   phone/voice mail: 227-3358  
   office hours: M, W, Th, F 10-11, or by appointment
   The best way to reach me is via email → jgoodwin@wcu.edu

II. Required Reading:
   A set of eight research articles, to be found electronically.

III. Course Description and Objectives:
   PSY 271 is the first half of the Psychology Department’s two-semester integrated course in research methods and statistical analysis (yes, we’ll be together for the whole year). The two courses (271 in the fall and 272 in the spring) are designed to introduce you to the wide range of methodologies used by research psychologists to investigate psychological phenomena and to the statistical analyses used to evaluate the outcome of research. At the end of this fall semester, you should be able to:
   
   - Understand and use the attributes of scientific thinking and apply them to issues of interest for psychologists
   - Understand the reciprocal relationship between theory and empirical research
   - Understand and use these research methods:
     - observational research
     - survey research
     - correlational research
   - Understand and use basic descriptive statistics as ways of summarizing data
   - Understand the attributes of the normal curve and its relevance for statistical analysis
   - Understand the essential logic of null hypothesis significance testing
   - Use PsycINFO effectively to search for research in some topic area in psychology
   - Use SPSS to create data files, compute summary statistics, and create graphs
   - Read and comprehend reports of psychological research in professional journals

   Because I believe that the best way to learn how to do science is to actually do some, there will be a laboratory component to the course and you will be collecting and evaluating data throughout both semesters. A large amount of class time will also be taken up with activities, exercises, and discussion.

IV. Course Schedule:
   August 18 – September 12
   Chapter 1. Thinking Like a Scientist
   Chapter 2. Getting Started: Ideas, Resources, and Ethics
   Articles by Steele, et al., and by Plous
   EXAM #1. September 12

   September 15 – October 8
   Chapter 3. Defining, Measuring, and Manipulating Variables
   Chapter 5. Data Organization and Descriptive Statistics (pp. 89-105)
   Articles by Wood, et al., and by Kasser & Sheldon
   EXAM #2. October 8
October 15 – November 7
Chapter 5. Data Organization and Descriptive Statistics (pp. 106-121)
Chapter 4. Descriptive Methods
Articles by Ryan et al., and by Shook & Fazio
EXAM #3. November 7

November 10 – December 5
Chapter 6. Correlational Methods and Statistics
Chapter 7. Hypothesis Testing and Inferential Statistics (pp. 143-161)
Articles by Crowley et al., and by Myers & Diener
FINAL EXAM. Monday, 12/8, 3:00 pm

V. Course Requirements:

1. **Semester exams.** During the semester, you will take three exams, each comprised of objective, short essay, and/or problem questions. Each exam will cover two chapters in the text. Taken together, these exams will be worth 320 points. Each exam will be worth 80 points and the score on your best exam will be counted twice in the final weighting. That is, your point total on the exams will include four numbers—your three exam scores, and the score for your best exam of the three. No exam score will be dropped.

2. **Final Exam.** During final exam week, you will take a comprehensive final examination. Although it will place primary emphasis on material considered between Exam #3 and the final, it will also cover material for the entire semester. Like the three semester exams, it will include objective, short essay, and/or problem questions. The final exam will be worth 108 points.

3. **Data Collection/Homework.** Throughout the semester, you will complete a series of data collection, critical thinking, and statistical analysis exercises as homework. Taken together, they will be worth 50 points.

4. **Brief Lab Reports.** For 50 points, you will complete two brief summaries (25 points each) of research that we will conduct in class. More details will be forthcoming in separate handouts.

5. **Article Quizzes.** During the course of the semester, you will read eight journal articles describing research in experimental psychology. On the due date for each, there will be a 12-point quiz (ten statements, identify the six that are true), and then a discussion of the reading. There will be total of 96 points available therefore, but only 72 of those points will be "essential" for you to accumulate. This will enable you to drop your two lowest scores or miss two quizzes without penalty. On the quizzes, you will be allowed to use notes on a single piece of paper that you have taken on the article (but not the article itself). See section VII below for the list of readings and a schedule.

6. **Summary.**

    Exams.................................................320 points
    Final Exam...........................................108 points
    Homework............................................50 points
    Lab Reports.........................................50 points
    Article Quizzes.....................................72 points
    Sum....................................................600 points

Once a point total has been determined, letter grades for the course will be assigned as follows:

    A = 94 – 100%  = 564-600 points
    A- = 90 – 93%  = 540-563 points
    B+ = 87 – 89%  = 522-539 points
    B = 83 – 86%  = 498-521 points
    B- = 80 – 82%  = 480-497 points
    C+ = 77 – 79%  = 462-479 points
    C = 73 – 76%  = 438-461 points
    C- = 70 – 72%  = 420-437 points
    D+ = 67 – 69%  = 402-419 points
    D = 63 – 66%  = 378-401 points
    D- = 60 – 62%  = 360-377 points
    F = 0 – 59%  = 000-359 points

VI. Miscellaneous:

**Class Attendance.** I expect to see you in class on a regular basis and I will keep a record of attendance. The most fundamental reason for coming to class is simple—it will have a direct effect on your grade.
There is strong evidence that missing class is related to poor exam performance. This is especially true in my classes, because a substantial portion of exam material will be from topics covered in class. There will be no specific point penalty for missing class, however. You are adults—it’s your decision about whether to come to class. The basic rule is that although you do not have to come to class, you are responsible for every single thing that occurs in class. In the words of one philosopher:

“Eighty percent of success is showing up” → Woody Allen

**Deadlines.** The homework assignments will be as announced in class. The other assignments will be due as follows:

- APA lab report #1  October 1
- APA lab report #2  November 21

Late penalties: Homework and data collection assignments will earn zero points if turned in late. For the lab reports, 10 points per day late; late is defined as arriving in my office after 5:00 pm on the due date. Written work will **not be accepted electronically**.

**Academic Honesty.** Cheating on an exam or plagiarizing on any of the written work will result in an automatic grade of F for the assignment in question. Fraudulently manufacturing data, an especially egregious offense for researchers, will yield an automatic grade of F for the course. Either of these ethical violations will elicit a strong recommendation from me to the Administration that you be dismissed from the university.

**Policy on Make-up exams.** If you miss any of the semester exams for an acceptable reason, you may take a make-up exam. These exams will be given during the final week of class. Acceptable reasons for missing exams are limited to the following:

- illness that can be documented by medical personnel
- death or serious family illness that takes you away from campus
- participation in obligatory campus activities (e.g., athletics, student government)

All excused absences from exams must be accompanied by written documentation. Furthermore, if you miss an exam, you must produce the evidence of an excused absence within seven calendar days of the scheduled exam. If you must miss an exam, notify me as soon as possible, so I will know where you are.

**Classroom Climate.** I think learners thrive in an environment where everyone contributes in positive ways to make learning interesting and fun. To those ends, here is what I expect as your contribution:

- Actively read assignments before coming to class; there’s a lot to argue about in psychology, and I hope we will have good, and informed, discussions
- Be in your seat and be ready to go when class starts
- Avoid having informal discussions during class time, regardless of whether it is me or another student addressing the group
- Ask questions at any time if something is unclear or to raise issues for discussion, but do so without interrupting if someone else has the floor
- Treat your peers (and me) in a fair, civil, and professional fashion
- Take measures to keep yourself awake and alert (i.e., never allow your head to touch the desk or your eyes to close for more than 5 seconds—if this occurs, I will ask you to leave class)

In turn, here is how I will contribute to a positive and energizing course climate. I will:

- Start and end class on time and be thoroughly prepared for each class
- Treat all students in a fair and civil fashion
- Return exams and written work promptly (i.e., usually within one class period)
- Spend extra time with you if you need help with anything related to the course; arrange for tutoring if you need regular assistance
- Be available to you outside of class. My office hours are posted at the top of this syllabus, but you will also find me generally available and easy to find

**Electronics in the Classroom.** This is simple—don’t spend your time in class cruising websites, checking messages or goofing around on Facebook or MySpace. Also, all phones must be turned off during class, and surreptitiously checking for text messages on your phone is an especially grievous offense (penalty → kicked out of class that day).
VII. Assigned Readings.

The readings on the list below are examples of research using some of the methods you will be learning. Your job will be to read these articles carefully and prepare for a quiz and an intelligent discussion of each.

Here is how to proceed:

- All of these articles may be found electronically. From the Hunter website, in that little box on the right, just below where it says "Library Catalog," pull down the menu, select "Journal Title," type in the name of the journal, and click "Go." You should be able to find the article from there.

- Read each article carefully and take detailed notes. The quiz will include items about the article's purpose, its methodology, and its results (you won't have to memorize any "numbers," just the description of the results), and its general conclusions.

- The quiz will include ten statements, six of which will be true. Your job will be to identify the true statements. You will take the quiz, turn it in, and then we will discuss the article. When you are taking the quiz, you may use the detailed notes you took while reading the article. You will not be able to look at the article itself, however.

Assigned Readings

Summary Due on   Article


Extra Credit

For extra credit, you may write brief two-page summaries of up to two articles from research journals (the articles must be approved by me), to be turned in on the final day of class (December 5). Each summary will be worth up to 10 points.
I. Course Instructor:

Dr. James Goodwin
Office: 326 Killian
Office hours: M, W, F, 10:00-11:00, or by appointment
phone/voice mail: 227-3358
The best way to reach me is via email → jgoodwin@wcu.edu

II. Required Text:

[excerpts to be posted on WebCat]
A set of eight assigned readings, available electronically

III. Course Description and Objectives:

PSY 272 is the second half of the Psychology Department's two-semester integrated course in
research methods and statistical analysis (if you have not already taken and passed PSY 271, you cannot
take PSY 272). The two courses (271 in the fall and 272 in the spring) are designed to introduce you to the
wide range of methods used by research psychologists to investigate psychological phenomena and to the
statistical analyses used to evaluate research outcomes. At the end of course, you should be able to:

- Understand and use these research methods:
  - experimental research
    - single-factor designs
    - with 2 levels and multiple levels of the IV
    - factorial designs
    - main effects and interactions
  - quasi-experimental research
  - single-case research (small N designs)
- Understand and use basic descriptive statistics as ways of summarizing data
- Understand and apply the logic of null hypothesis significance testing
- Decide which statistical analysis is appropriate, given the results of some study, carry out the
  proper inferential analysis, and interpret the results

Because I believe that the best way to learn how to do science is to actually do some, there will be a
laboratory component to the course and you will be collecting and evaluating data at several times during the
semester. A fair amount of class time will also be taken up with activities, exercises, and discussion.

IV. Course Schedule:

January 12 – February 6
Chapter 7. Hypothesis Testing and Inferential Statistics (partly a review from 271)
Chapter 8. The Logic of Experimental Design
Articles by (a) Merikle & Skanes, and (b) Dunn, et al.
Readings Quiz #1 (Merikle) January 23
Readings Quiz #2 (Dunn) January 30
EXAM #1. February 6

February 9 – February 25
Chapter 10. Experimental Designs with >2 Levels of an IV (pp. 256-274)
Articles by (a) Vasta, et al., and (b) Levine, et al.
Readings Quiz #3 (Vasta) February 11
Readings Quiz #4 (Levine) February 18
EXAM #2. February 25
February 27 – April 3
   Chapter 10. Experimental Designs with >2 Levels of an IV (pp. 274-283)
   Chapter 11. Complex Experimental Designs
   Articles by (a) Sigall & Ostrove, and (b) Inzlicht & Ben-Zeev
   Readings Quiz #5 (Sigall)    March 11
   Readings Quiz #6 (Inzlicht)  March 18
   EXAM #3.   April 3

April 6 – May 1
   Chapter 12. Quasi-Experimental and Single-Case Designs
   Chapter 13. Nonparametric Procedures
   Articles by (a) Smoll, et al., and (b) DeLuca & Holborn
   Readings Quiz #7 (Smoll)     April 13
   Readings Quiz #8 (DeLuca)    April 24
   FINAL EXAM.   May 4, 3:00 pm

V. Course Requirements:

1. Semester exams. During the semester, you will take three exams, each comprised of objective, short answer, and statistical problem items. Taken together, these exams will be worth 320 points. Each exam will be worth 80 points and the score on your best exam will be counted twice in the final weighting. That is, your point total on the exams will include four numbers—your three exam scores, plus the score for your best exam of the three. No exam score will be dropped.

2. Final Exam. On the first day of final exams (May 4), you will take a comprehensive final examination. Although it will place primary emphasis on material considered between Exam #3 and the final, it will also cover material for the entire semester, and to some extent, for the entire year. Like the three semester exams, the final will include objective, short answer, and problem items. The final exam will be worth 100 points.

3. Lab Report. Based on an experiment that we will complete, you will write a full-scale APA-style lab report. It will be worth 50 points and it is due on Monday, April 27. More details will be forthcoming.

4. Article Quizzes. During the course of the semester, you will read eight journal articles describing research in experimental psychology. On the due date for each, there will be a 12-point quiz (ten statements, identify the six that are true), and a discussion of the reading. There will be total of 96 points available, therefore, but only 72 of those points will be “essential” for you to accumulate. This will enable you to drop your two lowest scores or miss two quizzes without penalty. On the quizzes, you will be allowed to use notes on a single piece of paper that you have taken on the article (but not the article itself). See section VII below for the list of readings and a schedule.

5. Data Collection & Homework. Throughout the semester, you will complete a series of data collection and homework exercises. Taken together, they will be worth 58 points.

6. Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>320</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Lab Report</td>
<td>50</td>
</tr>
<tr>
<td>Article Quizzes</td>
<td>72</td>
</tr>
<tr>
<td>Data Collection/Homework</td>
<td>58</td>
</tr>
<tr>
<td>Sum</td>
<td>600</td>
</tr>
</tbody>
</table>

Once a point total has been determined, letter grades for the course will be assigned as follows:

A  = 94 – 100% = 564-600 points   C = 73 – 76% = 438-461 points
A- = 90 – 93% = 540-563 points    C- = 70 – 72% = 420-437 points
B+ = 87 – 89% = 522-539 points   D+ = 67 – 69% = 402-419 points
B  = 83 – 86% = 498-521 points   D  = 63 – 66% = 378-401 points
B- = 80 – 82% = 480-497 points   D- = 60 – 62% = 360-377 points
C+ = 77 – 79% = 462-479 points   F  = 0 – 59% = 000-359 points

VI. Miscellaneous:

Class Attendance. I expect to see you in class on a regular basis and I will keep a record of attendance. The most fundamental reason for coming to class is simple—it will have a direct effect on your grade. There is
strong evidence that missing class is related to poor exam performance. This is especially true in my classes, because a substantial portion of exam material will be from topics covered in class. There will be no specific penalty for missing class, however. You are adults—it's your decision about whether to come to class. The basic rule is that although you do not have to come to class, you are responsible for every single thing that occurs in class. In the words of that great American philosopher:

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Policy on Make-up exams. If you miss any of the semester exams for an acceptable reason, you may take a make-up exam. These exams will be given during the final week of class. Acceptable reasons for missing exams are limited to the following:

- illness that can be documented by medical personnel
- death or serious family illness that takes you away from campus
- participation in obligatory campus activities (e.g., athletics, student government)

All excused absences from exams must be accompanied by written documentation. Furthermore, if you miss an exam, you must produce the evidence of an excused absence within three days of the scheduled exam.

Extra Credit. After each of the three semester exams, you will have the opportunity to complete multiple choice exam corrections that could add up to five points per exam to your score. In addition, you can read two additional research articles in cognitive psychology (approved by me) and write 2-page summaries of each. Each extra summary will be worth up to 10 extra credit points.

Deadlines. The homework assignments will be as announced in class. The other assignments will be due as follows:

- APA lab report: 4/27
- Article Quizzes: 1/23, 1/30, 2/11, 2/18, 3/11, 3/18, 4/13, 4/24

Late penalties: Homework assignments will earn zero points if turned in late. For the lab report the late penalty will be 10 points per class day. A class day is operationally defined as any day when classes are in session. Late is defined as arriving after 5:00 pm on the due date. Papers may NOT be submitted electronically.

Academic Honesty. Cheating on an exam, plagiarizing on any of the written work, or manufacturing data will result in an automatic grade of F for the course and a recommendation from me to the Department Head and the Dean that you be dismissed from the university.

Classroom Climate. I think learners thrive in an environment where everyone contributes in positive ways to make learning interesting and fun. To those ends, here is what I expect as your contribution:

- Be in your seat and be ready to go when class starts
- Avoid having informal discussions during class time, regardless of whether it is me or another student addressing the group
- Ask questions at any time if something is unclear or to raise issues for discussion, but do so without interrupting if someone else has the floor
- Treat your peers (and me) in a fair, civil, and professional fashion
- Take measures to keep yourself awake and alert (i.e., never allow your head to touch the desk or your eyes to close for more than 5 seconds—if this occurs, I will ask you to leave class)

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- Start and end class on time and be thoroughly prepared for each class
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- Spend extra time with you if you need help with anything related to the course; arrange for tutoring if you need regular assistance
- Be available to you outside of class. My office hours are posted at the top of this syllabus, but you will also find me generally available and easy to find

Electronics in the Classroom. This is simple—don't spend your time in class cruising websites, checking messages or goofing around on Facebook or MySpace. Also, all phones must be turned off during class, and surreptitiously checking for text messages on your phone is an especially grievous offense (penalty → kicked out of class that day). The only possible reason to have a cellphone on is if you are on the short list for an organ donation.
VII. Assigned Readings.

The readings on the list below are written by prominent researchers in the field. They have been chosen to give you a greater depth of understanding for some of the topics to be discussed in the class. Your job will be to read these articles carefully and prepare for a quiz and an intelligent discussion of each.

Here is how to proceed:

- All of these articles may be found electronically. From the Hunter website, in that little box on the right, just below where it says "Library Catalog," pull down the menu, select "Journal Title," type in the name of the journal, and click "Go." You should be able to find the article from there.
- Read each article carefully and take detailed notes. The quiz will include items about the article’s purpose, its methodology, and its results (you won’t have to memorize any “numbers,” just the description of the results), and its general conclusions.
- The quiz will include ten statements, six of which will be true. Your job will be to identify the true statements. You will take the quiz, turn it in, and then we will discuss the article. When you are taking the quiz, you may use the detailed notes you took while reading the article. You will not be able to look at the article itself, however.

**Assigned Readings**

<table>
<thead>
<tr>
<th>Quiz/Discussion</th>
<th>Article</th>
</tr>
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</table>

**NOTE:** I am sure you have noticed that the above citations violate APA referencing format. Specifically, they include the issue number (the number in parentheses), which is not supposed to be part of an APA citation. I included this information because it will make it easier for you to search and find the article electronically.
Psychology 313 - Industrial/Organizational Psychology
Fall 2008

Instructor: Millie Abel, Ph.D.
Office: 310 Killian Bldg.
Office Phone/Voice Mail: 227-3369
Office Hours: Posted on web page, by appointment

Course WEB Page: WebCAT


Course Description:

This course covers numerous aspects about the relationship between psychology and the work environment and serves as an introductory course to the field of Industrial/Organizational Psychology.

Course Requirements:

1. Class Participation. Inquiry-discussion of issues and class activities will dominate the format. Traditional lectures will be given as necessary. It is critical that you attend each class session, being thoroughly prepared to actively and constructively participate. Your contribution is vital to your individual success and the success of the class. Please contact me in advance if you find it necessary to miss class for any reason. Comprehension and understanding of the topics in this course require that you adopt an active, inquisitive, problem-oriented, and critical thinking strategy.

2. Class Project. Your major out-of-class assignment is a project that consists of developing your own organization and describing its numerous aspects using your textbook information. In other words, you will be the Owner and CEO of the "Star Widget Corporation" in the year 2050. The project will consist of 2 parts: Part I will include a description of your organization and your own leadership style, the "widget" that your corporation produces/sells (the widget could be a product or service), the population you serve, how you maintain your employee's motivation and job satisfaction, and maintain your employee's safety and health, etc.; Part II will include a description of procedures used in personnel selection, your training programs, and methods of performance appraisal. Detailed instructions for each part of the project will be provided and posted on the course web page. Each part will require a 5-6 page paper, word-processed, double-spaced using Times New Roman font, and worth 100 points each. Each paper is due class time on the designated day (see schedule). Any
late paper turned in the following day will have half the points deducted, and will NOT be accepted after 4:00 pm following the day it is due. The class that your projects are due will be devoted to a presentation/discussion of your projects.

3. In-Class Activities. There will be a minimum of 12 graded in-class activities throughout the semester that will be worth 10 points each. These activities are designed as class participation points.

4. Exams. There will be 3 tests during the semester. Each test will be composed of a possible combination of multiple choice, matching, and short answer/essay questions and worth 100 points. Tests will cover material from classroom lecture and discussion, textbook and, and information from any video shown in class. I will give a make-up exam ONLY for a documented excuse for being absent and MUST be taken on the last day of semester classes, Friday December 5 at 3:00pm. I will give only 1 make up test; if you miss more than 1 test, you cannot pass the course. The final exam will cover material after Test 3 (similar to the first 3 tests and worth 100 points). NO student will be allowed to begin a test late after the first person has completed the test and left the classroom.

5. Course WEB page. The course web page contains important information about the class. You are expected to access the page for this information, and also read any Announcements which are posted regularly.

Grades:
Project Papers (Parts I & II) (100 points each)
In class activities/assignments (12 @ 10 points each)
Exams (3 @ 100 points each)
Final Exam (100 points)
Total possible points = 720 points

Grading Scale:
The following grading scale will be used for computing the final grade.
A = 95 - 100%  684-720 points
A- = 90 - 94%  648-683
B+ = 87 - 89%  626-647
B = 83 - 86%  597-625
B- = 80 - 82%  576-596
C+ = 77 - 79%  554-575
C = 73 - 76%  525-553
C- = 70 - 72%  504-524
D+ = 67 - 69%  482-503
D = 63 - 66%  453-481
D- = 60 - 62%  432-452
F = < 60%  < 432 points
Attendance
Attendance is YOUR responsibility. By this time, you should know that attending class means greater learning and better performance on tests. If you miss class when we have an in class activity, do not ask to make it up - in class activities are intended for class participation points. If you are not in class, you can't participate and thus cannot make up the points. Also, the class schedule lists due dates on all assignments, plus dates of tests, etc. There is no excuse for not knowing when an assignment is due even when you are absent. If absent when an assignment is due, you are still responsible for getting the assignment to me either through another student OR by email. There are NO excuses for turning assignments in late. Finally, checking the announcements page regularly is necessary to keep up with what is happening in class especially if you are absent, and especially to check for any assignment to be completed for the next class.
Psychology 313 Course Schedule: Fall 2008

August 19 - September 16

Chapter 1: Principles, Practices, and Problems
Chapter 2: Techniques, Tools, and Tactics
Chapter 9: The Organization of the Organization
Chapter 7: Leadership

EXAM #1 - September 16

September 18 - October 21

FALL BREAK - NO CLASSES ON OCTOBER 9 (Thursday) & 14 (Tuesday)

Chapter 8: Motivation, Job Satisfaction, and Job Involvement
Chapter 10: Working Conditions
Chapter 11: Safety, Violence, and Health in the Workplace
Chapter 12: Stress in the Workplace

EXAM #2 - October 21

October 23 - November 20

PROJECT PAPER #1 DUE: November 6

Chapter 3: Employee Selection Principles, and Techniques
Chapter 4: Psychological Testing
Chapter 5: Performance Appraisal
Chapter 6: Training and Development

EXAM #3 - November 20

November 25 - December 4

PROJECT PAPER #2 DUE: November 25
THANKSGIVING BREAK - NO CLASS ON NOVEMBER 27

Chapter 13: Engineering Psychology
Chapter 14: Consumer Psychology

FINAL EXAM: Friday December 12 @ 12:00noon
Instructor:
Dr. Lydia Aydlett
Department of Psychology, K327
Phone: 227-3361
aydlett@wcu.edu
Office Hours:
Tuesday & Thursday 1-4
I am available most of the time that I am not in class. If you want to schedule a
specific time for an appointment, either during office hours or outside of them,
e-mail me and I will be glad to set one up.

Statement of Purpose
The fundamental role of Western Carolina University is to develop a community of
scholarship in which students, faculty members, administrators, and staff members learn
and apply the products of learning. The College of Education et al. fulfills this mission
by providing students the opportunity to grow within their personal roles as educational
decision makers. The guiding principle for all instruction in the College is the belief that
the best educational decisions are made after adequate reflection and with the interests
and welfare of the persons affected by the decisions in mind.

Knowledge, Values, and Experience
Child and Adolescent Development is part of the professional education core in the
knowledge base for all undergraduate-level education programs. It follows the course in
educational foundations. It may also be an elective for others in human service programs
such as psychology, counseling, or social work.
Child and Adolescent Development will provide you with knowledge about the
psychology of children’s cognitive, emotional, social, and physical development. This
course should give you experience in practicing critical, independent, reflective thinking
in solving educational or psychological problems. Child and Adolescent Development
will encourage you to value individual and group differences and to be enthusiastic about
working with children.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities
for students with documented disabilities. Students who require disability services or
reasonable accommodations must identify themselves as having a disability and provide
current diagnostic documentation to Disability Services. All information is confidential.
Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail:
kmarcus@email.wcu.edu.

Text
**Text website:**
http://wps.ablongman.com/ab_berk_childdevcw_7
WebCat: additional resources will be provided including articles and website links.

**Catalogue Description:**
Theories and principles of development from conception through adolescence. PREQ: EDCI 231 and admission to professional education sequence or permission of the psychology department head; field experience required.

**Specific Competencies**
Upon completing this course successfully, you should be able to:

1. Understand the major principles and theories of developmental psychology in the areas of cognitive, social, emotional, and personality development

2. Understand and use basic methodological tools for studying children, including observational techniques and developmental research designs

3. Recognize patterns of individual and cultural differences and differences in the development of children with exceptionalities

4. Take responsibility for reading and learning about child psychology as an independent learner

5. Recognize developmental concepts in real and fictional children

**What I want you to be able to do:**
Think like a child psychologist! I want you to be able to integrate the concepts we cover in this class and apply them to real and fictional children.

**Why you might need to know what is in this course**
If you are going to work with children or have children of your own, you need to know how they think, how they behave, and how they react to events around them. Without information about children’s basic nature, developmental processes, and response to the environment, you will not be able to consistently influence them.

**Course Requirements**

1. **Exams** — Four exams will be given. The exams will consist of multiple choice, short answer and essay questions. Some of the questions on the exams will come from the text only, some from class only and many will come from a combination of class notes and text. Eighty per cent of the final exam will be cumulative. Unless
arrangements have been made prior to the exam due to extraordinary conditions, **no make-up exams will be given.**

2. **Required learning activities.** All assignments except in-class assignments will be turned in on WebCat.

   a) **Participation activities** – This grade includes an evaluation of your attendance and attentiveness (20 points), and in-class exercises, reflections, etc. The grades for the activities will vary based on the complexity of the task. Your final participation grade will be based on 55 possible points.

   b) **Child lab** – This class offers direct child observations in a classroom setting 3 times during the semester. I will guide the observations of babies, toddlers and preschool children doing tasks that are appropriate for their age levels. You will receive a data recording sheet and a list of questions to address in your follow up paper. Each of these exercises will be worth 15 points for a total of 45 points.

   c) **Chapter reflections** – Chapter reflection assignments will be posted for all 13 chapters in WebCat. You will be required to turn in reflections for 10 chapters following the due dates listed in the course schedule. Each reflection is worth 10 points for a total of 100 points.

   d) **Case Study** – A Case Study will be distributed at the beginning of the semester. Your task is to use all the information you learn about development this semester to discuss what happens in this case. You will develop the case study during the semester as we cover the ages and topics and will turn in portions of the case study as the course progresses (see course schedule). The final case study paper is due on November 30 and is worth 100 points. In addition, the case study will be submitted on TaskStream and a rating will be given the response indicating whether the student has mastered the following core standard:

       **Core Standard 2:** Teachers know how to teach students

       **Indicator 1:** Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.

3. **Learning activities with choice** – Several learning activities are available to students in this course for a total of **50 points.** You must complete either activity a) or b) and as many of the others as you want or need. You may complete as many of these activities as you need to get the total **50 points.**

   a) **Observations** - You may complete observations on children in a community setting using the instructions under assignments on WebCat. This will be a structured observation and the information will be presented in a 6 page paper. 40 points.

   b) **Service learning activity** – For this activity, you will choose a child who represents a diverse population in Jackson County Schools. The child could have a physical disability (including obesity), a learning disability, or have English as a second language. You will spend 10 contact hours teaching him/her in an area of need. This can include a broad range of activities from
tutoring or helping with homework to teaching English, soccer or other physical activity (possible grade of 60 points).

c) **Journal article review** – You can read an article from Child Development or Developmental Psychology and complete a 4 page written summary of the article. This activity will be worth 15 points.

d) **Current news review** – You may review an article in the current news media which addresses topics related to child or adolescent development. A 3 page review should be turned in including how the article relates to information in the class or text. This activity will be worth 10 points.

4. **Course Expectations and Policies**

a) Questions or comments about the course material are always welcome. You will learn more if you participate in discussions.

b) I will not cover all the textbook material. **YOU MUST TAKE RESPONSIBILITY FOR LEARNING THE MATERIAL IN THE TEXT.** I will create exams that have 60-80% of the questions from the text and 20-40% of the questions from the lectures and in-class activities. You will therefore have a hard time passing the exams if you do not read the text, come to class, and take notes.

c) I will provide you with study questions to guide your study of the text. It is important for you to write out the answers to the study questions and use them, along with your class notes, as a guide to study for exams. Discussion questions on the exams will come from the study guides.

d) Attendance is essential. **If you are absent or late, it is your responsibility** to get assignments from your classmates.

e) Students are expected to be on time, to stay for the full period, to be polite to classmates, to listen (not talk) when others (classmates and instructor) are talking, and to be alert. **VIDEOS AND GROUP DISCUSSIONS ARE NOT TIMES FOR YOU TO LEAVE THE ROOM FOR THE RESTROOM OR SNACK MACHINE.** If you feel drowsy or restless, you are encouraged to stand up in the back or side of the class.

f) **Cell phones must be put away and turned off during class.**

g) Cheating, Plagiarism, Fabrication, or Facilitation of Academic Dishonesty will be addressed according to university standards. If there is cheating on an exam, quiz or paper, the student will, at a minimum, receive a zero on the assignment.

h) Credit for assignments will be reduced by 5 points for each day (not class period) they are late. This policy will be strictly followed, regardless of reason for lateness, as there are many options for getting the assignment in (email, fax, etc.) If the assignment is a daily assignment or reflection paper there is no need to turn it in.

i) **Your final grade in the class will reflect the exact number of points you earn.** For example, you will earn a C+, not a B-, if you have 679 and not 680 points.
**Evaluation**

Exams: 3 @ 100 points each  = 300
Final Exam  = 200
Participation = 55
Child lab = 45
Reflections = 100
Case Study = 100
Learning Activities with choices  = 50
Total  = 850

The final number of points will be converted to a letter grade as follows:

- A 94% and higher  = 799
- A- 90.00% through 93.99%  = 765
- B+ 87.00% through 89.99%  = 739.5
- B 84.00% through 86.99%  = 714
- B- 80.00% through 83.99%  = 680
- C+ 77.00% through 79.99%  = 654.5
- C 74.00% through 76.99%  = 629
- C- 70.00% through 73.99%  = 595
- D+ 67.00% through 69.99%  = 569.5
- D 64.00% through 66.99%  = 544
- D- 60.00% through 63.99%  = 510
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19,21</td>
<td>Introduction, History and Theory</td>
<td>Chapter 1</td>
<td>8/21 Reflection Ch. 1</td>
</tr>
<tr>
<td>August 26,28</td>
<td>Research Methods</td>
<td>Chapter 2</td>
<td>8/26 Reflection Ch. 2</td>
</tr>
<tr>
<td>September 2,4</td>
<td>Biological Foundations</td>
<td>Chapter 3</td>
<td>9/2 Reflection Ch. 3</td>
</tr>
<tr>
<td>September 9,11</td>
<td>Infancy</td>
<td>Chapter 4</td>
<td>9/9 Reflection Ch. 4 9/11 Baby lab</td>
</tr>
<tr>
<td></td>
<td>Exam 1 Review</td>
<td></td>
<td>9/11 4:00</td>
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<tr>
<td>September 16</td>
<td>Exam 1</td>
<td>Chapters 1-4</td>
<td>11/16 Baby lab synthesis</td>
</tr>
<tr>
<td>September 18,23</td>
<td>Physical Development</td>
<td>Chapter 5</td>
<td>9/18 Reflection Ch. 5</td>
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<td>September 25,30</td>
<td>Cognitive Development</td>
<td>Chapter 6</td>
<td>9/25 Reflection Ch. 6</td>
</tr>
<tr>
<td>October 2,7</td>
<td>Information Processing</td>
<td>Chapter 7</td>
<td>10/2 Reflection Ch. 7 10/7 Time sheet and summary – service learning</td>
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<tr>
<td>October 9,14</td>
<td>Fall Break</td>
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</tr>
<tr>
<td>October 16,21</td>
<td>Intelligence</td>
<td>Chapter 8</td>
<td>10/16 Reflection Ch. 8 10/21 Toddler lab 4:00 Review</td>
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<td>Exam 2 Review</td>
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<tr>
<td>October 23</td>
<td>Exam 2</td>
<td>Chapters 5-8</td>
<td>10/23 Toddler lab synthesis</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Additional Notes</td>
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<tr>
<td>October 28</td>
<td>Language Development</td>
<td>Chapter 9</td>
<td>10/28 Reflection Ch. 9</td>
</tr>
</tbody>
</table>
| October 30   | Emotional Development                | Chapter 10| 10/30 Reflection Ch. 10  
| November 6   |                                       |          | 11/6 Field observation and Service learning papers    |
| November 4   | Reading Day                          |          |                                                      |
| November 11, 13 | Self and Social Understanding   | Chapter 11| 11/11 Reflection Ch. 11                               |
| November 18, 20 | Moral Development                   | Chapter 12| 11/18 Reflection Ch. 12  
| 11/20        | 3 Review                             |          | 11/20 Child Lab  
|              |                                      |          | 11/20 Journal and news article reviews  
|              |                                      |          | 4:00 Review                                           |
| November 25  | Exam 3                               | Chapters 9, 10, 11, 12| 11/25 Child lab synthesis                             |
| November 27  | Thanksgiving Break                   |          |                                                      |
| December 2, 4 | Sex Differences and Gender Roles     | Chapter 13| 12/2 Reflection Ch. 12  
| December 4   | Exam Review                          |          | 12/4 Case Study                                        |
|              |                                      |          | 4:00                                                  |
| December 9   | Final exam                           | Comprehensive| 12:00-2:30  
| December 10  | Section 02                           |          | 12:00-2:30                                            |
|              | Section 01                           |          |                                                      |
PSYCHOLOGY 321  
Educational Psychology  
Fall 2008, Section 3, MWF 11:15-12:05

Instructor: John Habel, Ph.D.  
Phone: 828-227-3367  
Office: Killian 308  
Office Hours: Mon. & Fri. 10-11 (KL 327), Wed, 12:15-1:15 & by appointment  
FAX: 828-227-7005  
e-mail: habel@email.wcu.edu

The university catalog describes this course as follows: Application of psychological principles to teaching, cognition, learning, motivation, measurement, individual differences, and behavior management. PREQ: EDCI 231, PSY 320, and admission to professional educational sequence or permission of the psychology department head; field experience required.

Required Text:  

Course Description and Philosophy
The subject of educational psychology is not something to be learned and understood, once and for all, during a particular semester of college. Therefore, the marriage of education and psychology in an educational psychology course cannot thrive as a body of material to be "covered" in a single semester. Teachers take years to develop personal theories of education, and these must include knowledge of the psychological explanations of learning and teaching.

Given these assumptions, this educational psychology course takes both a "How to" and a "Why to" approach. The body of knowledge and the skills you acquire by reading the textbook, participating in class meetings, and engaging in assigned activities can strengthen your foundation as you continue to develop your own approaches to both teaching and promoting your students’ learning.

This educational psychology course also contains theories about learning that should be exemplified in the way the subject is taught. Accordingly, the teaching methods in this course are based on the proposition that learning involves complex mental activities in which people try to make sense out of information and experiences. According to the great cognitive psychologist, Jerome Bruner,

The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily. . . . There are two ways in which learning serves us in the future. One is through its specific applicability to tasks that are highly similar to those we originally learned to perform. Psychologists refer to this phenomenon as specific transfer [emphasis added] of training; perhaps it should be called the extension of habits and associations. It's utility appears to be limited in the main to what we usually speak of as skills. . . . A second way in which earlier learning renders later performance more efficient is through what is conveniently called nonspecific transfer [emphasis added] or, more accurately, the transfer of principles and attitudes. In essence, it consists of learning initially not a skill but a general idea, which can be used as a basis for recognizing subsequent problems as special cases of the idea originally mastered. This type of transfer is at the heart of the educational process—the continual broadening and deepening of knowledge in terms of basic and general ideas.


The chief goal of this course is to promote both specific transfer, also known as low-road transfer—the direct transfer of "skills" to specific situations—and nonspecific transfer, also known as high-road transfer—the continual broadening and deepening of knowledge—in students. For more about high-road and low-road transfer see chapter 8 in our textbook.
A prevalent view of teaching in higher education equates teaching with lecturing and content with "covering" the material and turns learning into, in John Dewey's words, a "spectator sport." The ever-present pressure to "cover" actually reduces teaching effectiveness. The most appropriate instructional approach requires active involvement by students in the construction of their own knowledge and skills. Since learning is an active endeavor, you will be asked to not only read, but also to write about and talk about important topics and questions. Writing will be an especially valuable way to organize, analyze, evaluate, integrate, and consolidate what you are learning. In addition, class meetings will include significant amounts of discussion involving the entire class and in small groups and.

Course Topics
Introduction: Teaching, Learning and Educational Psychology
1. Teachers, Teaching and Educational Psychology
2. Social Cognitive and Constructivist Views of Learning
3. Teaching for Learning
4. Cognitive Views of Learning
5. Complex Cognitive Processes
Classroom Management and Motivation
6. Behavioral Views of Learning
7. Motivation in Learning and Teaching
8. Creating Learning Environments
9. Engaged Learning: Cooperation and Community
Individual and Group Variations and Assessment
10. Culture and Diversity
11. Learner Differences and Learning Needs
12. Standardized Testing
13. Classroom Assessment

Course Objectives
1. Explain how knowledge about educational psychology can contribute to the teaching learning enterprise in schools.
2. Apply knowledge about social cognitive perspectives on learning to teaching and learning in schools.
3. Apply knowledge about behavioral perspectives on learning to teaching and learning in schools.
4. Describe the implications of theories of motivation to establishing effective learning environments.
5. Understand and take an informed stand on the controversy in psychology and education over the definition of intelligence, how to measure it, its etiology, and the use of intelligence test scores.
6. Describe how to modify the conditions of learning for students with specific exceptionalities, including ADD/ADHD, schools.
7. Explain how social status and ethnicity affect orientation toward schooling and describe the implications of this diversity for teaching and learning in schools.
8. Describe and take an informed stand on the controversies in education and psychology over the uses, limits, and impact of standardized testing.
9. Describe and give examples of procedures for assessing student learning and assigning and reporting grades in teaching/learning settings.
10. Apply effective strategies and tactics for studying and learning to your own learning in this educational psychology course.
11. Become a better writer.

Conceptual Framework Statement
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after
adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This educational psychology course draws on this conceptual framework by:

1. Giving you the opportunity to engage in reflective thinking to help you organize and reflect on your experiences in this course.
2. Addressing such topics as the impact on teaching and learning of socioeconomic differences, race and ethnicity, learning English as a second language, and gender.
3. Giving you the opportunity to examine selected websites that address topics in educational psychology

Diversity Statement
The textbook contains a chapter on culture and diversity that discusses diversity in teaching and learning in schools and cultural differences in the classroom. In addition, each chapter in the textbook includes a section titled “Diversity and Convergences in . . .”; these sections address such topics as the learning environment, standardized testing, behavioral learning, learning abilities, etc. Also, the books for your book review assignment provide insight into the educational experiences of students who are African American, Native American, or from rural Appalachia. The course also addresses such topics as the impact on teaching and learning of socioeconomic differences, race and ethnicity, learning English as a second language, and gender. The purpose of this focus is to both build your awareness of multicultural issues and to promote your appreciation for the need for culturally compatible schools and classrooms.

You also are asked to complete an assignment in which you explore the resources at the web site, Tolerance.org, maintained by the Southern Poverty Law Center. For more information, see the handout, “Teaching and Learning about Tolerance.” In addition, you are asked to attend two “Diversity Dialogues” sponsored by the College of Education and Allied Professions or other campus organizations (see below).

Accommodations for Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-7234 or 144 Killian Annex.

Course Requirements
Attendance and Participation: Much of one’s learning and thinking originates in, and is supported by, interactions with other people. Therefore, your performance on in-class activities and your contributions to class discussion are important. Assessment in the area of class participation must involve some subjectivity. I will ask you to help me assess your contributions to class discussion.

The only "excused" absences are those that involve a special University activity, such as attending a professional meeting out of town, or absences that are caused by bad weather. If for any reason you have more than three "unexcused" absences, submit a thorough written description of the most interesting, important, and/or useful information in the chapter that we addressed in the last class period you missed. This paper should be typed or word-processed and is due no later than one week after the class meeting that you missed. If your unexcused absences are excessive—six or more—you will receive a reduction of your final grade, regardless of whether you complete the required make-up assignments.

As part of your participation requirement, you are asked to visit me at least once no later than October 8 in my office or at another location—the University Center, Mad Batter, etc.—to discuss our course. Your visit should be made during office hours or by appointment.
**Book Review:** Select a book from the list provided and write a review following the guidelines on the handout titled "Guidelines for Book Review."

**Public Policy Letter:** In this assignment you are encouraged to see yourself as developing educator with the responsibility to use psychological and educational knowledge in the public interest. Select a policy question relevant to the field of educational psychology, evaluate the research on the issue, develop a position with empirically based conclusions, and write a letter to an appropriate public official. In the letter advocate for change or continuation in a particular public policy, citing studies that support your view. More information about this assignment is in the handout, “Guidelines for Public Policy Letter.”

As your prepare your book review and your public policy letter, follow current APA style from the *Publication Manual of the American Psychological Association*, 5th ed. (Washington: APA, 2001). For Information about how to adhere to the APA oppressors' rules, go to the following web page for APA documentation linked to the webpage of WCU's Writing Center: http://www.wcu.edu/writingcenter/isource.asp?page=apa_format.html

**Teaching and Learning about Tolerance:** Explore the various links at the Tolerance.org website, maintained by the Southern Poverty Law Center, and select activities you could use in your professional practice. In addition, go to the “Dig Deeper” link, complete the online tests for hidden bias, and discuss your results. More information about this assignment is in the handout “Teaching and Learning about Tolerance.”

**Sharing Field Experiences Online:** You are asked to form a group of three or four students whose major is the same as or similar to yours and to participate in two small-group discussions online. The small-group discussions will address experiences in your field experience (see handout “Sharing Field Experiences via Web Cat”).

**Exams:** For each of the three units of the semester we will have an exam. Each exam will address topics from the textbook and material from class meetings. The questions will be in multiple-choice and essay form. Each exam is worth 100 points. You may refer to your notes from the textbook and class meetings as you take the exams. You will be able to make-up one exam if you notify me in advance of your absence.

**Diversity Dialogues and Other Presentations:** Each semester the College of Education and Allied Professions sponsors a series of “Diversity Dialogues,” various presentations about diversity. In addition, LMP, the Office of Multicultural Affairs, and other campus organizations sponsor various presentations about diversity. You are asked to attend two dialogues and/or approved presentations and write a response (about two pages in length) in which you describe:
1. What stands out for you as interesting, important or valuable in the presentation
2. How you could apply what you learned in the presentation to your professional practice
3. Information in our textbook that relates to the topic of the presentation

Clearly support your reactions so that they do not appear to be mere opinions that are not based on careful consideration of information in the presentation. Be sure to include an introduction in which you explain your reason for selecting the presentation and evidence from our textbook.

Your response is due no later than one week after the presentation. I will keep you informed about scheduled Diversity Dialogues and other presentations during this semester. If you learn of additional presentations about diversity, please let us know. If your class or work schedules make it impossible for you to attend two diversity dialogues or other presentations, please talk with me about an alternative assignment. Please submit at least one response to a presentation by October 8 and your second response by December 5.
Writing Fellows Program
In order to provide you with additional support for your efforts to improve your writing so that the papers you submit demonstrate your best efforts and serve as valuable learning activities, our course is participating in WCU’s Writing Fellows Program. Three Writing Fellows have been assigned to our course to provide you with support on our three major writing assignments: the Book Review, the Public Policy Letter, and the Teaching and Learning about Tolerance report. Writing Fellows are undergraduate students who are dedicated, trained tutors, and the Writing Fellow with whom you are paired will review your polished draft of each of the major writing assignments and will meet with you to discuss each draft.

WCU’s Writing Center provides a very useful online resource for a wide range of writing questions at http://www.wcu.edu/WritingCenter/resources.asp.

Field Experience
The College of Education and Allied Professions requires students to complete 16 hours of field experience. Lateral Entry students are not required to turn in time sheets. Majors in communications science and disorders are not required to complete field experience hours due to the fieldwork required in their major.

TaskStream Account: All students enrolled in our course are required to purchase a TaskStream account.

Make-up Policy
Assignments: Written assignments that are submitted after the due dates will lose 10 percent of their point value for each weekday that they are late.

Evaluation
Your final grade is based on your performance in the following assignments.

Exams (three @ 100 points each) 300
Sharing Field Experiences Online (two @ 100 points each) 200
Public Policy Letter 100
Book Review 100
Teaching and Learning about Tolerance 100
Miscellaneous Assignments and Participation 100
Diversity Dialogue Reports (two @ 50 points each) 100
TOTAL 1000

Grading Scale:
• A = 934–1000
• A- = 900-933
• B+ = 867-899
• B = 834–866
• B- = 800-833
• C+ = 767-799
• C = 734–766
• C- = 700-733
• D+ = 667–699
• D = 634–666
• D- = 600-633
• F = Below 600

Extra Credit
Films and music related to teaching and learning: You may earn extra credit by collecting songs and other pieces of music related to teaching and learning. You may earn extra credit by identifying films, including full-length commercial, documentary, and animated features, and various short films and videos related to teaching and learning. We will share the pieces of music on a CD and create a list of the films and videos we identify. When possible, we will post links to the films and videos on our course Web Cat site.

You should keep in mind that your best opportunity to earn a good grade is to do your best on the regular assignments. Usually the time you spend on extra credit activities can be applied more effectively to regular assignments. From time to time I will offer opportunities to complete short assignments to earn
extra credit. You also may add up to 10 points to your final point accumulation by attending an approved workshop, lecture, or diversity dialog and writing a reaction paper following the guidelines for responses to Diversity Dialogues (see above). Please discuss your proposed extra credit activities with me in advance.

**Class Schedule**
This is a proposed schedule for the semester. I will announce any revisions in advance.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Introduction: Teaching, Learning and Educational Psychology</strong></td>
</tr>
<tr>
<td>Unit I</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>M Aug. 18</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>W Aug. 20</td>
<td>Chapter 1, Teachers, Teaching and Educational Psychology</td>
</tr>
<tr>
<td>3</td>
<td>F Aug. 22</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>4</td>
<td>M Aug. 25</td>
<td>Chapter 9, Social Cognitive and Constructivist Views of Learning</td>
</tr>
<tr>
<td>5</td>
<td>W Aug. 27</td>
<td>Chapter 9, <em>Proposal for Book Review</em></td>
</tr>
<tr>
<td>6</td>
<td>F Aug. 29</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>M</td>
<td>Sept. 1</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>7</td>
<td>W Sept. 3</td>
<td>Chapter 13, Teaching for Learning</td>
</tr>
<tr>
<td>8</td>
<td>F Sept. 5</td>
<td>Maryann Peterson, Dir. of the Writing Fellows Program, guest presenter. Bring book for review to class.</td>
</tr>
<tr>
<td>9</td>
<td>M Sept. 8</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>10</td>
<td>W Sept. 10</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>11</td>
<td>F Sept. 12</td>
<td>Chapter 7, Cognitive Views of Learning</td>
</tr>
<tr>
<td>12</td>
<td>M Sept. 15</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>13</td>
<td>W Sept. 17</td>
<td>Chapter 7, <em>Draft of Book Review</em></td>
</tr>
<tr>
<td>14</td>
<td>F Sept. 19</td>
<td>Chapter 8, Complex Cognitive Processes</td>
</tr>
<tr>
<td>15</td>
<td>M Sept. 22</td>
<td>Chapter 8, <em>Proposal for Public Policy Letter</em></td>
</tr>
<tr>
<td>16</td>
<td>W Sept. 24</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>17</td>
<td>F Sept. 26</td>
<td><em>Exam 1: Chapters 1, 9, 13, 7 and 8</em></td>
</tr>
<tr>
<td>Unit II</td>
<td></td>
<td><strong>Behavior Management and Motivation</strong></td>
</tr>
<tr>
<td>18</td>
<td>M Sept. 29</td>
<td>Chapter 6, Behavioral Views of Learning</td>
</tr>
<tr>
<td>19</td>
<td>W Oct. 1</td>
<td>Chapter 6, <em>Final Book Review</em></td>
</tr>
<tr>
<td>20</td>
<td>F Oct. 3</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>21</td>
<td>M Oct. 6</td>
<td>Chapter 10, Motivation in Learning and Teaching</td>
</tr>
<tr>
<td>22</td>
<td>W Oct. 8</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>F Oct. 10 and Mon Oct. 13, Fall Break</td>
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</tr>
<tr>
<td>23</td>
<td>W Oct. 15</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>24</td>
<td>F Oct. 17</td>
<td>Chapter 12, Creating Learning Environments, <em>Draft of Public Policy Letter</em></td>
</tr>
<tr>
<td>25</td>
<td>M Oct. 20</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>W</td>
<td>Oct. 22 Advising Day, no class meeting</td>
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<tr>
<td>26</td>
<td>F Oct. 24</td>
<td>Chapter 12, <em>First Field Experience Report Discussion</em></td>
</tr>
<tr>
<td>27</td>
<td>M Oct. 27</td>
<td>Chapter 11, Engaged Learning: Cooperation and Community</td>
</tr>
<tr>
<td>28</td>
<td>W Oct. 29</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>29</td>
<td>F Oct. 31</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>30</td>
<td>M Nov. 3</td>
<td><em>Exam 2: Chapters 6, 10, 12 and 11</em></td>
</tr>
<tr>
<td>UNIT III</td>
<td></td>
<td><strong>Individual Variations and Assessment</strong></td>
</tr>
<tr>
<td>31</td>
<td>W Nov. 5</td>
<td>Chapter 5, Culture and Diversity</td>
</tr>
<tr>
<td>32</td>
<td>F Nov. 7</td>
<td>Chapter 5, <em>Final Public Policy Letter</em></td>
</tr>
<tr>
<td>33</td>
<td>M Nov. 10</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
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<tr>
<td>W</td>
<td>Nov. 12</td>
<td>Chapter 4, Learner Differences and Learning Needs</td>
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<tr>
<td>F</td>
<td>Nov. 14</td>
<td>Chapter 4, <em>Teaching and Learning about Tolerance</em></td>
</tr>
<tr>
<td>M</td>
<td>Nov. 17</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>W</td>
<td>Nov. 19</td>
<td>Chapter 14, Standardized Testing</td>
</tr>
<tr>
<td>F</td>
<td>Nov. 21</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>M</td>
<td>Nov. 24</td>
<td>Chapter 14, <em>Second Field Experience Report Discussion</em></td>
</tr>
<tr>
<td>W</td>
<td>Nov. 26</td>
<td><strong>Thanksgiving Holiday</strong></td>
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<tr>
<td></td>
<td>Nov. 28</td>
<td><strong>Thanksgiving Holiday</strong></td>
</tr>
<tr>
<td>M</td>
<td>Dec. 1</td>
<td>Chapter 15, Classroom Assessment and Grading</td>
</tr>
<tr>
<td>W</td>
<td>Dec. 3</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>F</td>
<td>Dec. 5</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>M</td>
<td>Dec. 8, 3:00 PM</td>
<td>Exam 3: Chapters 5, 4, 14 and 15</td>
</tr>
</tbody>
</table>
Psychology 322
Adolescent Psychology

Instructor: Candace H. Boan-Lenzo, Ph.D.
Graduate Assistant: Paul Ingram
Office: Killian 344
Phone: 227-3451 Email: WebCat mailbox
Office Hours (until 9/12/08): M 11:30-1:30/ T 3:30-4:30/ W 2:00-3:30


Conceptual Framework: see CEAP website: http://www.ceap.wcu.edu/conceptualframework.htm

Multicultural Focus: Information about individual differences and diversity with regards to adolescence will be stressed throughout the semester. The purpose of this multicultural focus is to increase awareness of the relationship between social/cultural factors and adolescence.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.

Class Meeting Format: Class meetings will consist of lectures and in-class discussions. In-class activities will include things such as case studies and discussion of hot topics in the field of adolescent psychology.

Assignments:
Exams: There will be a total of 5 exams in the course. The lowest exam score will be dropped at the end of the term. Each exam is worth 100 points. This means that there are a total of 400 points (4 highest exam scores x 100 points) available from exam performance. Exams will focus on material covered in lecture notes and assigned readings. Exams will not be cumulative. The format of the exams will be multiple choice or short answer.

Reflection Activities: There will be 2 reflection assignments during the semester. Each will be worth 50 points (for a total of 100 points). The specific reflection assignments will be posted in the “Assignments” box at least a week before the deadline.

The specifications for this assignment are as follows:

- Document must be submitted as Microsoft Word files
- Document must be completed using Times New Roman or Arial font
- Document must use 11 or 12 point font
- Document must be double-spaced with margins 1” margins on top, bottom, and both sides
- Document should not exceed 2 pages
- Document should not include your name, date, etc. (I will have access to all this information through the dropbox)

If your document does not meet specifications above (e.g., if it exceeds 3 pages or if you single space), you will lose an automatic 10 points. Please proofread your reflections, you will lose 1 point for EACH typographical or grammatical error in your paper. If writing is difficult for you, please consult with the WCU Writing Center staff.

Reflections are submitted in the “Assignments” con. Reflections will be due at 2:05 pm on the specified date. The dropbox will close at 2:05 pm. In the past, students have sent me emails saying, “My clock said
it was 2:04 but WebCT would not take it..” An easy way to avoid this situation is to not wait until 2:04 to submit. There will be no make-up reflections for any reason.

Reflections can be turned in any time before the specified date (if you want to get ahead, you can do all of your reflections in the first few months of the course). You will be allowed multiple submissions for reflections up until the due date. This means that if you work on it, turn it in, and then have an insight a few days later, as long as the dropbox has not closed you can turn in a revised draft.

Reflections will not be graded until after the specified due date when the dropbox closes. Once the reflection is graded, specific comments will be available in the “Assignments” icon under the specific reflection paper that was submitted.

**Late Work:** Assignments are due at 2:05 pm on the date specified on the syllabus. Assignments WILL NOT be accepted after class starts. Students will receive a zero for the assignment.

**Extra Credit:** The only extra credit opportunities that will be offered in this class are for participation in select research studies within the psychology department. More specifics will be posted on WebCat early in the semester.

**Grading:** The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>465 and higher</td>
</tr>
<tr>
<td>A-</td>
<td>450-464</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>415-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-414</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>365-384</td>
</tr>
<tr>
<td>C-</td>
<td>350-364</td>
</tr>
<tr>
<td>D+</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>315-334</td>
</tr>
<tr>
<td>D-</td>
<td>300-314</td>
</tr>
<tr>
<td>F</td>
<td>299 and lower</td>
</tr>
</tbody>
</table>

**Class Schedule:**

**Unit 1:**
- **Assigned Readings:** Chapters 2 and 3
- **Assignments Due:** Exam 1 on 9/11
  - Reflection 1 due on 9/16

**Unit 2:**
- **Assigned Readings:** Chapters 4 and 5
- **Assignments Due:** Exam 2 on 10/2

**Unit 3:**
- **Assigned Readings:** Chapters 7 and 8
- **Assignments Due:** Exam 3 on 10/30

**Unit 4:**
- **Assigned Readings:** Chapters 9 and 6
- **Assignments Due:** Exam 4 on 11/20

**Unit 5:**
- **Assigned Readings:** Chapters 10 and 12
- **Assignments Due:** Reflection 5 due on 12/2
  - Exam 5 on 12/8 from 12:00-2:30 (scheduled exam period)
Psychology 331 - Human Sexuality

Instructor: Dr. Hal Herzog
Office: 325 Killian
Phone: office - 227-3360, home 293-5952

E-mail: herzog@wcu.edu

Office hours: Tues and Thurs – 11:30 – 12:15, 2:30 – 3:15
Wed – 4 - 5

Note: Feel free to e-mail me or drop by my office at any time during the day. Often I will be able to talk to you then or we can make an appointment for another time. If you have trouble getting hold of me during the day, feel free to call me at home in the evening.

Course Description: "Psychological, biological, social and legal aspects of sexuality."

Textbooks

Course Web Page
During the semester I will use MyCat to communicate with you. I will use it to post messages and announcements of course-related events on campus. Course materials such as the syllabus, reading list and articles for quizzes will be available through the FILES and the LINKS pages of MyCat.

E-mail
I will use the MyCat system to send e-mail messages to the class. It is critical that you check your campus e-mail regularly as I will sometimes use this system to let you know about upcoming assignments and quizzes.

Student Resource Center:
There is an excellent online resource center for the textbook for this course. It includes lots of items of interest for each chapter including a study guide and sample tests. Many students have found this very helpful in studying for the tests.

To access the site, type in www.mhhe.com/hyde9 into your web browser and log on as a new user.

Course Topics
1. major theories of human sexuality
2. history and methods of sex research
3. cultural variation in the expression of sexual behavior
4. anatomy and physiology of male and female reproductive systems
5. processes of conception, prenatal development, and birth
6. techniques of birth control
7. ethical issues associated with abortion and recent advances in reproductive technology
8. changing sex roles in American society
9. changes in sexuality through the lifespan
10. the development of individual sexual values
11. sexual techniques
12. homosexuality: causes and culture
13. variations in sexual behavior and preferences
14. social sexual problems including sexual violence and child sexual abuse
15. the diagnosis, causes, and treatment of sexual problems

Course requirements

1. There will be four major unit examinations. **There will be no retests.** However, I will drop each student's lowest major exam score.) **Please do not ask to take tests at other times.**

2. There will be a comprehensive final exam. You must take it.

3. Every two weeks or so you will be required to read an article available through the course web site related to a controversial issue in human sexuality. We will discuss the issues in class, thus it is important that you read the articles ahead of time. There will usually be a quiz based on the readings the day of the discussion. The quizzes will be worth 50 points (total) toward your final grade. I will drop your lowest quiz grade. If you miss any quizzes, it will count as your lowest grade and will be dropped. If you miss any more they will count as zeros. **Quizzes will only be given during class time -- not before or after class. Do not be late for quizzes. Please do not ask to take quizzes at other times.**

4. Each student will read and critically review a book dealing with human relationships and/or human sexuality. The review should be about three or four pages and include a critical assessment of the book -- not just a reiteration of what is in it. The review is worth a maximum of 25 points.

5. A maximum of 20 extra credit points can be earned though class participation (e.g. discussion leader, etc.) and attending programs related to human sexuality offered on campus during the semester. To credit for these programs, you will need to write a brief overview and evaluation of the event.

6. Attendance – Attendance is an important component of college courses. Although I will not take attendance on a daily basis, students are expected to attend all classes.

7. Grading scale: Your final grade will be based on a percentage calculated on the basis of 475 points (300 pts for the major tests; 100 pts for the final exam, 50 pts for the quizzes, 25 points for the book review).

Percent
A = 93 and above
A- = 90-92
B+ = 88-99
B = 84-87
B- = 80-83
C = 70-79
D = 65 - 69
F = below 65

Ground rules:

a. Do not text message during class!! Turn off your cell phones.
b. Don’t be late.
c. If for some reason you need to leave class early, let me know ahead of time.
d. I may ban laptop computers from the classroom.

Course Guidelines

a. The subject matter in this class concerns human sexuality. During the course you may be
exposed to materials that might make you uncomfortable or that you find offensive. For
example, I will occasionally show slides or films of a sexually explicit nature. I will announce
ahead of time when these material will be presented in class. You may elect with no penalty not
to attend these classes.

b. Respect the views of other students. Often we will break up into small groups to discuss
controversial issues associated with the study of human sexuality. I hope that you will actively
participate in these discussions. I would like these discussions to be a forum where you will have
the chance to hear the views of others and express your own opinions. Please show appropriate
respect to other class members with whom you might agree.

c. Look over the textbook as soon as possible. If you think that you will be uncomfortable dealing
with the topics and materials that we will be discussing, you should consider taking another
course rather than this one. See me right away and I will try help you get into another course.
Liberal Studies Program Objectives

Psychology 331 is an Upper Level Liberal Studies course. The learning goals of the Liberal Studies Program are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present:
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

In addition, Psychology 331 partly satisfies the Social Science Perspective Requirement of the WCU Liberal Studies Program. Courses in Social Sciences provide systematic study of observational and analytic methods and findings of those disciplines that focus on the interpersonal functioning and institutional creations of human beings. Courses in this category may focus on the scientific study of the mental and behavioral characteristics of individuals or groups or may focus on the description and explanation of political, economic, or legal institutions. Included will be inquiry into basic social scientific concepts such as mind, behavior, class, society, culture, freedom, government, property, equality, and rights.
Course Schedule Psychology 331 – Fall 2008

(Chapter number = Hyde and DeLamater book)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2 - 3</td>
<td>Theories of sexual behavior</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Sexual anatomy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TEST 1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Hormones</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Sexual Cycles</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Conception, pregnancy and birth</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>TEST 2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Contraception and abortion</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>The physiology of sexual response</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Sexual techniques and communication</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>TEST 3</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Homosexuality and bisexuality</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Variations and paraphilias</td>
<td>16, pp. 349-355</td>
</tr>
<tr>
<td>14</td>
<td>Sexually transmitted diseases and AIDS</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TEST 4</td>
<td></td>
</tr>
</tbody>
</table>

BOOK REVIEWS DUE – November 6

FINAL EXAM—Friday December 12 – 12:00 (Sorry about the timing. Do not ask to take it a different time.)
Book Review:
Spring 2008

As a course requirement worth 25 points you will need to read and write a critical review of one of the following books. I suggest that you purchase one of the books as they are all inexpensive paperbacks. There are some copies available at the WCU bookstore and at City Lights Bookstore on Spring Street in Sylva. You can also get them over the Internet through Amazon.com. Most are in the WCU library.

Plagiarism Policy:
1. Do not turn in a review for this class for a book that you have already read for a different course.

2. Plagiarism will not be tolerated. All sentences not in direct quotes must be written by you and in your own words. It is not sufficient to simply change a word or two taken from an article or book or from the Internet. I know how college students write and I know how professional writers write. A useful guideline is that when paraphrasing someone else’s work, close the book and express the ideas in your own words. (You will still need to cite the reference.) The WCU Writing Center web page has an excellent discussion of plagiarism. Check it. Plagiarized papers will handled according to the university academic dishonest policy.

3. A book review is not the same a book report. It should contain enough information about what the book says that I know that you actually read it. However, I am also looking for your opinion about the book. For example, what did you think were the most significant points made by the author? Did it change your thinking about the topic? Was it well written? Would you recommend it to other students? The review should be three or four pages.

Finally, give the book a rating based on stars:
- Four Stars – Great! I want all my friends to read it!
- Three Stars – Very good. Keep it on the reading list.
- Two Stars – Okay, but I wish I had read a different book.
- One Star – Not so hot. Take it off the reading list.
- No stars – This book is terrible!

4. Look the book over before you read it. In my experience, the same book can be loved by some students and hated by others! Get a book that you think you will like.

5. Book reviews are due on November 6 (the class after Reading Day)
Approved Books

Guide to Getting It On (Paul Joannides)

Virginity Lost: An Intimate Portrait of First Sexual Experiences (Laura M. Carpenter)

Birth: The Surprising History of How We Are Born (Tina Cassidy)

Pornified: How Pornography Is Transforming our Lives, our Relationships, and our Families (Pamela Paul)

The Good Vibrations Guide to Sex: The Most Complete Sex Manual Ever Written (Cathy Winks and Anne Semans)

The Date Rape Prevention Book: The Essential Guide for Girls and Women (Scott Lindquist)

For Each Other: Sharing Sexual Intimacy (Lonnie Barbach)

For Yourself: The Fulfillment of Female Sexuality (Lonnie Barbach)

Becoming Orgasmic: A Sexual Growth Plan for Women (Julia Heiman)

The Male Body: A Physician’s Guide To What Every Man Should Know About His Sexual Health (Abraham Morgentaler)

The New Joy of Gay Sex (Charles Silverstein and Felice Picano)

As Nature Made Him: The Boy Who Was Raised as a Girl (John Colapinto)

The Riddle of Gender (Deborah Rudacille)

On the Down Low (J.L. King)

Intimate and Unashamed: What Every Man and Woman Needs to Know (Scott Farhart)

--**This book offers a Christian perspective on sexuality.

The Man Who Would Be Queen (Michael Bailey)

Boobs: A Guide to Your Girls (Elizabeth Squire)

Boink: The Curious Coupling of Science and Sex (Mary Roach)

America Unzipped: In Search of Sex and Satisfaction (Brian Alexander)
Psychology 333 - Psychology of Sex Differences
Fall 2008

Instructor: Millie Abel, Ph.D.
Office: 310 Killian Bldg.
Office Phone/Voice Mail: 227-3369
Office Hours: Listed on web page, by appointment

Course WEB Page: WebCAT


Course Description: Development of sex differences and similarities in cognition,
personality, and social behaviors; the role of physiological, social, and cultural factors.
PREQ: Psy150 or permission of instructor.

Course Requirements:

1. Class Participation. Inquiry-discussion of issues and class activities will dominate the
format. Few traditional lectures will be given. It is critical that you attend each class
session, being thoroughly prepared to actively and constructively participate. Your
contribution is vital to your individual success and the success of the class. As such you
can earn 10 participation points for each class discussion for a total of 100 points. Please
contact me in advance if you find it necessary to miss class for any reason. If you are
absent, this of course means you cannot earn the participation points. You MUST be in
class and participating to earn the points. Comprehension and understanding of the topics
in this course require that you adopt an active, inquisitive, problem-oriented, and critical
thinking strategy.

2. Papers/essays. You will be required to write 2 short (4-5 page) papers/essays on
selected topics. Detailed instructions for each paper are posted on the course web page.
Each paper must be word-processed, double-spaced using Times New Roman or Arial
Font 12 with 1" margins. The first paper is worth 100 points. The last paper is worth 200
points. Each paper is due class time on the designated day (see schedule) and will be
included in the class discussion. Any late paper turned in the following day will have half
the points deducted, and will NOT be accepted after 4:00 pm following the day it is due.

3. Exams. There will be 2 tests during the semester. Each test will be composed of
multiple choice, matching, and short answer/essay questions and worth 100 points. Tests
will cover material from classroom lecture and discussion, textbook and, and information
from any video shown in class. The final exam will cover the 4 chapters after Test 2 and
worth 100 points (similar to the first 2 tests). NO student will be allowed to begin a test
late after the first person has completed the test and left the classroom. I will give a make-
up exam for an acceptable reason - see below. You should realize that a make-up exam
will NOT be the same as the regularly scheduled exam and is typically MUCH harder. If you miss both exams, you cannot pass the course.

4. Course WEB page. The course web page contains important information about the class. You are expected to access the page for this information, and also read any Announcements which are posted regularly. There is NO excuse for not knowing what is going on in class or when the exams or papers are due, etc., even if you are absent from a class.

**Policy on Make-up Exams:** If you miss a semester exam for an acceptable reason, you can take a make-up exam. This exam will be given during the final week of classes on Friday afternoon, Dec. 7 at 3:00pm. Acceptable reasons for missing an exam are limited to the following:
- illness that can be documented by medical personnel
- bad weather that prevents travel
- death or serious family illness that takes you away from campus
- participation in obligatory campus activities (e.g., athletics, student government, etc. - see me if there is a conflict)

**Grades:**
Participation points (10 @ 10 points each discussion class)
Paper 1 (100 points)
Paper 2 (200 points)
Exams (2 @ 100 points each)
Final Exam (100 points)
Total possible points = 700 points

**Grading Scale:**
The following grading scale will be used for computing the final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
<td>665-700</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>630-664</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>609-629</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86%</td>
<td>581-608</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82%</td>
<td>560-580</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79%</td>
<td>539-559</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76%</td>
<td>511-538</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72%</td>
<td>490-510</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69%</td>
<td>469-489</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66%</td>
<td>441-468</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62%</td>
<td>420-440</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 420 points</td>
</tr>
</tbody>
</table>

**Attendance:**
Attendance is YOUR responsibility. By this time, you should know that attending class means greater learning and better performance on tests. Participation points means just
that - participation in class discussion. If you are absent, you simply lose the points - if you aren't in class, you can't participate. Also, the class schedule lists due dates on all assignments, plus dates of tests, etc. There is no excuse for not knowing when an assignment is due even when you are absent. If absent when an assignment is due, you are responsible for getting the assignment to me either through another student OR by email. I will NOT accept a paper by email IF you attend class – excuses, such as your printer ran out of ink, are not acceptable. ALWAYS have a spare or go to the library to print it out. In other words, there are NO excuses for turning assignments in late. If absent, you are also responsible for getting the notes from someone who was in class. Finally, checking the announcements page is necessary to keep up with what is happening in class especially if you are absent.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 20 Aug. | Introduction to class
Chapter 1 - Masculinity and Femininity: Myths & Stereotypes            |
| 27 Aug. | Chapter 1 cont.
Chapter 2 - Theoretical Perspectives on Sex and Gender                      |
| 3 Sep.  | Chapter 3 - Researching Sex & Gender: Exploring the Whys and Hows           |
| 10 Sep. | Chapter 5 - Biology & Environment: The Process of Becoming Female or Male   |
| 17 Sep. | TEST 1                                                                      |
| 24 Sep. | Chapter 4 - Gender Differences In Social Behavior & Experience Paper #1 DUE |
| 1 Oct.  | Chapter 6 - Perceptual & Cognitive Abilities: Gender Similarities & Differences |
| 8 Oct.  | NO CLASS – see web page for discussion item                                  |
| 15 Oct. | Chapter 10 - Sex & Gender & Childhood                                       |
| 22 Oct. | ADVISING DAY – NO CLASS                                                     |
| 29 Oct. | TEST 2                                                                      |
| 5 Nov.  | Chapter 11 - Family & Friends: Attachment, Intimacy, & Power                |
| 12 Nov. | Chapter 12 - Economic & Political Life: Power, Status, & Achievement        |
|         | Chapter 13 - Issues in the Workplace                                        |
| 19 Nov. | Movie - The Associate                                                      |
|         | Paper #2 DUE                                                               |
| 26 Nov. | THANKSGIVING – NO CLASS                                                    |
| 3 Dec.  | Chapter 14 - Justice, Equity, & Social Change                              |
|         | Epilogue                                                                    |
| 10 Dec. | Final Exam 6:00pm Wednesday                                                 |
Psychology 363: Behavioral Interventions
TR 9:30 – 10:45
Killian 127
Spring 2008

Professor: Mickey Randolph, PhD
Office: Killian 323
Phone: 227-3359
E mail: Randolph@wcu.edu
Office hours: posted and by appointment
[I am generally in my office, when not in class or committee meetings. Please feel free to stop by anytime... if I am busy I'll let you know and we can schedule an appointment. I encourage you to stop by if you want to talk about the class.

**** Please, don’t wait for the last two weeks of class – I can’t help then.

Required Text:
Martin, G and Pear, J (2007), Behavior Modification: What it is and How to do it. Prentice Hall, N.J.

Course Description:
Psychology 363 will provide an in-depth study of behavioral and cognitive behavioral theory with a strong emphasis on applications across a variety of settings.

Course Objectives:
Students will have an understanding of behavioral theory and the philosophy on which it is based.

Students can differentiate the principles of behaviorism from other theories in psychology.

Students will be able to evaluate and critique interventions based on a (cognitive) behavioral approach.

Students will be able to conduct behavioral assessment, interventions and evaluate a program’s effectiveness.

Students will be able to implement a simple behavioral program and complete a behavioral report.
Students will be involved in a service learning activity where they can begin, in a supervised location to apply or observe the application of behavior interventions.

Attendance Policy:

I have no formal attendance policy. I will take attendance each class period. It has been my experience that attending class is beneficial for you and your peers (and me, I enjoy your discussions regarding the intervention programs and questions) Class discussion is a major part of this class.

If you are absent, you should obtain the class notes from someone in class. There will be no makeup exams without a prior individual conference with professor.

Expectations:

I have few rules. The ones I have are non negotiable.

Please be on time for class. At 9:30 I will close the door. It is disruptive for your peers and me when students arrive late.

Be consideration when others are talking – in other words, when anyone in the class is talking no one else should be – this is simply being polite – to me, to your peers.

Be prepared to contribute to class discussion – you will enjoy class much more if you bring in questions and examples of what we are discussing.

Finally, come see me if you have any questions or problems. Office 323 Killian.

Course requirements and grading policy

This course will consist of lectures, group discussion and student presentations on the behavioral intervention project.

Final grades will be based on: exams (4), a service learning requirement and paper and the behavioral intervention project paper. Each will carry equal weight.
Exams will be multiple choice and essay. I will provide a study guide for each exam. Multiple choice questions will focus primarily on comprehension, application, analysis, synthesis and evaluation of information we have discussed in class and from the text.

**BEHAVIORAL INTERVENTION PROGRAM**

The behavioral intervention program paper (see attached format) will be based on an intervention program conducted by you on yourself. Each of you will select one behavior you would like to change – this could include a behavior you want to reduce, increase, stop or start.

You will essentially be your own therapist. You will need to incorporate research, an assessment, implementation, evaluation and critique the intervention.

The formal intervention part of the project will begin no later than February 7, and end no sooner than April 17. We will be discussing this in more detail during the first few weeks of class. Because you will not be exposed to many of the techniques you may wish to use in your intervention, my teaching assistant and I will be available to help as much as you like.

You will be **required** to have two individual meetings over the course of the semester with the teaching assistant or with me (we will keep a record of these meetings and the issues we discussed.) These meetings are designed to help you clarify issues related to your program. These meetings are in addition to the ones I might request if problems are noted on the information you submit about your program (e.g., the goal, the assessment techniques, etc.)

You should begin thinking about the focus of your behavior change over the first three weeks of class. The intervention can include almost anything – from personal to professional. Perhaps you want to begin a nutrition program, a physical fitness program, learn a new skill – musical or the beginnings of a foreign language, an intervention designed to improve your performance in class or one that focuses on the development of certain skills (assertiveness, social skills, and relaxation) – almost anything is open for you to try!

You will need to submit a proposal by **January 30** indicating the focus of your project.
Three reference citations and a 2-3 sentence summary of each article and how it will relate to your intervention are due *February 7*.

A one paragraph (minimum) one page (maximum) detailing the major components of your intervention (in other words, how you will assess the behavior – pre and post intervention, the intervention techniques, and the reinforcers you will be using – as well as the schedule) will be due on *February 21*.

A one week pre assessment – actually base line is due *February 28*.

Five reference citations are due *February 28*.

*Papers are due on April 22*. This will be a formal paper – APA style and will be graded rather strictly. Papers should be no less than 5 pages and no more than 10 pages in length.

The references you use will help you with your own paper format. Feel free to use tables these are not counted as part of the 10 page limit.

**I really do encourage you to ask questions and see me regarding this project – it is designed be one of the more beneficial learning experiences in this course.**

**Service Learning Component:**

**Service Learning Activity:**
As a part of this course, students will complete a service learning activity. Service learning is an approach to education that connects students with the community through meaningful service, structured to enhance their learning experience. It combines education, action and reflection to enable students to make the connection between what they learn in the classroom and their future careers; between their careers and their community and between the community and themselves.

Each student will provide service for an approved community group for 1 hour per week for this course. You must turn in a written contract indicating which agency or group you will be involved with no later than *January 31*. 

If you would like some ideas for placements that may be linked with specific course content try the following service learning sites or see me for some ideas – agencies contact me for help and I may have something that interest you!

http://www.wcu.edu/studentd/volunteer/searchby2.asp
http://www.wcu.edu/studentd/volunteer/org_listing.asp
http://www.wcu.edu/studentd/volunteer/main1.asp

Service Learning Assessments:

Students may select the type of assessment they would like to complete to document the service learning activity.

Examples:

1. Papers: students may describe the purpose and function of the site they are working, the activities they have been a part of, the impact they had on the agency and the impact the agency had on them. They may also provide an evaluation of what they learned professionally and personally.

2. Presentations: this could essentially be the same content as the paper but in an oral presentation format.

3. Class Discussions: Students could engage in small or large group discussions that allow them to reflect their individual or group activities. The professor could structure the discussions to focus on such topics as how the activity contributed to their in class learning, how it expanded in-class learning, how it may have impacted them socially or personally, how their attitudes about the activity changed from the beginning of the semester to the end. Topics are limited only by the imagination – another idea – have students generate discussion topics.

4. Portfolios: Students develop portfolios which included various projects they have been involved with during the service learning activity. In addition to describing the projects and outcomes, students may also be required to provide a reflection paper concerning what they learned from each.

5. Projects: Students may develop a project which reflects the service learning activity – e.g., videos of the site and activities, a theatre production, a scrap book, a short story.
Grading Scale:

90-94 A-  95-100 A
80-83 B-  84-87 B  88-89 B+
70-73 C-  74-77 B  78-79 C+
60-63 D-  64-67 D  68-69 D+
< 60 F

(***PLEASE KEEP A RECORD OF YOUR GRADES)

Grades:

Exam I: ____________

Exam II: ____________

Exam III: ____________

Exam IV: ____________

Behavior Intervention Paper: ____________

Service Learning Project: ____________
Course Outline:

Unit One: Introduction and Basic Premises of Behavior Modification:
- The Theory, Applicability, Majors Concepts, Ethics
Chapters 29, 30, 1, 2, 3, 4, 5,

- Understanding schedules to change behavior
Chapters 6 & 7

EXAM ONE:

Unit Two: Assessment and Evaluation and Key Concepts:

- Assessing Behavior from a Behavioral Perspective
Chapters 20, 21, & 22,

- Evaluating Behavior Modification Programs
Chapters 23 & 24

EXAM TWO:

Unit Three: Specific Techniques to Change Behavior:

- Stimulus Discrimination/Generalization, Fading, Shaping, Chaining,
Punishment and Avoidance
Chapters: 8, 9, 10, 11, 12, & 13

-Procedures using Respondent, Operant and Cognitive Principles
Chapters: 14, 15, a6, & 27

EXAM THREE

Unit Four: Specific Interventions and Applications

- Goal Setting, Rules, Modeling, Motivational Operations, Token
Economies, Self Control and Clinical Interventions
Chapters: 17, 18, 9, 25, 26, & 28

Final Exam:

***Unit Exam dates are approximates — actual dates may vary 1 or two class
sessions — I assume since you signed up for the class you will have the dates and
times free.
Behavior Intervention Project: Guidelines

ABSTRACT: (10 points)
The abstract’s purpose is to present the most important findings and methods of the thesis or dissertation research, thus providing a basis for readers to determine their interest in reading the full text. For these reasons it is important that the abstract be as explicit as possible about major findings and methods used.

LITERATURE REVIEW: (25 points)
The Literature Review is an absolutely essential element of any research project. It is imperative that you explain the state of the existing body of knowledge by identifying the most critical works relevant to your project. This section will include the research you reviewed for your intervention. A synthesis of research regarding the target behavior you are intervening in, techniques chosen and in general why they were selected (reference the populations they have been used with and relate it to the single case study characteristics in the present study) and finally their general effectiveness to address the target behavior.

In general: The sections will vary with the nature of the topic under investigation but it should aim to give more detail and place the subject of the project in its proper context. This section should contain information on the following:
(a) Historical background to the issues(s) being investigated.
(b) A summary of the current state of knowledge of the area/topic involved.
(c) Any relevant social or political context of the issue(s).
(d) The nature of any controversies or opposing interpretations arising from existing research.

METHODS: (25 points)

- Participants: a description of the client’s relevant characteristics
- Intervention: discuss baseline data, discuss the specific intervention – essentially what you did how you did it, and next integrate ongoing intervention data – the data collected as you applied the techniques. The data may be presented in a narrative or tables
RESULTS: (20 points)
- Present post intervention results. The data may be presented in a narrative or tables

CONCLUSIONS & RECOMMENDATIONS (20 points)
Conclusions include the discussion of the findings with regard to particular field. This part may also include implications of findings with regard to contributions to literature and implications for practitioners. Students are also expected to include the limitations of the research and how they affected the findings in this section.
There are three primary components to the conclusion, each of which may merit a separate subsection:
- Assessment
- Contributions
- Future Research

You must assess the results of the research, as described in the previous section, relative to the project objectives laid out at the start. You should explain if the goals and objectives have been met, and if not, why not.

In the Contributions subsection you must describe the new contributions that this research has made to a particular field of study. The claims made here must be substantiated by the research results. You may want to refer to the work of others in order to make comparisons.

The Future Research subsection is intended to guide future researchers to areas where additional research questions have been identified. The process of answering research questions virtually always leads to additional research questions, and you should anticipate some of the more pressing new research questions, which might emerge. Suggestions for improving the work described in the report, or expanding on the research are valid directions for future research.

Bibliography or reference list:
ALL works cited must be referenced (APA style)

(some of the material here was referenced from the following source: Izmir University of Economics Graduate School of Social Sciences: thesis and dissertation guide)
Psychology 370 - Psychology and Law  
Spring 2008

Instructor: Millie Abel, Ph.D.  
Office: 310 Killian Bldg.  
Office Phone/Voice Mail: 227-3369  
Office Hours: By Appointment

Course WEB Page: On WebCat


Supplemental Readings: To be determined.

Course Objectives:

This course encompasses numerous aspects about the relationship between psychology and law, and focuses on various components of the legal system from a psychological perspective and the use of psychological research and theory. The objectives include: (a) identifying psycholegal issues in daily life, (b) applying psychological theory and research to the resolution of psycholegal dilemmas in the real world, (c) understanding how the two disciplines can better relate and interact with each other, and (d) using critical thinking in achieving the first three. The course does satisfy an upper level Perspectives course in the P1 area, as such it is designed for juniors and seniors only. Junior or senior status is the prerequisite for this course unless you have received permission from me to take the course.

Course Requirements:

1. Class Participation. Inquiry-discussion of issues and class activities will dominate the format. Few traditional lectures will be given. It is critical that you attend each class session, being thoroughly prepared to actively and constructively participate by completing the assigned readings. Your textbook is your resource - bring it to every class. Your contribution is vital to your individual success and the success of the class. Please contact me in advance if you find it necessary to miss class for any reason. Comprehension and understanding of the topics in this course require that you adopt an active, inquisitive, problem-oriented, and critical thinking strategy. You will receive 5 participation points for each class discussion excluding movies and tests, for a total possible 100 points. If you are absent, you do not receive your participation points – an absence means you can’t participate.
2. Out-of-class Assignments/Papers. You will write a brief summary and critique of a journal article worth 100 points. The last paper will be a "think" piece, a critical review/essay on a selected topic and worth 100 points. Each paper is due class time on the designated day (see schedule). Any late paper turned in the following day will have half the points deducted, and will not be accepted after 4:00pm following the day it is due. Detailed instructions for each summary/paper will be posted on the course web page.

3. Reaction Papers. You will write brief (2 page) reaction papers to the 2 movies that I will be showing in class. The movies will be shown in 2 consecutive class periods. The reaction papers include relating the textbook information to what was portrayed in the movies: These reaction papers will be written out of class after viewing the movie and due the following class day. We will discuss your reactions in the class when your paper is due – see schedule. Detailed guidelines for the reaction papers will be posted on the course web page. Each reaction paper is worth 50 points. You MUST be present for both classes when the movies are shown to receive credit. There will be NO makeups for these assignments. If you miss one of these classes, you won't receive credit for the reaction paper.

4. Exams. There will be 2 tests during the semester. Each test will be composed of multiple choice, matching, and short answer/essay questions and worth 100 points. Tests will cover material from classroom lecture and discussion, textbook, and information from any video/movie shown in class. I will post a study guide for each test. NO student will be allowed to begin a test late after the first person has completed the test and left the classroom. The final exam will be the same as the first 2 tests, worth 100 points, covering the material after Test 2. The final exam will NOT be given at any time other than the scheduled final exam time.

5. Policy on Make-up Exams. I offer ONLY 1 make-up exam. If you miss 2 exams, you cannot pass the course. All make-up exams are given on the last day of class, Friday May 2 at 3:00pm. A make-up exam is NOT the same as the regularly scheduled exam.

6. Course WEB page. The course web page contains important information about the class. You are expected to access the page for any Announcements which are posted regularly. The course web page can be accessed via WebCAT.

**Grades:**

Participation points (20 classes/100 total points)
Journal Article Summary (100 points)
Critical Review/Essay (100 points)
Reaction papers (2 @ 50 points each)
Exams (2 @ 100 points each)
Final Exam (100 points)
Total possible points = 700 points

Grading Scale:
The following grading scale will be used for computing the final grade.

A  = 95 - 100%     665-700 points
A- = 90 - 94%      630-664
B+ = 87 - 89%      609-629
B  = 83 - 86%      581-608
B- = 80 - 82%      560-580
C+ = 77 - 79%      539-559
C  = 73 - 76%      511-538
C- = 70 - 72%      490-510
D+ = 67 - 69%      469-489
D  = 63 - 66%      441-468
D- = 60 - 62%      420-440
F  = < 60%         < 420 points

Attendance policy:
Class attendance is required. I will take attendance at the end of every class beginning the class after drop/add is over. The most fundamental reason for coming to class is simple - it will have a direct effect on your grade. You should be aware that students who attend class regularly, learn more from the class and obtain higher grades. This is especially true in this class because you will be engaged in numerous group debates on issues that require your participation, hence the participation grade. The basic rule is that you are responsible for every single thing that occurs in class. I know there may be a time when you cannot attend due to illness or some unforeseeable circumstance. If you are absent, you should obtain the class notes/information from someone in class. Also the attached schedule lists the due dates for all assignments, the movies and reaction papers, and tests. If you are absent, you are still responsible for turning any assignment in on the due date. You are also responsible for checking the Announcements link on the course web page via WebCAT for any additional class information. If you know you must be absent, turn in the assignment early so points will not be deducted. Finally, I will only accept papers via email if they are Microsoft Word attachments and if you cannot be in class. I will NOT accept papers via email attachments because your printer is out of ink or doesn't work – NOT acceptable reasons.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>15 Jan</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>17 Jan</td>
<td>Chapter 1: Dilemmas and Roles of Psychologists, pp 1-24</td>
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<tr>
<td>22 Jan</td>
<td>Chapter 1: Dilemmas and Roles of Psychologists, pp 24-31</td>
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<tr>
<td>24 Jan</td>
<td>Chapter 2: Legality, Morality, and Justice</td>
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<td>29 Jan</td>
<td>Chapter 2 cont.</td>
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<td>31 Jan</td>
<td>Chapter 3: Psychology of Crime</td>
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<td>5 Feb</td>
<td>Chapter 3 cont.</td>
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<tr>
<td>7 Feb</td>
<td>Chapter 5: Crime Investigation – Witnesses</td>
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<td>12 Feb</td>
<td>Chapter 5 cont.</td>
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<td>14 Feb</td>
<td>TEST 1</td>
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<td>19 Feb</td>
<td>Chapter 6: Identification and Evaluation of Criminal Suspects</td>
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<td>21 Feb</td>
<td>Chapter 6 cont.</td>
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<td></td>
<td>Journal Article Review Paper DUE – Discuss Paper</td>
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<tr>
<td>26 Feb</td>
<td>Chapter 7: Between Arrest and Trial; Chapter 14: Juvenile Offenders, pp. 392-400; also refer back to Chapter 6 on “Whittling away at Miranda”, pp. 173-176.</td>
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<td>Movie: The Color of Justice – Part I</td>
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<tr>
<td>28 Feb</td>
<td>Movie: The Color of Justice – Part II</td>
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<tr>
<td>4 &amp; 6 Mar</td>
<td>SPRING BREAK</td>
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<tr>
<td>11 Mar</td>
<td>Movie Reaction Paper DUE – Discuss Movie</td>
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<td>13 Mar</td>
<td>Chapter 10: The Trial Process</td>
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<td>18 Mar</td>
<td>Chapter 10 cont.</td>
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<td>20 Mar</td>
<td>EASTER BREAK</td>
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<tr>
<td>25 Mar</td>
<td>Guest Speaker: Mark Melrose</td>
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<td>27 Mar</td>
<td>TEST 2</td>
</tr>
<tr>
<td>1 Apr</td>
<td>ADVISING – NO CLASS</td>
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<tr>
<td>3 Apr</td>
<td>Chapter 11: Jury Trials I – Representativeness and Selection</td>
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<td>8 Apr</td>
<td>Chapter 11 cont.</td>
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<td>10 Apr</td>
<td>Chapter 12: Jury Trials II – Concerns, Reforms, and Decision-making</td>
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<td>Critical Review/Essay Paper DUE – Discuss Paper</td>
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<td>15 Apr</td>
<td>Movie: 12 Angry Men – Part I</td>
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<tr>
<td>17 Apr</td>
<td>Movie: 12 Angry Men – Part II</td>
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<tr>
<td>22 Apr</td>
<td>Movie Reaction Paper DUE – Discuss Movie</td>
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<tr>
<td>24 Apr</td>
<td>Chapter 15: Punishment and Sentencing</td>
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<tr>
<td>29 Apr</td>
<td>Chapter 15 cont.</td>
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<tr>
<td>1 May</td>
<td>Last Class Day: Review and Wrap-up</td>
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<tr>
<td>9 May</td>
<td>FINAL EXAM 12:00-2:30 Friday</td>
</tr>
</tbody>
</table>
Introduction to Forensic Psychology (PSY 375)
Fall 2008 (TR 12:35-1:50)

Instructor: L. Alvin Malesky, Jr., Ph.D.
Office: 319 Killian
Office Phone: 227-3357
Email: malesky@wcu.edu
Office hours: Wed 2 – 4 (or by appointment)

Thomson Wadsworth Publishers, Belmont, CA.

Course Description: This course is an introduction to the field of forensic psychology. We will start by defining forensic psychology and discuss the field’s history. We will then study various types of evaluations that are performed by forensic psychologists as well as discuss expert testimony and ethical issues in the field. From a practical standpoint, you will conduct a competence to stand trial screening evaluation of a graduate student who will be role-playing a defendant. This “defendant” may or may not be feigning (faking) mental illness. You will then write a report for the “Court” based on the results of your evaluation.

Objective:
1. Define forensic psychology and identify the various professional roles of forensic psychologists.
2. Develop an understanding of the ethical issues faced by forensic psychologists.
3. Develop an understanding of the basic components of forensic evaluations/reports.
4. Become familiar with the most common types of criminal forensic evaluations (i.e., competence to stand trial and criminal responsibility).
5. Conduct a forensic interview and write a screening report based on the results of your forensic evaluation.

Course/Classroom Expectations:
1. We will be discussing intense subject matter during the semester. It is likely that there will be multiple and perhaps conflicting views regarding the subjects we discuss. It is imperative that even if you do not agree with your classmates’ views you respect their right to hold them.
2. I expect everyone to be on time and to participate.
3. Turn all cell phones off or put them on vibrate before class starts.
4. Regular attendance is expected. Several course assignments require your attendance in class. Therefore, it will be very difficult (if not impossible) to get a good grade or even pass the class if you do not attend on a regular basis.
5. Papers will be accepted one day late for a letter grade reduction. Papers will not be accepted more than one day late.
6. Make up exams will be allowed only for formal excused absences.
**Class Presentations:** You will need to pair up with another student and present a topic in forensic psychology that is of interest to you and that has not been covered in class. Your presentation should last approximately 15 minutes. Please feel free to use PowerPoint, video, or handouts (or even assign readings). I anticipate having approximately three to four presentations per class period so it is essential that everyone arrive on time for class. Please feel free to come up with any topic you like; however, you must clear the topic with me before your presentation. Presentations are worth a maximum of 50 points. The following is a list of possible topics:

- Child Custody Evaluations
- Personal Injury Evaluations
- Consulting with Jury Selection
- Forensic Evaluation in Americans with Disability Act Cases
- Personal Injury Examinations in Torts for Emotional Distress
- Assessing Employment Discrimination and Harassment
- Substitute Judgment Evaluations
- Fitness for Duty Evaluations
- Competence to Confess Evaluations (Waiver of Miranda Rights)
- Transfer of Juveniles to Adult Court Evaluations
- Competence to Consent to Treatment
- Assisting Law Enforcement Agencies (Profiling)
- Use of Polygraphs in Forensic Evaluations

**Exams:** There will be two exams during the course of the semester and a final exam. Each exam is worth 100 points. The final will not be cumulative. The exams will consist primarily of multiple-choice type questions; however, short answer and essay questions COULD be on the exams. It is imperative that you show up for all exams. You will not be able to make up exams if you do not have a valid excuse (i.e., doctor’s note, university-sponsored activity, etc.).

**Competence to Stand Trial Screening Report:** You will be required to conduct a forensic interview of a graduate student role-playing a defendant. The graduate students will assume different roles depending upon the scenario they are asked to role-play. It is your job to conduct a clinical interview of the “defendant”, assess the veracity of the “defendant’s” report and write a forensic report summarizing your conclusions and recommendations regarding the “defendant’s” competence to stand trial. This assignment is worth a maximum of a fifty points.

**Reaction Papers — Class Discussions:** There will be five reaction papers assignments due over the course of the semester. You are required to turn in four papers. Each paper should be approximately two double-spaced typed pages in length. These papers should consist of your reactions to and thoughts about the issues that were previously covered in class (i.e., competence to stand trial / criminal responsibility evaluations, civil commitment of sex offenders, and competence to be executed). It is important to note that you can miss only one of the reaction papers. Each reaction paper will be worth a maximum of 25 points for a total maximum of
100 points. Papers will not be accepted if they are more than one day late (3 points off for being late). Also, I am requesting that you hand in a hard copy of your paper and **NOT** email them to me.

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<tr>
<th>GRADES:</th>
<th>475 - 500 =</th>
<th>95 - 100 =</th>
<th>A</th>
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<td>90 - 94 =</td>
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<td>&lt;299 =</td>
<td>&lt; 59 =</td>
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Note: The following schedule is tentative and subject to change as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 19</td>
<td>Introduction to the Class</td>
</tr>
<tr>
<td>Aug 21</td>
<td>History of Forensic Psychology (Chapter 1 &amp; 2)</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Roles/Responsibilities of the Forensic Psychologist (Chapter 3 &amp; 4)</td>
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<tr>
<td>Aug 28</td>
<td>Ethical Issues in Forensic Psychology</td>
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<td>Sep 2</td>
<td>Common Mental Illnesses in Forensic Settings</td>
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<td>Sep 4</td>
<td>Malingering</td>
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<tr>
<td>Sep 9</td>
<td>Video: Many Faces of Mr. Greene</td>
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<tr>
<td>Sep 11</td>
<td>Finish Video -- Class Discussion on video -- First Reaction Paper Due -- Mr. Greene -- DID. Test Review</td>
</tr>
<tr>
<td>Sep 16</td>
<td>FIRST TEST</td>
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<tr>
<td>Sep 18</td>
<td>Competence to Stand Trial Evaluations (CST) (Chapter 5)</td>
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<tr>
<td>Sep 23</td>
<td>Forensic Evaluations / Forensic Report Writing</td>
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<td>Sep 25</td>
<td>Mock Competence to Stand Trial Screening Evaluation</td>
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<td>Sep 30</td>
<td>Mock Competence to Stand Trial Screening Evaluation (Cont.)</td>
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<td>Oct 2</td>
<td>Criminal Responsibility Evaluations (CR) (Chapter 5)</td>
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<td>CR Case Study</td>
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<td>Mock Competence Screen Reports Due</td>
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<td>Oct 7</td>
<td>Video: Mad or Bad</td>
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<td>Oct 9</td>
<td>No Class Fall Break</td>
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<td>Oct 14</td>
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<tr>
<td>Oct 16</td>
<td>Forensic Evaluations of Competence to be Executed -- Chapter 15</td>
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<td></td>
<td>Video: Sentenced to Die</td>
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<td></td>
<td>Second Reaction Paper Due (Mad or Bad)</td>
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<td>Oct 21</td>
<td>Forensic Evaluations of Competence to be Executed (Cont.)</td>
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<td>Oct 23</td>
<td>SECOND TEST</td>
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<td>Oct 28</td>
<td>No Class -- Interview for the Dean</td>
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<td>Oct 30</td>
<td>Class Presentation -- Third Reaction Paper Due (Execution)</td>
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<tr>
<td>Nov 4</td>
<td>No Class -- Reading Day</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Forensic Evaluation of Sex Offenders (Chapter 6 &amp; 8)</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Forensic Evaluation of Sex Offenders (Cont.)</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Video: Sexual Predators Among Us</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Correctional Psychology</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Class Presentations</td>
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<tr>
<td>Nov 25</td>
<td>Class Presentations</td>
</tr>
<tr>
<td></td>
<td>Fourth Reaction Paper Due (Sex Offenders)</td>
</tr>
<tr>
<td>Nov 27</td>
<td>No Class Thanksgiving Break</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>Dec 4</td>
<td>Class Presentations / Juvenile Forensic Psychology / Wrap Up</td>
</tr>
<tr>
<td></td>
<td>Fifth Reaction Paper Due (Could you work in a correctional setting and/or with a forensic population?)</td>
</tr>
<tr>
<td>Dec 11</td>
<td>Final Exam 3:00-5:30</td>
</tr>
</tbody>
</table>
Psychology 430

Personality

Section 01, Tue-Thur, 9:30-10:45 a.m.
Killian Room 320

Instructor: Dr. David McCord
Office: 301 Killian
Phone: (828) 227-7361
Fax: (828) 227-7005
Email: mccord@wcu.edu

Catalog Description
Assumptions, constructs, and theories of personality; related empirical findings.
Prerequisite: PSY 150 or permission of instructor.

Textbook

Course Website is on WebCat – quicklink from WCU homepage

Course Objectives
This course covers what we know about human personality, what frameworks or paradigms make the most sense, what views are most supported by empirical science. Everyone has a personality, and we all have a deep understanding of how important personalities are in our lives, both our own personalities and those of other people. Personality psychology offers us a scientific, systematic way to study this very important aspect of human existence.

First we will review some basic concepts and ideas, including definitions, ethnic and gender issues, methods of assessment, research methods, the role of theory, and some deeper questions about how personality theory relates to our understanding of human nature.

The first half of the course is really a history lesson, a fast-paced review of the various theories that have been proposed over the past 100 years or so. We will basically cover one theorist per class, though Freud gets two classes. After midterm we enter the modern era, focusing on a major theoretical breakthrough that has dominated the field for the past 10-15 years, the Five-Factor Model of Personality. We will end the course with readings and a discussion of evolutionary personality psychology.

The Schultz & Schultz textbook is a good, readable review of the basic material in this field, and we will use it until mid-term. After that, we will use the collection of articles you will find on the WebCT site for this course. These cover the Five-Factor Model and evolutionary personality psychology.
Course Organization
Material will be presented through a variety of techniques, including lecture, small group work, and written assignments that will be done outside of class on a weekly basis. Generally, you can expect me to lecture for 15-20 minutes to introduce and provide an overview of the issue of the day. Most days you will work in small groups to explore questions related to the topic. We will summarize at the end. We will also work in small groups on case studies that exemplify the various theories of personality we are studying.

Tests
There will be a midterm exam just before Fall Break that will cover the historical material we will have reviewed by then. This will consist of about 50 multiple choice questions and about 10 short essay questions drawn from those that you worked on in groups. Thus, exerting conscientious effort in group work will help significantly in preparing for the midterm exam. The final exam will also be all essay format, but you will have a good study guide to help prepare. It will cover material from the entire course, focusing on the 2nd half.

Attendance
Regular attendance is expected, and absences will be penalized, according to WCU policy. Because it is very hard to judge whether an absence should be "excused," the policy for this class will not use that concept. Instead, everyone will get two absences without penalty. The third absence will cost you 2 points off of your final grade, the fourth absence will cost 3 points off, the fifth will cost 4 points off, and all additional absences will cost 5 points each.

Weekly Essay Assignments
Each week you will have a written essay assignment that will require about 3-4 pages to complete. This should be typed, double-spaced, using Word. The assignment question will be posted on WebCat, and your essay must be submitted as an attachment to WebCat. Essays are due by the beginning of the class period on the due date. Late papers will be penalized 10 points if submitted later on the due date, and 10 points per day after that. There will be 12 of these assignments over the course of the whole semester.

Journal Article Review
After midterm, you will do a literature search to find an empirical article related to the Five Factor Model of Personality. You will need to submit the title, authors, journal, and abstract of the article to me for approval. You will read the article and prepare a written critique, using a detailed format that I will provide you.

Discussion Board Assignments
We will have 4 different discussion board assignments over the course of the semester. Target dates are on the calendar below. I will post a set of questions on WebCat, or perhaps a case study and some discussion prompts. Your assignment will be to respond to my posting, and then to respond to at least one of your classmates' postings. These will be worth a maximum of 50 points each; effort and thoughtfulness of responses will be considered in grading.
Grade
Your grade will be determined as follows:
- Weekly essays (12 @ 100 ea.) 1200 pts.
- Discussion board assignments 200 pts.
- Midterm exam 200 pts.
- Final exam 200 pts.
- Journal article review 200 pts.
- 2000 pts.

After computing your percentage based on total earned points out of 2000, percentage points will be deducted for absences as described above. The final number of points will be converted to a letter grade as follows:

A    94% and higher
A-   90.00% through 93.99%
B+   87.00% through 89.99%
B    84.00% through 86.99%
B-   80.00% through 83.99%
C+   77.00% through 79.99%
C    74.00% through 76.99%
C-   70.00% through 73.99%
D+   67.00% through 69.99%
D    64.00% through 66.99%
D-   60.00% through 63.99%
| Aug 19 | Tue Intro to class | Due... |
| Aug 21 | Thur History | Ch 1 | DBA #1 |
| Aug 26 | Tue Basic concepts | Ch 1 | Essay #1 |
| Aug 28 | Thur Freud | Ch 2 | |
| Sep 2 | Tue Freud | Ch 2 | Essay #2 |
| Sep 4 | Thur Jung | Ch 4 | |
| Sep 9 | Tue Adler | Ch 5 | |
| Sep 11 | Thur Horney | Ch 8 | Essay #3 |
| Sep 16 | Tue Erikson | Ch 11 | |
| Sep 18 | Thur Maslow | Ch 12 | Essay #4 |
| Sep 23 | Tue Rogers | Ch 13 | DBA #2 |
| Sep 25 | Thur Kelly | Ch 14 | Essay #5 |
| Sep 30 | Tue Skinner | Ch 14 | |
| Oct 2 | Thur Bandura | Ch 15 | Essay #6 |
| 7 Tue | Midterm Exam | |
| 9 Thur | FALL BREAK | |
| 14 Tue | FALL BREAK | |
| 16 Thur | Trait theory -- Allport | Ch 9 | |
| 21 Tue | Trait theory -- Cattell | Ch 10 | Essay #7 |
| 23 Thur | Other trait theorists, Cost, McCrae, FFM | Ch 10 | |
| 28 Tue | Other trait theorists, Cost, McCrae, FFM | Ch 10 | |
| 30 Thur | Intro to FFM | McCrae & John, "An intro" |
| Nov 4 | Tue Intro to FFM | McCrae & John, "An intro" Essay #8 |
| 6 Thur | Temperament, nature-nurture | McCrae, "Nature over ..." DBA #3 |
| 11 Tue | FFM | McCrae, "Nature over ..." Essay #9 |
| 13 Thur | Criticisms of the FFM | Costa & McCrae, "4 ways" |
| 18 Tue | Responses to criticisms | Costa & McCrae, "4 ways" Essay #10 |
| 20 Thur | Full FFM model and proposed theory | Domains & Facets: |
| 25 Tue | Full FFM model and proposed theory | Domains & Facets: Essay #11 |
| 27 Thur | THANKSGIVING BREAK | |
| Dec 2 | Tue Evolutionary Personality Psychology | Buss article | DBA #4 |
| 4 Thur | Evolutionary Personality Psychology | Buss article | Essay #12 |
| | | | Article critique |

**Final Exam -- Wednesday, December 10th, 12:00 - 2:30**
Instructor: Dr. Hal Herzog
Office: 325 Killian
Phone: office 227-3360, home 293-5952
E-mail: herzog@email.wcu.edu

Office Hours – Tuesday and Thursday 11 – 12, 2-3; Wednesday 4-5

You can also drop by my office any time. In addition, you can drop me an e-mail to schedule a meeting.

Textbooks:


Course Objectives:

The objectives of this course are to help you gain and understanding of:

1. the historical foundations of the study of the brain and behavior
2. the evolutionary antecedents of human behavior
3. the major research techniques in neurology and physiological psychology
4. the structure and function of neurons - the basic unit of the nervous system
5. the anatomy of the central and peripheral nervous systems
6. the effect of drugs of the brain and behavior
7. sleep and sleep disturbance
8. the mechanisms underlying the experience of pain
9. the psychology of eating and drinking
10. neural and hormonal and evolutionary underpinnings of sex

11. the effects of disturbances of the brain on experience and behavior

**RULE: DO NOT TEXT MESSAGE DURING CLASS! TURN YOUR CELL PHONES OFF.** (Also, I may ban laptops in class.)

**Grades**

Tests: There will be five unit tests and a comprehensive final exam during the semester. Each will be worth 100 points. I do not give make-up tests. Instead I will drop your lowest unit test grade. If you miss a test during the semester, it will count as your lowest grade. The final exam grade will not be dropped. (Graduate students will take a different final exam.)

Book review: Each student will write a book review which will count 25 points toward your final grade. (Details below).

Quizzes: There will be 6 quizzes during the semester that will be based on outside readings. I will drop your lowest quiz grade. As with the tests, are no make-up quizzes. You must be on time for the quizzes. Together, the quizzes will be worth 50 points toward your final grade.

Psych 540: In addition to the above, graduate students will
  a. take a comprehensive essay end-of-semester essay examination.
  a. write a research paper on a topic of their choice.

**Course Web Page**

During the semester I will use MyCat to communicate with you. I will use it to post messages and announcements of course-related events on campus. Course materials such as the syllabus, reading list and articles for quizzes will be available through the FILES and the LINKS pages of MyCat.

**E-mail**

I will use the MyCat system to send e-mail messages to the class. It is critical that you check your campus e-mail regularly as I will sometimes use this system to let you know about upcoming assignments and quizzes.
The grading scale is:

Percent
A  = 93 and above
A- = 90-92
B+ = 88-89
B  = 84-87
B- = 80-83
C  = 70-79
D  = 65 - 69
F  = below 65

Book Review – Psychology 440/540

As a course requirement worth 25 points, you will need to read and write a critical review of a book related to biological psychology. I suggest that you purchase the book as they are all inexpensive paperbacks. There are some copies available at the WCU bookstore and at City Lights Bookstore on Spring Street in Sylva. You can also get them over the Internet through Amazon.com. Some are in the WCU library.

1. Do not turn in a review for this class for a book that you have already read for a different course.

2. Plagiarism will not be tolerated. All sentences not in direct quotes must be written by you and in your own words. It is not sufficient to simply change a word or two taken from an article or book or from the Internet. I know how college students write and I know how professional writers write. A useful guideline is that when paraphrasing someone else's work, close the book and express the ideas in your own words. (You will still need to cite the reference.) Plagiarized papers will be handled according to the university academic honesty policy and may result in failure for this course. I strongly suggest you check the WCU Writing Center website for plagiarism information. It is located at http://www.wcu.edu/WritingCenter/isource/aplagiarism.html.

3. A book review is not the same a book report. It should contain enough information about what the book says that I know that you actually read it. However, I am also looking for your opinion about the book. For example, what did you think were the most significant points made by the author? Did it change your thinking about the topic? Was it well written? Would you recommend it to other students? The review should be three or four pages long.

4. You may read a book that is not on this list. However, your choice MUST be approved by me at least two weeks in advance.
Course Schedule -- Psychology 440/540 – Fall 2008

<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
<th>reading (chapter)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Ch. 1 (p. 2-7)</td>
</tr>
<tr>
<td>2</td>
<td>Genetics and Evolution,</td>
<td>Ch. 5 (pp. 120-133)</td>
</tr>
<tr>
<td>3-4</td>
<td>Evolutionary Psychology</td>
<td>Evans and Zarte</td>
</tr>
</tbody>
</table>

Test 1

| 5    | Nerve Cells                  | Ch. 3                    |
| 6    | Neural Transmission and Drugs| Ch. 4                    |

Test 2

| 7    | Anatomy of the Nervous System| Ch. 2                    |
| 8    | Research Methods             | Ch. 1 (p. 8-25)          |

Test 3

| 9    | Rhythms and Sleep            | Ch. 11                   |
| 10-11| Motivation and Hunger        | Ch. 9                    |

Test 4

| 12   | Neurological disorders       | Ch. 15                   |
| 13-14| Psychopathology              | Ch. 16                   |

Test 5

Tuesday November – Book review due November 13

Thursday December 11 – 3:00 - 5:30 Final Exam
Approved Books
Psychology 440/540

Phantoms in the Brain by V.S. Ramachandran and Sandra Blakeslee

Evolution for Everyone: How Darwin’s Theory Can Change the Way We Think About Our Lives by David Sloan Wilson

The Accidental Mind: How Brain Evolution Has Given Us Love, Memory, Dreams and God by David J. Linden

The Nurture Assumption: Why Children Turn Out the Way They Do by Judith Rich Harris

The Murderer Next Door: Why the Mind Is Designed to Kill by David M. Buss

Darwin's Cathedral: Evolution, Religion, and the Nature of Society by David Sloan Wilson

The Man Who Mistook His Wife For A Hat: And Other Clinical Tales by Oliver Sacks

The Female Brain by Louann Brizendine

In Search of Memory: The Emergence of a New Science of Mind by Eric R. Kandel

The Essential Difference: Male and Female Brains and the Truth About Autism by Simon Baron-Cohen

Genome: The Autobiography of a Species in 23 Chapters by Matt Ridley

The Red Queen: Sex and the Evolution of Human Nature by Matt Ridley

The Agile Gene: How Nature Turns on Nurture by Matt Ridley

Why Zebras Don't Get Ulcers by Robert M. Sapolsky

Our Inner Ape: A Leading Primatologist Explains Why We Are Who We Are by Frans De Waal

How the Mind Works by Steven Pinker

Human: The Science Behind What Makes Us Unique by Michael Gazzaniga
PSY 444 – Cognitive Psychology
Dr. James Goodwin
Course Syllabus – Spring Semester, 2008

I. Course Instructor:
Dr. James Goodwin
Office: 326 Killian
Office hours: M, W, F 10:00-11:00, or by appointment
phone/voice mail: 227-3358
The best way to reach me is via email → jgoodwin@wcu.edu

II. Required Text:
A set of eight assigned readings, available electronically

III. Course Description and Objectives:
PSY 444 is designed to introduce you to the research area of cognitive psychology, the study of how we take in, process, and act upon the information from the world around us. Cognition includes processes such as perception, attention, working memory, long-term memory, thinking, problem solving, creativity, and language.

By the end of the course, you should be able to:
- Articulate the basic research findings and current theories in the substantive areas of modern cognitive psychology
- Apply what you have learned in your statistics and methodology courses in order to understand how research in cognitive psychology is done
- Apply what you learn about cognition to improve your own metacognition (e.g., know how to develop strategies to improve your ability to process information for exams)
- Read and comprehend professional research articles in cognitive psychology

IV. Course Schedule:

January 14 – February 4
Chapter 1. Introduction to Cognitive Psychology
Chapter 2. Cognition and the Brain: Basic Principles
Chapter 3. Perception
Articles by (a) Brown, and (b) Rensick, O'Regan, & Clark
EXAM #1. February 4

February 6 – February 27
Chapter 4. Attention
Chapter 5. Sensory Memory, Short-Term Memory, and Working Memory
Chapter 6. Long-Term Memory: Basic Principles
Articles by (a) Strayer & Johnson, and (b) Grant, et al.
EXAM #2. February 27

March 10 – April 2
Chapter 7. Everyday Memory and Memory Errors
Chapter 8. Knowledge
Chapter 9. Visual Imagery
Articles by (a) Fisher, Geiselman, & Amador, and (b) Sharps, Price, & Williams
EXAM #3. April 2

April 9 – April 30
Chapter 10. Language
V. Course Requirements:

1. **Semester exams.** During the semester, you will take three exams, each comprised of objective and short answer items. Each exam will cover three chapters in the text. Taken together, these 80-point exams will be worth **320** points toward your grade for the course. The score on your best exam will be counted twice in the final weighting. That is, your overall average score on the exams will be derived from four numbers—your three exam scores (max score = 80), and the score for your best exam of the four. **No exam score will be dropped.**

2. **Final Exam.** During finals week you will take a comprehensive final exam. Like the semester exams, it will be comprised of objective and short answer items. It will be worth **100** points.

3. **Article Quizzes.** During the course of the semester, you will read eight journal articles describing research in cognitive psychology. On the due date for each, there will be a 12-point quiz (ten statements, identify the six that are true), and then a discussion of the reading. There will be total of 96 points available therefore, but only 72 of those points will be “essential” for you to accumulate. This will enable you to drop your two lowest scores or miss two quizzes without penalty. See section VII below for the list of readings and a schedule.

4. **Structured Literature Review.** For **68** points, you will write a structured literature review—a summary of research in some topic area within cognitive psychology. More details will be forthcoming in a separate handout.

5. **Data Collection/Homework.** At various times during the semester, you will be collecting data for demonstration purposes and doing short homework assignments. This will be worth **40** points.

6. **Summary.**

<table>
<thead>
<tr>
<th>Exams</th>
<th>320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Article Quizzes</td>
<td>72</td>
</tr>
<tr>
<td>Literature review</td>
<td>68</td>
</tr>
<tr>
<td>Data Collection/Homework</td>
<td>40</td>
</tr>
<tr>
<td>Sum</td>
<td>600</td>
</tr>
</tbody>
</table>

Once a total score from 0-600 has been determined, letter grades for the course will be assigned as follows:

- A = 94 – 100% = 564-600 points
- A- = 90 – 93% = 540-563 points
- B+ = 87 – 89% = 522-539 points
- B = 83 – 86% = 498-521 points
- B- = 80 – 82% = 480-497 points
- C+ = 77 – 79% = 462-479 points
- C = 73 – 76% = 438-461 points
- C- = 70 – 72% = 420-437 points
- D+ = 67 – 69% = 402-419 points
- D = 63 – 66% = 378-401 points
- D- = 60 – 62% = 360-377 points
- F = 0 – 59% = 000-359 points

VI. Miscellaneous:

**Class Attendance.** I expect to see you in class on a regular basis and I will keep a record of attendance. The most fundamental reason for coming to class is simple—it will have a direct effect on your grade. There is strong evidence that missing class is related to poor exam performance. This is especially true in my classes, because a substantial portion of exam material will be from topics discussed and exercises completed in class. There will be no specific penalty for missing class, however. You are adults—it’s your decision about whether to come. The basic rule is that although you do not have to come to class, you are responsible for every single thing that occurs in class. My long experience is that students who often miss class do very poorly in the course. Come to class.

“Eighty percent of success is showing up” → Woody Allen
Policy on Make-up exams. If you miss any of the semester exams for an acceptable reason, you may take a make-up exam. These exams will be given during final exam week. Acceptable reasons for missing exams are limited to the following:

- Illness that can be documented by medical professionals
- death or serious family illness that takes you away from campus
- participation in obligatory campus activities (e.g., athletics, student government)

All excused absences from exams must be accompanied by written documentation. Furthermore, if you miss an exam, you must produce the evidence of an excused absence within two class days of the scheduled exam.

Extra Credit. After each of the three semester exams, you will have the opportunity to complete multiple choice exam corrections that could add up to five points per exam to your score. In addition, you can read two additional research articles in cognitive psychology (approved by me) and write 2-page summaries of each. Each extra summary will be worth up to 10 extra credit points.

Deadlines. The homework assignment due dates will be announced in class. The other assignments will be due as follows:

- Article Quizzes: 1/23, 1/28, 2/11, 2/18, 3/17, 3/24, 4/14, 4/21
- Literature Review: 4/30

Late penalties: 10 points per class day late for the literature review. A class day is operationally defined as any day when classes are in session. Late is defined as arriving after 5:00 pm on the due date. Papers may NOT be submitted electronically.

Academic Honesty. Cheating on an exam, plagiarizing on any of the written work, or falsifying data will result in an automatic grade of F for the course and a strong recommendation from me to the Department Head and College Dean that you be dismissed from the university.

VII. Assigned Readings.

Your textbook provides an account of modern cognitive psychology. The readings on the list below are written by prominent researchers in the field. They have been chosen to give you a greater depth of understanding for some of the topics to be discussed in the class. Your job will be to read these articles carefully and prepare for a quiz and an intelligent discussion of each.

Here is how to proceed:

1. All of these articles may be found electronically. From the Hunter website, in that little box on the right, just below where it says “Library Catalog,” pull down the menu, select “Journal Title,” type in the name of the journal, and click “Go.” You should be able to find the article from there.

2. Read each article carefully. The quiz will include items about the article’s purpose, its methodology, and its results (you won’t have to memorize any “numbers,” just the description of the results), and its general conclusions.

3. The quiz will include ten statements, six of which will be true. Your job will be to identify the true statements. You will take the quiz, turn it in, and then we will discuss the article. When you are taking the quiz, you may use the detailed notes you took while reading the article. You will not be able to look at the article itself, however.
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Article</th>
</tr>
</thead>
</table>
I. Course Instructor:
Will Poynter, Ph.D.
337 Killian
phone/voice mail: 227-2457
office hours: by appointment
email: poynter@email.wcu.edu
web site: http://paws.wcu.edu/poynter/

II. Course Description and Objectives:
This course is a hands-on, computer-lab workshop. Students will develop basic skills in database development, research-oriented algorithm development and computer programming. Commonly available software-development tools will be employed – Microsoft ACCESS and Visual Basic for Applications.

By the end of the class, students will have built a standalone research tool that realizes a survey research method using a desktop or laptop computer. The focus will be on how to use ACCESS to store, manipulate, and analyze data, and create research tools that enable the student to perform computer-based Psychology research.

More specifically, students will:
1) learn the basics of relational database design, and how to build data Tables, Queries and Reports
2) develop a Graphics User Interface (GUI) that enables point-and-click Data Input, Data Conversion and Analysis, and Views of Information in various formats.
3) Learn basics of computer programming using Visual Basic programming language and methods

III. Course Schedule – course schedule and project due dates might change, depending upon overall class progress.
Jan. 14 – Feb 11
Introduction to MS ACCESS functionality as a database management system
- Tables and Table Relationships
- Queries
- Forms
- Macros

Feb. 13 – April 11
Integration of Database Components Into a Graphical User Interface, using Forms, Controls, and simple VB Procedures, Methods, and Functions.

April 14 – April 28
Advanced Visual Basic Programming

IV. Course Requirements:
1. Application: During the semester, you will develop an Access Application of your own design, which will be graded and have a total value of 100 points.

2. Assignments: There will be 6 assignments. Four of the assignments will be completed during class period, each counting 40 pts; 2 will be take-home assignments, each counting 45 pts. Failure to complete any of the assignments by the due date will result in a 30% penalty. For example, if you are late in completing a 40 pt. assignment, the best score you could get on that assignment would be 28 pts (40 - 0.30*40). Assignment due dates will be announced in class at least 1 week prior to the due date.
3. **Summary:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>100</td>
</tr>
<tr>
<td>Assignments</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
</tr>
</tbody>
</table>

Your Letter Grade will be based on the total number of points you accumulate, as follows:

- A >= 90% (315-350)
- B = 80 – 89% (280 – 314)
- C = 70 – 79% (245 – 279)
- D = 60 – 69% (210 – 244)
- F = 0 – 59% (0 – 209)

V. Miscellaneous:

**Class Attendance.** Class attendance is mandatory.

**Academic Honesty.** Cheating on an assignment or project or plagiarizing on any of the work will result in an automatic grade of F for the course.
I. Course Instructor:

Will Poynter, Ph.D.
337 Killian
phone/voice mail: 227-2457
office hours: by appointment
e-mail: poynter@email.wcu.edu
web site: http://paws.wcu.edu/poynter/

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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350 points</strong></td>
</tr>
</tbody>
</table>

Your Letter Grade will be based on the total number of points you accumulate, as follows:

- A: $\geq 90\%$ (315-350)
- B: $80 - 89\%$ (280 - 314)
- C: $70 - 79\%$ (245 - 279)
- D: $60 - 69\%$ (210 - 244)
- F: $0 - 59\%$ (0 - 209)

V. Miscellaneous:

**Class Attendance.** Class attendance is mandatory.

**Academic Honesty.** Cheating on an assignment or project or plagiarizing on any of the work will result in an automatic grade of F for the course.
PSY 455 – History of Psychology
Course Syllabus – Fall Semester, 2008

I. Course Instructor:

Dr. C. James Goodwin
Office: 326 Killian Office hours → M, W, Th, F 10-11, or by appointment
phone/voice mail: 227-3358
The best way to reach me is via email → jgoodwin@wcu.edu

II. Required Reading:

- A set of eight assigned readings from journal articles, available electronically.

III. Course Description and Objectives:

PSY 455 has three main goals. The first is to introduce you to the history of psychology, especially its most recent history. The course will focus on the 19th and 20th centuries; from the time that psychology emerged from philosophy, physiology, and evolutionary biology to become a new academic discipline. What you will learn about psychology’s roots and early development will help provide a broader foundation for the knowledge you have accumulated in other psychology courses, and should enable you to see the interconnections among the different psychology courses you have taken. You will also learn about the origins and evolution of psychology’s major “schools of thought” (e.g., behaviorism, functionalism, psychoanalysis).

The second main course goal is to give you some insight into what a historian of psychology does and how a historian thinks, evaluates evidence, and so on. You will learn something about the methods used by historians and the problems they face when constructing their histories.

The third goal is one that you might not normally associate with a “history” course—it is to influence the way you evaluate yourself and the people around you. The careful study of history can give us some important insights about how to understand others and ourselves. So this course will change your life.

NOTE: The course is designed primarily for students who have already had several psychology courses. If you are a freshman or sophomore and/or have not had many psychology courses, you might reconsider taking this course. Your call. We can discuss it.

IV. Course Schedule:

August 18 – September 10

Chapter 1. Introducing Psychology’s History
Chapter 3. The Neurophysiological Context
Chapter 4. Wundt and German Psychology
Articles by Benjamin & Crouse and by O’Donnell
EXAM #1. September 10

September 12 – October 6

Chapter 5. Darwin’s Century: Evolutionary Thinking
Chapter 6. American Pioneers
Chapter 7. Structuralism and Functionalism
Articles by Furumoto and by Winston
EXAM #2. October 6

October 8 – November 3

Chapter 8. Applying the New Psychology
Chapter 9. Gestalt Psychology
Chapter 10. The Origins of Behaviorism
Articles by Benjamin et al., and by Harris
EXAM #3. November 3
November 5 – December 5
Chapter 11. The Evolution of Behaviorism
Chapter 12. Mental Illness and Its Treatment
Chapter 13. Psychology's Practitioners (portions of this chapter, TBA)
Chapter 14. Psychological Science in the Post-War Era (portions of this chapter, TBA)
Chapter 15. Linking Psychology's Past and Present
Articles by Hornstein and by Bruce

FINAL EXAM. Thursday, 12/11, 8:00am

V. Course Requirements:

1. **Semester exams.** During the semester, prior to final exams week, you will take three exams, each comprised of multiple choice and short essay items. Each exam will cover three chapters in the text. Taken together, these exams will be worth 320 points. Each exam will be worth 80 points and the score on your best exam will be counted twice in the final weighting. That is, your point total on the exams will include four numbers—your three exam scores, plus the score for your best exam of the three. **No exam score will be dropped.**

2. **Final Exam.** During final exam week, you will take a comprehensive final examination. Like the three semester exams, it will include multiple choice and short essay items. About 80% of the exam will be from material in chapters 11, 12, 14, and 15. The remainder will be from information on exams 1-3. The final exam will be worth 108 points.

3. **Poster.** This is will be done in teams of two. For 100 points, you and your poster buddy will pick a person of some historical importance, from a list that I will provide, complete a thorough analysis of that person's life and work, and assess their importance for the history of psychology. Posters will be presented in class on Wednesday, December 3. More detailed information will be forthcoming.

4. **Article Quizzes.** During the course of the semester, you will read eight journal articles describing research in the history of psychology. On the due date for each, there will be a 12-point quiz (ten statements, you identify the six that are true), and then a discussion of the reading. There will be total of 96 points available therefore, but only 72 of those points will be "essential" for you to accumulate. This will enable you to drop your two lowest scores or miss two quizzes without penalty. See section VII below for the list of readings and a schedule.

5. **Summary.**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>320</td>
</tr>
<tr>
<td>Final Exam</td>
<td>108</td>
</tr>
<tr>
<td>Poster</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>72</td>
</tr>
<tr>
<td><strong>Sum.</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Once a point total has been determined, letter grades for the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A = 94 - 100%</strong></td>
<td>564-600 points</td>
</tr>
<tr>
<td><strong>A- = 90 - 93%</strong></td>
<td>540-563 points</td>
</tr>
<tr>
<td><strong>B+ = 87 - 89%</strong></td>
<td>522-539 points</td>
</tr>
<tr>
<td><strong>B = 83 - 86%</strong></td>
<td>498-521 points</td>
</tr>
<tr>
<td><strong>B- = 80 - 82%</strong></td>
<td>480-497 points</td>
</tr>
<tr>
<td><strong>C+ = 77 - 79%</strong></td>
<td>462-479 points</td>
</tr>
<tr>
<td><strong>C = 73 - 76%</strong></td>
<td>438-461 points</td>
</tr>
<tr>
<td><strong>C- = 70 - 72%</strong></td>
<td>420-437 points</td>
</tr>
<tr>
<td><strong>D+ = 67 - 69%</strong></td>
<td>402-419 points</td>
</tr>
<tr>
<td><strong>D = 63 - 66%</strong></td>
<td>378-401 points</td>
</tr>
<tr>
<td><strong>D- = 60 - 62%</strong></td>
<td>360-377 points</td>
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<tr>
<td><strong>F = 0 - 59%</strong></td>
<td>000-359 points</td>
</tr>
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</table>

VI. Miscellaneous:

**Class Attendance.** I expect to see you in class on a regular basis and I will keep a record of attendance. The most fundamental reason for coming to class is simple—it will have a clear effect on your grade.

There is strong evidence that missing class is related to poor exam performance. This is especially true in my classes, because a substantial portion of exam material will be from topics covered and discussed in class. There will be no specific penalty for missing class, however. You are adults, and it is your decision about whether to come to class. In the words of one philosopher:

"Eighty percent of success is showing up" → Woody Allen
Policy on Make-up exams. If you miss any of the exams for an acceptable reason, you may take a make-up exam. These exams will be given during the final week of classes. Acceptable reasons for missing exams are limited to the following:

- illness that can be documented by medical personnel
- death or serious family illness that takes you away from campus (and can be documented)
- documented participation in obligatory campus activities (e.g., athletics, student government)

All excused absences from exams must be accompanied by written documentation. Furthermore, if you miss an exam, you must produce the evidence of an excused absence within seven calendar days of the scheduled exam. If you must miss an exam, notify me as soon as possible, so I will know where you are.

Deadlines. The schedule for the readings quizzes can be found in section VII. The poster and supporting materials will be due on Wednesday, December 3.
Late penalties: If you fail to display your poster in class on 12/3, you will lose all 100 points. If you don't turn in the supplemental material (described in a separate handout) during class on 12/3, there will be a loss of 20 points per day until they are turned in to me.

Academic Honesty. Cheating on an exam or plagiarizing any of the written work will result in an automatic grade of F for the course and a recommendation from me to the Department Head and Dean that you be dismissed from the university.

Classroom Climate. I think learners thrive in an environment where everyone contributes in positive ways to make learning interesting and fun. To those ends, here is what I expect as your contribution:

- Actively read assignments before coming to class; there’s a lot to argue about in psychology, and I hope we will have good, and informed, discussions
- Be in your seat and be ready to go when class starts
- Avoid having informal discussions during class time, regardless of whether it is me or another student addressing the group
- Ask questions at any time if something is unclear or to raise issues for discussion, but do so without interrupting if someone else has the floor
- Treat your peers (and me) in a fair, civil, and professional fashion
- Take measures to keep yourself awake and alert (i.e., never allow your head to touch the desk or your eyes to close for more than 5 seconds—if this occurs, I will ask you to leave class)

In turn, here is how I will contribute to a positive and energizing course climate. I will:

- Start and end class on time and be thoroughly prepared for each class
- Treat all students in a fair and civil fashion
- Return exams and written work promptly (i.e., usually within one class period)
- Spend extra time with you if you need help with anything related to the course; arrange for tutoring if you need regular assistance
- Be available to you outside of class. My office hours are posted at the top of this syllabus, but you will also find me generally available and easy to find

Electronics in the Classroom. This is simple—none (e.g., laptops) are allowed. All phones must be turned off during class, and surreptitiously checking for text messages is an especially grievous offense (penalty → kicked out of class that day).

VII. Assigned Readings.

Your textbook provides an account of psychology’s history. The readings on the list below are all examples of historical analysis, written by modern historians of psychology. They have been chosen to illustrate some of the historiographic issues to be discussed in the class. In particular, they all show how historians try to fit events in psychology’s history into the broader historical context. Your job will be to read these articles carefully and prepare for a quiz and an intelligent discussion of each.

Here is how to proceed:

1. All of these articles may be found electronically. From the Hunter website, in that little box on the right, just below where it says "Library Catalog," pull down the menu, select "Journal Title," type in the name of the journal, and click "Go." You should be able to find the article from there.
2. Read each article carefully. The quiz will include items about the article’s main purpose, the events described in it, and the author’s conclusions.

3. The quiz will include ten statements, six of which will be true. Your job will be to identify the true statements. You will take the quiz, turn it in, and then we will discuss the article. When you are taking the quiz, you may use the detailed notes you took while reading the article. You will not be able to look at the article itself, however.

**Assigned Readings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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**Extra Credit**

You will notice that the following list contains some additional articles. For extra credit, you may write brief two-page summaries of any two of these articles, to be turned in on the final day of class (December 5). All of these extra articles can be found in bound journals in the library, and most can be found electronically. Each summary will be worth up to 10 points.


NOTE: I will also consider other titles, from any of the journals above, but they must be approved ahead of time.
Instructor: Scott W. Minor, Ph.D., P.C.
Professor of Psychology
Killian 308
Telephone: 227-3367

Text:

Other Resources:

Abnormal Psychology Companion Web Site- http://www.worthpublishers.com/comer

Overview:
Abnormal psychology (aka psychopathology) is the study of mental disorders, their causes, how they are expressed in behavior and their treatments. Unlike some other areas of psychology, you will see that there are different points of view regarding these issues and often no definite research that confirms one point of view over another. The goal of this course is to expose you to these different theories and perspectives regarding psychopathology, and the research that supports (or does not support) these views. Then, you will be able to make up your own mind which of these theories or points of view of abnormal psychology makes the most sense to you, is most consistent with your own point of view and is most consistent with the available research. Lastly, this is a 400/5000 level class, which means it will be taught somewhere between the advanced undergraduate and beginning graduate student level.

Exams:
There will be four Exams (see Daily Schedule for exam dates). The Exams will be a combination of objective and discussion questions. Material on the Exams will come from the lecture, the text and, when assigned, outside readings. No make-up test will be given without a written excuse.
Daily Schedule:

5-12 M  Introduction to Abnormal Psychology, DSM-IV Definition of a Mental Disorder, Epidemiology; Research Methods

5-13 T  Paradigms of Psychopathology

5-14 W  Test 1 (Chapters 1, 3)

5-15 R  Childhood Disorders: Autistic Spectrum Disorders, ADHD and Disruptive Behavior Disorders

5-16 F  Eating Disorders

5-19 M  Test 2 (Chapters 11, 17)

5-20 T  Anxiety Disorders

5-21 W  Mood Disorders

5-22 R  Test 3 (Chapters 5, 8)

5-23 F  Schizophrenia

5-26 M  Personality Disorders

5-27 T  Test 4 (Chapters 14, 16)
**Grades:**

Each exam is worth 100 points. Thus there are 400 possible points. Final grades are based on the following scale.

- **A** = 90-100% = 360-400 points
- **B** = 80-89% = 320-359 points
- **C** = 70-79% = 280-319 points
- **D** = 60-70% = 240-279 points*
- **F** = < 240 points

**Attendance Policy:**

Given that we have only 12 class meetings to cover a semester course, you are required to attend all class meetings.
PSY 474/574
The Emotionally Disturbed Child & Adolescent

Fall 2008
Class meets in Killian building in Room 111
Class meeting times: Mondays, Wednesdays, and Fridays at 11:15 AM to 12:05 PM

Instructor: Kia Asberg, Ph.D.
Office: 305 Killian Building
Email: kasberg@email.wcu.edu
Phone: 828-227-3365

Office Hours:* Mondays and Wednesdays 9 – 9:45am, Mondays 1pm – 2pm or by appointment.
- To schedule an appointment, send me an email or feel free to come see me after class. Although I gladly respond to emails, I enjoy getting to know students and welcome face-to-face appointments.

Required Text/Book:

Pre-requisite(s): PSY 150 or permission of the instructor

Course Description and Purpose:
- Description: Etiology, characteristics, assessment, and treatment of deviation; learning difficulties, behavioral and psychotic disorders.
- The purpose of this course is to provide students with an opportunity to understand more specifically various areas of developmental psychopathology in childhood and adolescence. Thus, the aim of the course is to discuss disorders with onset in childhood and adolescence, as well as factors related to resilience. For example, we will cover disorders of behavior (e.g., Attention-deficit Hyperactivity Disorder, Oppositional Disorder), disorders of emotion (e.g., anxiety, depression), developmental disorders (e.g., autism), and other problems related to mental health among children and adolescents.
- In this course, the goal is to gain an understanding of the defining characteristics of disorders, associated features, possible causes, research, and current approaches to intervention and prevention for a wide range of child and adolescent disorders.
- In addition, various modes of instruction and media will be used to facilitate learning and illustrate childhood and adolescent psychopathology, including case examples, videos, etc.
- This course will also provide you with an opportunity to learn about the interplay among child, family, peer and culture variables, as well as enhance your understanding of developmental pathways that link childhood disorders with long-term outcomes.

Course Objectives:
Upon successful completion and participation with all aspects of this course, you should be able to know about and demonstrate an understanding of:
1. basic characteristics and determinants of atypical forms of development in children and adolescents;
2. current conceptual frameworks for defining and understanding development in childhood/adolescence;
3. approaches to classification, diagnosis, and assessment;
4. current research findings on various types of psychopathology in children and adolescents;
5. current approaches to intervention and prevention (and their effectiveness);
6. impact on families living with disorders, including factors related to resilience
EXPECTATIONS AND COURSE POLICIES

**Students with Disabilities**
- Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. If you are a student with disability, please let me know and I will be happy to accommodate your specific needs per the guidelines set forth by the University.

**Academic Honesty Policy**
- Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:
  - **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
  - **Fabrication**—Intentional falsification of information or citation in an academic exercise.
  - **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
  - **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.
- Note that a violation of the academic honesty policy may result in a final grade of “F” in this course. Please refer to the Student Handbook for more specific information about academic honesty.

**Sexual Harassment Policy Statement**
- The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**Attendance Policy**
- Your attendance is essential for you to get a good grade or even pass the class; however, if you are absent, it is your responsibility to get the class notes from a classmate for the day you missed.
- You will not be penalized for missing class, but some points can only be obtained by being present.
- If you find yourself struggling with the course, the mode of instruction, or with the material, please come see me or email me as early in the semester as possible so we can figure out how to best assist you. I make it a point to be available to students and I want to see each of you succeed, but I won’t be able to help you if you wait until the end of the semester.

**Make up exams/quizzes and Late Assignments**
- It is important to remember that there are NO make up exams. If you are involved with organized University activities (e.g., varsity sport, field trips, etc.) which conflict with class, please see me in advance to discuss available options.
- Quizzes and in-class “mini-assignments” are meant to encourage attendance, stimulate participation, and facilitate learning by providing opportunities to “rehearse” key material; reflect on discussions, case presentations, or specific topics that we have covered; generate real life examples of concepts; create questions (and answers!) of particular interest to each student for possible inclusion in exams; and (in some cases) provide students with “immediate” feedback on their grasp of the material. Given the nature of these brief activities, they are generally only available to students who are in class on the day they are
given. In other words, there will be NO make up quizzes or make up “mini-assignments”. Again, if you are involved with organized University activities that prevent you from attending, please come see me.

- All assignments or papers must be turned in by the end of class on the day they are due. Late assignments will NOT be accepted under any circumstances. This holds true for both “hardcopy” assignments and online assignments. If you know you will be out of town on a day when an assignment or paper is due, or if you are otherwise unable to hand in the assignment at the end of class, I expect that you will email me the assignment in an attachment and make sure it arrives to my inbox no later than the end of the class in which it was due. Email assignments to: kasberg@email.wcu.edu. To be on the safe side, you might want to email me your assignments and papers even if you are planning on attending class. This would prevent you from missing out on a grade in the event there are unforeseen circumstances or emergencies.

- I understand that emergencies and unexpected events do occur, which is why students may drop their lowest exam grade (see Grading section for more details). If you are absent on the day of an exam, including the final exam, that will be the one you would drop. Again, there are no make up exams other than for reasons specified below so please don’t expect me to make any exceptions to this policy.

University Excused Absences

- In addition to a documented and bona fide medical emergency or the death of an immediate family member, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events).

Additional Etiquette and Expectations

- Please help us create an environment that is conducive to learning. Specifically, I expect everyone to show up to class on time and to participate in class discussion and activities.

- Please put your cell phone on silent or vibrate before class starts to minimize the risk of disruption.

- If you know you will have to leave class early, please let me know before the lecture starts and do your best to exit the classroom quietly. Your fellow students (and yours truly) will appreciate it!

GRADING PROCEDURES

Exams

- There will be five exams (5) given throughout the semester, including the final exam. Each exam is worth 60 points and will consist of multiple choice, matching, fill-in-the blanks, and short essays. Exams will cover material from the book, lectures, activities and class discussions. Only four (4) of the five exams will count toward your total grade, which means you can drop your lowest exam score. If you are absent on a day of an exam, that would be the one you would drop. There will be NO MAKE-UP EXAMS. If you are participating in activities sponsored by the University, please let me know in advance.

Research Paper

- Because each of you might have a particular area of interest within the field of child and adolescent psychology, each of you will be asked to write a research paper on a topic of your choice (each topic will need instructor approval). For example, you may choose to write about Autism, Schizophrenia, Attention Deficit Hyperactivity Disorder, or any other disorder that is of interest to you and that is related to behavioral and/or emotional problems in children and adolescents. The paper will be worth a total of 60 points (15% of your grade).

- The paper should be 5-7 pages (plus a title page and reference page) and include information about the specific disorder (What are the symptoms? At what age does it usually start? How common is the disorder?), and also discuss at least one type of treatment that has been empirically supported (i.e.,
research has shown it to be effective) for this disorder. In addition to your textbook and the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR), you will need to include material from at least one scientific journal and provide a hard copy of the article (or send the pdf file to me).

- APA style format and documentation of references is required.
- More details about the paper and how you can obtain resources will be provided in class.
- The final draft of the paper will be due Monday November 10th, 2008.

**Quizzes and Mini-Assignments**

- Throughout the semester, approximately 15 quizzes and/or mini-assignments will be given, each worth 5 points. You can count your “top 12” scores for a possible total of 60 points toward your grade (15% of your total grade). Ways to earn points include participation in group activities, one-page reflection papers, quizzes on lecture material, etc. Some assignments will take place in class and some will be take-home, but all are designed to facilitate learning. There will be no make-up quizzes or mini-assignments.

**Presentation**

- Each of you will also do a 10-minute presentation (worth 40 points). This will allow you to synthesize information and identify the important pieces to help your peers gain a better understanding of a particular disorder or area of childhood and adolescent psychology. An important part of this presentation will be to present (and challenge/dispel) a “myth” about the disorder or area and incorporate (if possible) examples that we used in class or that come from discussions we have had. Topics and format of the paper can be:
  1. the disorder that you wrote your research paper about OR
  2. a different disorder or issue related to psychopathology in children and adolescents (e.g., maltreatment, different family make-up, impact of parental psychopathology; types of parenting, a compare and contrast paper about treatments).

**Point Breakdown for Exams, Assignments and Other Course Elements:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Points available</th>
<th>Percentage of total grade</th>
<th>My points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>60</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>60</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
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<td>15</td>
<td></td>
</tr>
<tr>
<td>Exam 4*</td>
<td>60</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Mini-assignments/Quizzes</td>
<td>60</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>60</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>40</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**Grades:**

- 380 - 400 = 95 - 100% = A
- 360 - 379 = 90 - 94% = A-
- 348 - 359 = 87 - 89% = B+
- 332 - 347 = 83 - 86% = B
- 320 - 331 = 80 - 82% = B-
- 308 - 319 = 77 - 79% = C+
- 292 - 307 = 73 - 76% = C
- 280 - 291 = 70 - 72% = C-
- 268 - 279 = 67 - 69% = D+
- 252 - 267 = 63 - 66% = D
- 240 - 251 = 60 - 62% = D-
- < 239 = < 59% = F

- Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
# COURSE SCHEDULE (TENTATIVE)

- May change to accommodate guest presenters & student (and instructor!) needs

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Aug 18</td>
<td>Introduction, syllabus review, prologue</td>
<td></td>
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<tr>
<td>Wed, Aug 20</td>
<td>Ch. 1 Introduction to Normal and Abnormal…</td>
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<tr>
<td>Fri, Aug 22</td>
<td>Ch. 1 Continued</td>
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<tr>
<td>Mon, Aug 25</td>
<td>Ch. 2 Theories and Causes</td>
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<tr>
<td>Wed, Aug 27</td>
<td>Ch. 2 Continued</td>
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<tr>
<td>Fri, Aug 29</td>
<td>Ch. 2. Continued</td>
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<tr>
<td>Mon, Sept 1</td>
<td>LABOR DAY-NO CLASS</td>
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<td>Wed, Sept 3</td>
<td>Ch. 3 Research</td>
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<td>Fri, Sept 5</td>
<td>Ch. 4 Assessment, Diagnosis, and Treatment</td>
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<td>Mon, Sept 8</td>
<td>Ch. 4 Continued</td>
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<tr>
<td>Wed, Sept 10</td>
<td>Catch-up and Review</td>
<td>Topic “due”</td>
<td></td>
</tr>
<tr>
<td>Fri, Sept 12</td>
<td>Exam 1: Chapters 1, 2, 3, and 4</td>
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<tr>
<td>Mon, Sept 15</td>
<td>Review of Exam, Ch. 5: ADHD</td>
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<td>Ch. 5 Continued</td>
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<td>Fri, Sept 19</td>
<td>Ch. 6 Conduct problems</td>
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<td>Ch. 6 Continued</td>
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<td>Ch. 14: Child Maltreatment</td>
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<td>Ch. 7 Continued</td>
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Introduction to Clinical and Counseling Psychology
PSY 475
Spring 2008

Instructor:  L. Alvin Malesky, Jr., Ph.D.
Office:  347 Killian
Office Phone:  227-3357
Email:  malesky@wcu.edu
Office hours:  Wed 10 – 12 & Wed 2 – 4 (or by appointment)

Textbook:  The Skilled Helper
ISBN #: 0 534-36731-3
Supplemental text:  Man's Search for Meaning by Viktor Frankl

Course Description:  This course serves as an introduction to the field of clinical and counseling psychology. We will start by defining clinical and counseling psychology and discussing what it means to be employed in the helping professions. From a practical standpoint, you will work at least 30 hours on the REACH's crisis hotline. You will receive specialized crisis intervention training by REACH before you actually take crisis calls. Other practical opportunities may arise as the semester progresses, including observing open self-help groups in the community.

Objective:
1. Define clinical and counseling psychology and identify professional roles of mental health professionals.
2. Develop an understanding of the ethical issues that often arise in the mental health field.
3. Develop basic active listening skills.
4. Develop basic crisis intervention skills.
5. Become familiar with different counseling orientations.

Course/Classroom Expectations:
1. You may be providing (via your volunteer work) crisis counseling to individuals in the community. Consequently, it is imperative that ethical, professional, and confidentiality standards are maintained at all times.
2. I expect everyone to be on time and to participate.
3. Turn all cell phones off or put them on vibrate before class starts.
4. Regular attendance is expected. Several course assignments require your attendance in class. Therefore, it will be very difficult (if not impossible) to get a good grade or even pass the class if you do not attend on a regular basis.
5. Papers will be accepted one day late for a letter grade reduction. Papers will not be accepted more than one day late.
6. Make up exams will only be allowed for formal excused absences.
Exams: There will be three exams for this course (two tests and a final exam). Each exam is worth 100 points. The exams are not cumulative. The exams will consist primarily of multiple-choice type questions; however, short answer and essay questions COULD be on the exams. It is imperative that you show up for all exams. You will not be able to make up exams if you do not have a valid excuse (i.e., doctor’s note, university sponsored activity, etc.).

Class Participation: We will not have formal presentations in this class. However, given the nature of this class, your participation is imperative to get the most out of this experience. Thus, I will be collecting in-classroom assignments over the course of the semester. In addition, I will be making random attendance checks. Class participation is worth 100 points. Seventy-five of these points are dependent upon you completing the 30 hours of crisis volunteer work.

Crisis Intervention Evaluation: Each student in this class will conduct a short (ten minute) crisis intervention session with a classmate who will be role-playing an individual in crisis. You will need to follow the crisis interventions skills covered in this class (e.g., suicide assessment, providing referral information, etc.) during this role-play. These interviews will be conducted in a fishbowl format. This format might be unnerving to some; however, it provides the best opportunities for feedback from the rest of the class. In addition, we can always learn by observing others. This assignment is worth a maximum of 50 points.

Reaction Paper: You need to write a short (three to five page) paper regarding your reactions to Man's Search for Meaning. You could address how you would use this book with clients. You could also discuss what you took away from the book (if anything) that you could apply to your own life. This assignment is worth a maximum of 50 points and is due April 24th.

GRADES:  

\[
\begin{align*}
475 - 500 & = 95 - 100 = A \\
450 - 474 & = 90 - 94 = A- \\
435 - 449 & = 87 - 89 = B+ \\
415 - 434 & = 83 - 86 = B \\
400 - 414 & = 80 - 82 = B- \\
385 - 399 & = 77 - 79 = C+ \\
365 - 384 & = 73 - 76 = C \\
350 - 364 & = 70 - 72 = C- \\
335 - 349 & = 67 - 69 = D+ \\
315 - 334 & = 63 - 66 = D \\
300 - 314 & = 60 - 62 = D- \\
< 299 & = < 59 = F
\end{align*}
\]
Note: The following schedule is tentative and subject to change as the semester progresses.

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<td>Why the helping profession? Differences between counseling psychology, clinical psychology, and social work. Chapter One</td>
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<td>The Helping Relationship Chapter Three</td>
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<td>Ethics &amp; the Mental Health Field</td>
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<td>REACH Training AT WCU</td>
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<td>Crisis Role-Plays</td>
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<td>Feb 21</td>
<td>No Class (I will be at a forensic sciences conference)</td>
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<td>Feb 26</td>
<td>Tour of the counseling center and discussion of the services provided on campus by mental health professionals</td>
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<td>Crisis Role-Plays</td>
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<td>Crisis Role-Plays</td>
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<td>Mar 18</td>
<td>Empathic Highlights Chapter six</td>
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<td>No Class -- Easter Holiday</td>
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<td>Mar 25</td>
<td>Introduction to Communication in Counseling Chapter four &amp; Active Listening Chapter five</td>
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<tr>
<td>Mar 27</td>
<td>Art of Probing and Summarizing Chapter seven &amp; Helping Clients Tell Their Stories Chapter eight</td>
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<td>No Class -- Advising Day</td>
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<td>Apr 3</td>
<td>EXAM # 2</td>
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<td>Apr 8</td>
<td>Counseling Theories -- Assigned Readings</td>
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<td>Apr 10</td>
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<td>Counseling Theories -- Assigned Readings</td>
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<td>Apr 24</td>
<td>Discuss Man's Search for Meaning Reaction Papers Due</td>
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<td>Apr 29</td>
<td>Therapy/Self-Help Groups -- Assigned Readings</td>
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<td>May 1</td>
<td>Catch Up &amp; Wrap Up</td>
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<td>May 8</td>
<td>Final Exam 3:00 – 5:30</td>
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Psychology 495 - Senior Seminar
Fall 2008

Instructor: Hal Herzog
Office: 325 Killian Building
Phone: office - 227-3360, home 293-5952
e-mail – Herzog@email.wcu.edu

Office hours: Office Hours – Tuesday and Thursday 11 – 12, 2-3; Wednesday 4-5

Feel free to drop by my office any time. Often I will be able to talk to you then. If not, we can make
an appointment for another time. If you have trouble getting hold of me during the day, give me a
call at home during the evening.

Required WCU Bookstore
Silfie, B. Taking sides: Clashing views on controversial psychological issues Guilford, CT: Dushkin.

From Amazon.com or City Lights Bookstore
Snoop: What Your Stuff Says About You by Sam Gosling
The Happiness Hypothesis by Jonathan Haidt

Course Web Page
During the semester I will use MyCat to communicate with you. I will use it to post messages and
announcements of course-related events on campus. Course materials such as the syllabus, reading
list and articles for quizzes will be available through the FILES and the LINKS pages of MyCat.

E-mail
I will use the MyCat system to send e-mail messages to the class. It is critical that you check your
campus e-mail regularly as I will sometimes use this system to let you know about upcoming
assignments and quizzes.

RULE: DO NOT TEXT MESSAGE DURING CLASS! TURN YOUR CELL PHONES OFF.
(Also, I may ban laptops in class.)

Course objectives:

1. This course will, in part, be an overview and synthesis of all of the previous classes that you have
had in psychology and in related disciplines. We will be concerned with psychology as a whole,
rather than as a fragmented discipline. It will not be like your general psychology course in that the
class is composed of people who already know a lot about the field and can bring a body of
knowledge acquired over the last three or four years to our discussions. By the end of the course, I
hope that you will be able to bring this knowledge into focus in the sense that you will have
developed a "psychological world view" - a big picture of where psychology has been, where it is,
and where it appears to be going, and how it fits into your life and career plans.

2. You will be come an expert about a topic in psychology that you find of particular interest. You
will research the topic thoroughly, looking for unanswered questions. You will then write a
research proposal with a detailed experimental design suitable for submission to a funding agency.
You will also give a presentation to the class reviewing your topic and your proposed research.

3. This course is designed to meet the outcomes assessment mandate of the WCU Psychology Department. You will need to demonstrate that you have mastered the body of knowledge at an appropriate level for undergraduate psychology majors, and that you can bring your critical facilities to bear on this material in written form.

Course requirements.

1. Attendance and discussion. This class is a true seminar. I will give very few formal lectures. The discussion will be based on the topics that you find most interesting (or confusing) in the readings. Because your active intellectual participation is vital to the success of the class for all of us, it is critical that you be at each session. Please contact me in advance if you need to miss class for any reason.

2. Tests. There will be a test every week based on readings in the book chapters. They are worth 20 points each. You can use your notes during the tests.

3. Reaction papers. For each of the Taking Sides readings, I would like you to write a brief reaction paper. These will normally be two or three pages long and should be typed. They will be graded on a 20 point scale for both style and substance.

4. Research proposal. You will write a research proposal on a topic that you are interested. Please discuss your ideas on this early in the semester. Use APA style. The proposals will be presented in the form of poster papers at the end of the course.

6. Portfolio. Each student will prepare a portfolio which will include the following:
   a. transcript
   b. a copy of your research proposal
   c. three of your Taking Sides essays
   d. resume
   e. internship related materials (if you have done an internship)

7. Completion of a general objective test to measure your general level of psychological knowledge. (This will not be counted as part of your grade).

Grades:
We will use the following grading scale for this class. Class participation will be considered in determining your final grade.
90 - 100 = A
80 - 89 = B
70 - 79 = C
65 - 69 = D
below 65 = F

One third of your grade will be based on your tests grades, one third on your reaction papers, and a third on your research proposal. Class participation will also be considered in your grade.
Goz = Snoop: What Your Stuff Says About You by Sam Gosling
H = The Happiness Hypothesis – Jon Haidt

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| Overall Total | 21 | 26 | 25 | 23 |
## PSY Faculty Data

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1-semester u quota: 321.86  
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1.32 (.25 release for CFC)

1.4 (.50 release for DH)

FTE

| 16.25 |

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Entire 2006-2007 Academic Year

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FTE Assigned 17.30 plus adjuncts

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(.50 release - CFC)

(.50 release Sabbatical)

(.50 release - DH)

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I. **Overview** – The Department of Psychology seeks to attract and retain colleagues who are interesting, productive, and scholarly in everything they do. Our first priority is to be very good teachers, and to be scholarly in our teaching. The department needs to balance teaching, scholarship, and service, but individual faculty members don’t all need to achieve exactly the same balance. Certainly we will differ with regard to specialty area within our discipline, but we will also vary in terms of the types of scholarship we emphasize, investment in service and engagement, and balance between research and practice. This complex and rather abstract blend of expectations, which may well differ by individual, is hard to specify and harder to quantify. Nevertheless, we feel that it is important to provide faculty members with guidelines to help them develop productive and gratifying careers, guidelines specific enough to be practical, yet flexible enough to promote the individual differences that make our department a great place to live and work.

The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the Department of Psychology. The document is guided at the highest level by *The Code* of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the college. While this document is intended to be comprehensive and precise with regard to department-level criteria and procedures, the faculty member should have familiarity with *The Code* and with the WCU Faculty Handbook (section 4.0). Further, in preparing a dossier for reappointment, tenure, or promotion, the faculty member should also have available the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

II. **Domains of Evaluation**

A. **Teaching** (*Faculty Handbook 4.04 & 4.05*)
   1. Teaching effectiveness is evaluated according to the following 7 dimensions:
      a) **Content expertise** – Effective teachers display knowledge of their subject matters. Content expertise includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
      b) **Instructional delivery skills** – Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
c) **Instructional design skills** — Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

d) **Course management skills** — Effective teachers give timely feedback to students, make efficient use of class time, and handle classroom dynamics, interactions, and problematic situations (e.g., academic dishonesty, tardiness, etc.) appropriately.

e) **Evaluation of students** — Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

f) **Faculty/student relationships** — Effective teachers display a positive attitude toward students, show concern for students by being approachable and available, present an appropriate level of intellectual challenge, sufficient support for student learning, and respect diversity.

g) **Facilitation of student learning** — Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work.

2. **Methods of evaluation**

   a) **Self-evaluation.** Self-evaluation of teaching, addressing the 7 dimensions of effective teaching. *(4.05B2C)*

   b) **Peer review of teaching materials.** The departmental committee for peer review of teaching materials will evaluate, for all instructional faculty, using the department’s protocol form, teaching materials, including syllabi, examinations, study guides, handouts, assignments, etc. *(4.05B2B)*

   c) **Direct observation of instruction.** All tenure-track faculty will be evaluated by direct observation of teaching annually, using the departmental protocol. The department head will be one observer, and a second observer will be a full-time faculty member with at least three years of teaching experience, selected by the department head. *(4.05.B2B)*

   d) **Student assessment of instruction.** All sections of all courses taught by all faculty will include SAIs using a form of the Senate-approved 20-item university-wide SAI instrument. *(4.05B2A)*

3. **General comments** — The evaluation of teaching involves multiple sources of data, each with its own unique contribution, but we attach the greatest weight to the peer review of substantive teaching materials and quantitative SAIs. Professional development activities in the area of teaching are also positively valued and should be described and documented as appropriate for the specific review event.

**B. Scholarship** *(4.05C)*

1. WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuation of various forms of scholarly activity, and department-specific examples are described in this section. The Department of Psychology recognizes that different faculty members might emphasize one of these forms of scholarship more than another, and all Boyer categories are valued equally.

   a) **Scholarship of discovery** — Original research that advances knowledge.
b) **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.

c) **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

d) **Scholarship of teaching and learning** – Systematic study of teaching and learning processes.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to peer review; (2) there is clear evidence of methodological rigor; (3) the activity results in substantive outcomes or implications beyond the scope of the activity itself; and (4) the outcomes are disseminated to a professional audience or scholarly community. These four criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement. Peer review can include traditional forms (e.g., journal reviewers, editors, committees awarding grants), but it can also include a broader community of scholars. For example, it can include both blind and open reviews of items presented for publication or presentation, and it can include “substantial” invited addresses to conferences, where the peers constitute members of a program committee.

2. **Methods of evaluation** – Scholarship in the Department of Psychology, regardless of the Boyer category involved, will be based on the concept of a “unit” of work, which generally reflects the expectation for most faculty members for a normal year. Although what constitutes a unit cannot be defined absolutely, the following should be useful to the candidate and to the TPR Advisory Committee. Some scholarly activities are of such high value that they will be recognized as achieving two units, most activities will equate to one unit, and some activities will equate to a half unit. It is important to recognize what follows are examples and do not exhaust the possible ways in which units can be achieved.

**Category A:**

Two units -
- Authorship of an article in journal that is widely recognized as having high status within the discipline (e.g., an APA journal, an APS journal, *Science*)
- Authorship of the first edition of a scholarly book
- Editorship of an edited book

One unit -
- Authorship of a peer-reviewed journal article
- A chapter in an edited book
- A patent
- Authorship of subsequent editions of a scholarly book
- A substantial technical report for a program evaluation project (e.g., for accreditation) if subjected to formal external peer review as described below
Category B

One unit -
- An invited address at a conference
- A substantial technical report for a program evaluation project (e.g., for accreditation)
- A successful external grant proposal
- Serving as editor or associate editor of a journal

One-half unit -
- A scholarly book review
- Presentation at a professional conference
- A successful internal research grant proposal
- An unsuccessful substantial external grant proposal
- Serving as a reviewer for a journal or a granting agency
- Serving on the editorial board of a journal

3. **General comments** – These examples are not exhaustive, nor do they focus on “borderline” cases. The activities listed are intended to be typical examples of scholarship in this department. We recognize that infrequently a candidate may present “interesting things” that do not fit well with these categories yet are still legitimate scholarship. It will be up to the candidate to defend the activities as scholarship, based on their extraordinary nature, utilizing an alternative peer review process. The candidate may request a prior review of the proposed project in order to get feedback from the TPR Advisory Committee. If the candidate chooses to submit a project for credit in category A, he or she should so inform the Department Head and provide a list of five potential external reviewers by the beginning of fall semester. The Department Head will select two reviewers, at least one of which will be from the candidate’s list. Reviewers should have demonstrated expertise in the relevant specialty area, hold the doctoral degree, and be employed in an accredited college or university. The Department Head will send to the reviewers the candidate’s project, a copy of the departmental CRD to provide context, and an evaluation protocol to guide the review. Each external reviewer will review the project and complete the protocol. The candidate will be provided copies of both review protocols to include in the dossier. Professional development activities in the area of scholarship are also positively valued and should be described and documented as appropriate for the specific review event.

**C. Service (4.04.C.3 and 4.05.D)**

1. **Types of service:**
   a) **Institutional service** – committee service, recruiting, faculty governance, search committees, mentoring, at all levels, including department, college/school, and university.

   b) **Community engagement** – providing disciplinary expertise to a professional, civic, economic, or educational entity at the local, regional, or national level.
c) **Special expertise, unusual time commitments, or exceptional leadership** - includes service in professional organizations, contributions to accreditation documents, administrative duties such as department head, a major role in faculty governance, etc.

d) **Advising** – actively and accurately advising appropriate load of undergraduate and/or graduate students; being informed about curriculum and related processes, availability to advisees, assistance with academic and career planning (includes thesis/dissertation committee service as well as advising student professional organizations.)

2. **Methods of evaluation** – The faculty member’s listing of service/engagement activities will be examined and evaluated with regard to time and energy requirements, level of expertise involved, available quantitative/qualitative data (e.g., number of advisees, advisor evaluations by students, etc.), and other indicators of quality of service, including documentation or artifacts included in the appropriate dossier appendix.

3. **General comments** – Faculty members are expected to participate in a threshold level of service activity at each institutional level (department, college/school, university) and to be active and competent advisors to students. In addition, the faculty member is expected to exhibit exceptional contributions in at least one of the areas of service/engagement, which may be institutional or service to external constituencies. For a tenure-track or tenured faculty member, service/engagement is typically considered to represent 20% of the workload, or about one day per week. Professional development activities in the domain of service/engagement are valued by the department; they should be described and documented as appropriate for the specific review event.

### III. Specific Procedures for Review Events

A. **Annual Faculty Evaluation**

1. **Overview** – All instructional faculty, regardless of status or participation in other review processes, are evaluated annually. This performance evaluation serves as an active, ongoing monitoring of faculty effectiveness. Deadlines for completion of the review process are determined by the Deans and Provost.

2. **Composition of review committees** – In the Department of Psychology, AFE files are reviewed and evaluated by the Department Head, rather than by a faculty committee. The CRD Committee, elected annually, comprises two tenured faculty and two tenure-track, non-tenured faculty, with the Department Head as non-voting chair. This committee is responsible for reviewing and recommending changes to the departmental CRD as needed. The departmental Peer Review of Teaching Materials Committee is also elected annually.

3. **Procedures and preparation of documentation**

   a) All full-time faculty members prepare an AFE file that includes (1) their AFE document and (2) a set of appendices with supporting documentation and artifacts. This should be submitted in a 1-inch 3-ring binder, and the AFE document should also be submitted electronically to the Department Head.
Include your name on the outside of the binder and on a cover sheet, with AFE and year. In general, this file follows the structure of the TPR dossier but is limited to a single year rather than a cumulative record.

b) The AFE document prepared by the faculty member should follow this outline:
   i. **Self-evaluative statement.** One page maximum. Use this opportunity to describe the highlights of your year, focusing on teaching, scholarship, and service.
   
   ii. **Teaching.** List courses taught for the current academic year, including the preceding summer, with enrollment. Briefly address the 7 dimensions of effective teaching, citing examples from the current year.
   
   iii. **Scholarship.** List scholarly activity completed during the academic year (previous 12 months from time of submission of file). Clearly distinguish between outcomes and work in progress. Take care not to duplicate entries from previous years. If an item appeared previously with a different status (e.g., article submitted), clearly indicate that it was listed previously, and how. Include in Appendix G any reprints, conference submissions, compressed formats of posters, etc., to document your scholarly activity.
   
   iv. **Service.** List service to the department, college, university, and external community during the immediately previous 12 months. Address advising activities, including number of undergraduate and graduate advisees, work with Psychology Club/Psi Chi, and so forth. Document as appropriate in Appendix H.
   
   v. **Professional Development Activities.** List workshops, training institutes, and related activities, and describe/document as appropriate. Artifacts may optionally be included in Appendix I.
   
   vi. **Other pertinent information.** Describe additional information that does not fit into the categories above, or simply indicate N/A.

c) Use the same appendix structure stipulated for the TPR Dossier, but to a more limited degree, as follows
   i. **Appendix A.** (not used)
   
   ii. **Appendix B.** Current vita.
   
   iii. **Appendix C.** (not used)
   
   iv. **Appendix D.** Peer review of teaching. Include the written feedback from the departmental peer review of teaching materials. If direct observation of teaching was conducted, you may optionally include the ratings and comments of observers. These peer ratings should be for the current academic year.
   
   v. **Appendix E.** SAI data. Because spring data will not be available in time for the AFE file, include SAI data for the calendar year, including any summer courses. Prepare a concise tabular summary of the average scores on the 5 factors for each section taught. Follow this with a 1-page presentation of quantitative data for each section. DO NOT include narrative responses to open-ended questions in this appendix. If you choose to include such qualitative data to support self-evaluative statements, include it in Appendix I, taking care to avoid excessive bulk.
vi. **Appendix F.** Samples of teaching materials from the current year, including syllabi, tests, exams, projects, assignments, and so forth. Avoid excessive bulk.

vii. **Appendix G.** Samples of scholarly products, including reprints, letters of acceptance, brief manuscripts or abstracts, or technical reports. Take care not to include the same products in multiple years.

viii. **Appendix H.** Documentation of service for the most recent 12 months. Include representative materials to document service/engagement activities.

ix. **Appendix I.** Optional. Any other documentation you wish to provide.

d) The Department Head shall prepare a written AFE Statement, addressing the faculty member’s performance in the areas of teaching, scholarship, and service, in the context of departmental expectations. The faculty member meets with the Department Head to read and sign the AFE Statement, and they may prepare a rebuttal statement if they wish.

4. **Evaluation of Part-time teachers** - These procedures and guidelines are based upon the assumption that the part-time faculty member is responsible only for teaching. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings of section IV.A below

a) All part-time instructors will be evaluated with regard to teaching effectiveness based on the 7 dimensions, using data from the following sources:

i. **Peer review of teaching materials**, using the departmental protocol, annually.

ii. **Student Assessment of Instruction**, using the university instrument, for each section taught.

b) Part-time faculty should have peer review of materials (by the departmental peer review of teaching materials committee) during the first semester of the academic year in which they teach, and, similarly, they should complete the self-evaluation near the end of that semester.

c) The Department Head shall write an evaluation summary of teaching effectiveness during the preparation of other AFEs in the spring.

d) The Department Head shall place in the part-time faculty member’s file the evaluation summary, the peer review of teaching materials, and all available SAI reports.

**B. Tenure, Promotion, and Reappraisal**

1. **Overview** - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.

2. **Composition of review committees**

a) The departmental TPR Advisory Committee shall be chaired by the department head (non-voting) and shall be composed of up to six tenured faculty members elected annually by the department’s full-time faculty. In the event that there are six or fewer tenured faculty, the committee shall be composed of the department head and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the department head. In the event that there are less than three tenured faculty, the Provost, in consultation
with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three.

b) The College TPR Advisory Committee shall be chaired by the dean (non-voting) and shall be composed of faculty members of the college as specified in the Faculty Handbook.

c) The University TPR Advisory Committee shall consist of the Provost as chair (non-voting); the Dean of the Graduate School, and faculty members of the University as specified in the Faculty Handbook.

3. Procedures and preparation of documentation – as noted above, detailed instructions for preparing the dossier are issued annually by the Office of the Provost. The candidate will need (1) the departmental CRD, (2) the Guidelines for Preparation of the Dossier, and (3) the timetable for the review process.

C. Post-Tenure Review

1. Overview - These guidelines are based upon section 4.08 of the Faculty Handbook. Post-Tenure Review (PTR) is required of all tenured faculty with 50% or more responsibilities involving teaching, scholarship, and/or service. This review is required of all tenured faculty no later than the fifth academic year following the most recent review event (other than AFE).

2. Composition of review committee - The departmental post tenure review committee shall comprise five tenured members of the department, excluding the department head and any members scheduled for Post-Tenure Review. In the event that there are more than five eligible members, the Departmental Head shall select the five. In the event that there are less than three tenured faculty in the department, the Provost, in consultation with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three.

3. Procedures and preparation of documentation
   a) The Office of the Provost includes the timetable for PTR along with the annual TPR schedule, distributed at the beginning of the academic year.
   b) The documentation prepared by the faculty member should generally follow the structure and format of both the TPR Dossier and the departmental AFE File described above in section III.A.3. Use a 1-inch 3-ring binder, with name and PTR on the cover.
      i. Prepare a brief (2-3 page) Self-evaluative statement highlight teaching, research, and service achievements over the past 5 years, since the most recent tenure, promotion or post-tenure review.
      ii. Include the AFE document you prepared for each of the past 4 years. (This is required by the Faculty Handbook.)
      iii. Finally, prepare a single set of appendices following the labeling and structure described above (III.A.3.c) for the AFE file. Do not include the AFE Statements written by the department head. SAIs should be provided for the past 3 years, as should ratings of the peer review of teaching materials committee. In instances where the instructions above focus on a 12-month period, expand this to the full period of the Post-Tenure Review, but no further.
c) The committee shall meet to discuss each case and shall present its written
evaluation to the department head, including a recommendation of
"Satisfactory" or "Not Satisfactory." The department head shall provide a copy
of this evaluation to the faculty member and shall meet with the faculty member
to discuss the review. The department head shall add his or her own review,
and any written response from the faculty member, and forwards this material
to the Dean.

d) See the Faculty Handbook (Section 4.08) for further details concerning
procedures, outcomes, appeals, and due process.

IV. Expectations and Criteria – The criteria specific to each form of review and each type of
promotion are described in detail below.

A. Annual Faculty Evaluation: (4.05)
   1. Teaching – In order to meet expectations in teaching, the faculty member should
      receive satisfactory overall ratings on teaching materials according to the consensus
      of the review committee. Their self-assessment on each of the 7 dimensions should
      be satisfactory. They should earn an average score of 3.0 or greater on each of the 5
      “factor scores” of the SAI on at least 75% of the sections taught. They should
      receive a satisfactory overall rating on direct observation of teaching, if used, from
      at least one of the observers.
   2. Scholarship – One unit, as described above.
   3. Service – The tenure-track or tenured faculty member is expected to participate in
      institutional service at all levels (department, college/school, university, external
      community). They should exhibit exceptional performance in at least one category,
      which may be internal service or engagement with external constituencies. The
      time and energy commitment should approximate 20% of the total workload. Part-
      time and fixed-term faculty should meet expectations as indicated in the terms of
      their contract.
   4. General comments – In general, for most faculty, teaching counts approximately
      50%, scholarship 35%, and service 15%. Some roles, such as Department Head,
      require a different balance, and this may also be true in other special cases. Part-
      time and fixed-term faculty are in most cases evaluated entirely on teaching. It is
      possible in some cases that individual part-time or fixed-term faculty members
      have contracts stipulating expectations other than teaching, and they should be
      evaluated accordingly. Copies of their contractual agreement should be included in
      their evaluation file.

B. Reappointment: (4.06)
   1. Teaching - In order to meet expectations in teaching, the faculty member should,
      for three years prior to the review, receive satisfactory overall ratings on teaching
      materials according to the consensus of the review committee. Their self-
      assessment on each of the 7 dimensions should be satisfactory. They should earn an
      average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at

v 1.11: 8/142008
least 75% of the sections taught; They should receive a satisfactory overall rating on direct observation of teaching from at least one of the observers.

2. Scholarship – One unit, as described above. Special note: For the initial reappointment decision, there will be no expectation for the completion of scholarly activity, only the indication that plans are under way to initiate a pattern of scholarly activity. As the candidate progresses through the probationary period, expectations increase with regard to activities from section II.B.2 Category A. See criteria for tenure below.

3. Service - The faculty member is expected to participate in service at all levels (department, college/school, university, external), though this pattern may emerge gradually over the span of the probationary period. During the initial year, there should be some departmental service and gradual building of an advisee load. Advisee training is recommended. By the third year there should be at least some service activity at each internal level, with an emerging pattern of focus on at least one area of service/engagement.

4. General comments – In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Teaching should be at an acceptable level of performance by the end of the 2nd year. Note gradually increased expectations for scholarship and service described above (and below, regarding tenure).

C. Tenure (4.07)
1. Teaching - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught. They should receive a satisfactory overall rating on direct observation of teaching from at least one of the observers for each of the three years.

2. Scholarship – Four units total. At least 3 units must be from section II.B.2 Category A, these units completed during the latter portion of the probationary period.

3. Service – By the time of tenure application, the faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. General comments – In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Faculty with exemplary performance and the endorsement of their department head and dean may apply for early consideration of tenure. Faculty who fail in their application for early tenure may reapply during the standard probationary period.

D. Promotion to Associate Professor (4.07)
1. Teaching - - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching
materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught.

2. **Scholarship** – Four units total. At least 3 units must be from section II.B.2 Category A, and these units should be completed during the four years preceding the requested promotion.

3. **Service** – The faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General comments** – In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Special duties may alter this balance. The record should reflect evidence of high levels of achievement and contributions to the institution in teaching, scholarship, and service.

E. **Promotion to Full Professor (4.07)**

1. **Teaching** - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of at 3.0 on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught.

2. **Scholarship** – Six units subsequent to promotion to Associate Professor. At least 4 of these units must be from section II.B.2 Category A.

3. **Service** – The faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General comments** - In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Special duties may alter this balance. The record should reflect evidence of superior teaching, scholarship, and service.

F. **Post-Tenure Review (4.08)**

1. **Teaching** – The faculty member should, for three years prior to the review, receive satisfactory overall rating on teaching materials according to the consensus of the review committee. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught.

2. **Scholarship** – One unit for each year since tenure or the last post-tenure review.

3. **Service** – The faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General Comments** – Teaching counts approximately 50%, scholarship 35%, and service 15%.
Approved by:

______________________________  __________________________
Department Head, Psychology  Date

______________________________  __________________________
Dean, College of Education and Allied Professions  Date

______________________________  __________________________
Provost  Date
VITA

Millicent H. Abel
Office
Department of Psychology
Western Carolina University
Cullowhee, NC 28723
828.227.3369

Home
930 Lanterns Wick Trail
Sylva, NC 28779
828.631.2649

EDUCATION

1988 University of Louisville
(Experimental Psychology) Ph.D.
(Concentration: Developmental/Social)

1982 University of Louisville
(Experimental Psychology) M.A.

1979 Indiana University Southeast
(Psychology & Mathematics) B.A.

DISserTATION/MASTERS THESIS

1988 "Intrinsic/extrinsic motivational orientation and need achievement across three age groups. Dissertation submitted to University of Louisville Graduate School.


PROFESSIONAL EMPLOYMENT

2003-pres Professor
1992-2003 Assistant Professor/Associate Professor
Department of Psychology, Western Carolina University, Cullowhee, NC.
Undergraduate courses on Social Relationships, General Psychology, Social Psychology, Psychology and Law, Industrial/Organizational Psychology, Emotions, Statistics and Research Methods, Senior Seminar, and courses in graduate level Statistics and Social Psychology; supervise graduate teaching assistants; chair and serve on masters theses committees; conduct research; participate in institutional affairs at the department, college, and university levels; community service; Director of Graduate General Psychology Program with clinical and experimental tracks.
1989-1992  Assistant Research Scientist
Urban Research Institute, University of Louisville,
Louisville, KY.
Acting Director of the Social Health and Education Studies Program from 1990-
Primary responsibilities included: obtain federal, foundation, state, and local
sponsored research; direct and manage research projects including project budget
and coordination of support services; product research that is disseminated at the
local, regional, and national level; present research at the local, regional, and
national level; respond to requests from state and local agencies for information
and assistance with issues of social health and education services; serve on
university committees as needed; provide services to professional/academic
organizations relating to research and scholarship.

1983-1992  Lecturer
Department of Psychology, University of Louisville,
Louisville, KY.
Instructor in Life Span Development, Child Development (Conception through
Adolescence), Introductory/General Psychology, Industrial/Organizational
Psychology.

1985-1989  Research Psychologist
U.S. Army Research Institute, Ft. Knox, KY.
Developed short and long term research programs in training and human
performance; contacted and coordinated research efforts with appropriate
government agencies; proposed and conducted research projects; wrote technical
and research reports for publication; presented research at various psychological
and military conferences.

1984-1988  Lecturer
Indiana University Southeast, New Albany, IN.
Instructor in Life Span Development and Industrial/Organizational Psychology.

1982-1984  Graduate Teaching Assistant
Department of Psychology, University of Louisville,
Louisville, KY.
Instructor in Developmental Psychology.

1980-1982  Graduate Research Assistant
Department of Psychology, University of Louisville,
Louisville, KY.
Research assistant on Head Start longitudinal research project; tested subjects;
collected secondary data; collated and performed data analyses.
RESEARCH INTERESTS

Stress, worry, personality, coping, and outcomes.
Smiling, laughter, and humor.
Sex and gender research
Social psychological issues in law and organizations

PUBLICATIONS

Journal Articles


**Books**


**Book Chapters**


**Electronic Bulletin Board**


**Technical Reports and Proceedings**


1991 Kentucky Statewide Estimate of Developmental Delays in Infants under Three Years of Age. Urban Research Institute, College of Urban and Public Affairs, University of Louisville, KY. Co-authored with D.A. Burke & B. Curry-White.
PROFESSIONAL PRESENTATIONS


Abel, M.H. (1992). *Psychology of homelessness.* Workshop for Teachers of High School Psychology--A Network Approach (Funded by National Science Foundation), Western Carolina University, Cullowhee, NC.


Abel, M.H., & Owings, L. (April, 2005). *Moderating effect of positive schemata between neuroticism and related constructs*. Presented at the annual meeting of the Southeastern Psychological Association, Nashville TN.


OTHER PRESENTATIONS

1996  Coloquium Series: “Moderated Multiple Regression,” Department of Psychology, Western Carolina University.

1999  “Forensic Psychology: Myths and Applications.” Sponsored by PSI CHI, the National Honor Society in Psychology, Western Carolina University.

RESEARCH CITED IN MEDIA


2000  Interview with Agnes Bongers; Research on smiling cited in The Hamilton Spectator, Ontario Canada.
PROFESSIONAL MEMBERSHIPS

American Psychological Society
American Psychology-Law Society
International Society for Humor Studies
Society for the Teaching of Psychology
Society for Personality and Social Psychology
Society of Southeastern Social Psychologists
Southeastern Psychological Association

PROFESSIONAL SERVICE

Reviewer, Journal of Social and Clinical Psychology
Reviewer, Humor: The International Journal of Humor Research.
Program Committee, Southeastern Psychological Association Annual Meeting.
External Evaluator on Grants: Project Quest and Beginning Teacher/Teacher Leader Program Grants

COMMUNITY-REGIONAL SERVICE/ORGANIZATION MEMBERSHIPS

1990-1992 Louisville Coalition for the Homeless, Louisville, KY.
1991-1992 Research and Evaluation Committee, Seven Counties Services, Inc., Louisville, KY.
1992 Interview with Good Housekeeping (published Feb. 1992) through Speakers Bureau, University of Louisville.
2000-2005 Judge, Smokey Mountain High School Senior Projects
2000 Case Study Focus Group, Attorney Mark Melrose

WORKSHOPS/CONFERENCES ATTENDED

1989 Grant writing and budgetary processes: Office of Research and Graduate Studies, University of Louisville, Louisville, KY.
1995-1997 Leadership Retreat: Western Carolina University, Cullowhee, NC.
1996 Faculty Governance Workshop: Western Carolina University, Cullowhee, NC.
1998 Computer Technology Skills: Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.
1998 Developing Course Web Pages: College of Education and Allied Professions, Western Carolina University, Cullowhee, NC.
2001-2002  Teaching Liberal Studies Freshman Seminars: Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.

2001-2002.1 Advising workshops for Liberal Studies Program conducted by Liberal Studies Oversight Committee, Western Carolina University, Cullowhee, NC

2002  Workshop on the CyberCat Pipeline, Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.

2003  The Genomic Research Conference, Western Carolina University Graduate School, Asheville NC.

2005  Workshops on WebCT, Western Carolina University.

2007  Workshop on WebCat, Western Carolina University

**HONORS**

1979  Outstanding Student in Psychology, Indiana University Southeast, New Albany, IN.

1982-1983  Program representative for Psychology Graduate Student Organization, University of Louisville, Louisville, KY.

1986  Recipient of Commission on Academic Excellence Project Award, University of Louisville, Louisville, KY.

1991  Nominated for College of Urban and Public Affairs Outstanding Researcher Award, University of Louisville, Louisville, KY.


2005  Finalist, Chancellors Distinguished Teaching Award. Western Carolina University

2005  Legislative Teaching Award, College of Education and Allied Professions, Western Carolina University

**GRANTS AWARDED**

**Western Carolina University:**

1995-1996  Graduate Research Assistantship ($5,000)

2001  Scholarly Development Assignment Program (1 semester leave: Spring 2001)

**Urban Research Institute, University of Louisville:**

1989-1990  Co-principal Investigator for the Evaluation of the Independent Living Programs for Foster Youth, a project funded by the Kentucky Cabinet for Human Resources ($24,230).

1989-1991  Co-principal Evaluator for the first and second year of Project CONNECT and Principal Evaluator for the third year of Project CONNECT, a program for the homeless male alcohol/drug abuser, a demonstration project funded by the National Institute for Alcohol Abuse and Alcoholism (NIAAA) ($478,750).
1990-1991 Principal Investigator for the Final Evaluation of the Independent Living Initiative for Foster Youth, a project funded by the Kentucky Cabinet for Human Resources ($31,021).


1990-1991 Principal Investigator for the Kentucky Statewide Estimate of Developmental Delays in Infants, a project funded by the Kentucky Cabinet for Human Resources ($25,176).


(March, 2008)
LYDIA AUGUSTA AYDLETT, PhD
Assistant Professor, Department of Psychology
Graduate and Undergraduate Faculty
Appointed in 2003

EDUCATION
Ph.D. Developmental Psychology, University of North Carolina at Chapel Hill, 1989
M. A. Psychology, Western Carolina University, 1975
B. S. Psychology, Catawba College, 1973
Clinical Internship Applied Developmental, Department of Psychiatry, School of Medicine, University of North Carolina at Chapel Hill, NC, 1986-1987
Postdoctoral Fellow Pediatric Psychology, The Clinical Center for the Study of Development and Learning, of the Child Development Institute, University of North Carolina at Chapel Hill, 1989-1990
Postdoctoral Fellow Early Intervention Research, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. 1990 - 1992

LICENSURE AND CERTIFICATION
Licensure - Practicing Psychologist - NC License Number 1798
Certification Brazelton Neonatal Behavioral Assessment Scales, 1992

GRANTS AND HONORS
Phi Epsilon - Undergraduate Honor Society
Cum Laude
Psi Chi
Faculty Research Grant - 1976
Smith Research Grant - 1989
Better Health Foundation of Durham - 1983

EXPERIENCE
2003 – present Assistant Professor, Department of Psychology, Western Carolina University
2001 - 2003 Pediatric Psychologist in private practice, Sylva NC
1999 - 2003 Visiting Assistant Professor, Department of Psychology, Western Carolina University – Taught General Psychology, Child and Adolescent Psychology, Health Psychology, Introduction to Clinical Psychology, Assessment and Intervention with Infants – served on two thesis committees
1999 - 2000 Training Coordinator and Clinical Supervisor, Early Childhood Outreach Program, Durham, NC
1998 - 2000 Assistant Professor, Health of Women and Children Department, School of Nursing, University of North Carolina, Chapel Hill, NC
1991 - 1997 Project Coordinator and Pediatric Psychologist, Child Development Services, Pediatric Clinic, Lincoln Community Health Center, Durham, NC
1995 - 1996 Visiting Research Assistant Professor, Department of Pediatrics, “Linkages for Prevention” Project, UNC School of Medicine, Chapel Hill, NC
1995 Research Psychologist, “Project Begin” task leader for measurement selection and training for early intervention project. Research Triangle Institute, Center for Research in Education, RTP, NC.
1994 Visiting Assistant professor, Western Carolina University, Cullowhee, NC
1992 Consultant, Developmental Evaluation Center, Durham, NC
1989-1992 Research Associate, Division of Neonatology, Neonatal-Perinatal Medicine, Dept. of Pediatrics, UNC Hospitals. Risk factors predictive of developmental disorders.

PUBLICATIONS

PRESENTATIONS


Aydtlett, L. A. *A paradigm for the assessment of sociocommunicative competence in six-to ten month-old infants.* Poster presented at the International Conference of Infant Studies, Montreal, Canada, April, 1990.

**MEMBERSHIPS**

Society for Research in Child Development – 2004-present
NC Psychological Association -2000 - present
American Psychological Association – 2000 - present
Editorial Board of Physical & Occupational Therapy in Pediatrics- 1995-2000
National Association for Infant Mental Health - 1981 - 1997
American Psychological Association - 1985 - 1992

**SERVICE**

2003 - Present Infant Mental Health Conference Planning Committee, Mountain Area Health Education Center.

2007 - Present Program Consultant to Children’s Developmental Services Agency, Western North Carolina Region A

2007 - Present Program Evaluation Consultant, Kate B. Reynolds Grant, REACH of Jackson County

2003-present Infant Mental Health Conference Planning Committee, Mountain Area Health Education Center.

1996 - 1998 Member, Board of Directors - Durham Partnership for Children, Durham, NC

1997 - 1998 Chair – Board of Directors, Durham Partnership for Children, Durham, NC

1996 - 1997 Chair - Durham Council for Young Children with Special Needs, Durham, NC

1996 - 1998 Board Member – The Consortium for Healthy Families of Durham, Durham, NC

**OTHER SERVICE**

2006-present Board of Canary Coalition

2007 Board of Smart Roads
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<th>Year</th>
<th>Position</th>
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<tr>
<td>2003-2005</td>
<td>Vice Chair, Western North Carolina Alliance</td>
<td>Asheville, NC</td>
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<td>2002-2005</td>
<td>Chair, Smart Roads Alliance, Sylva, NC</td>
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<td>2001-2005</td>
<td>Chair, Tuckasegee Community Alliance, Sylva, NC</td>
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<td>2001-2005</td>
<td>Board, Western North Carolina Alliance, Asheville, NC</td>
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KIA K. ASBERG

Yale University School of Medicine
Department of Psychiatry
300 George Street, Suite 900
New Haven, CT 06511

Email: kia.asberg@yale.edu
Office Phone: (203) 688-9716
Cellular Phone: (321) 439-2077
Department Fax: (203) 785-7357

EDUCATION

July 2007 – Present
Yale University School of Medicine Predoctoral Internship
Department of Psychiatry
Yale New Haven Hospital Adult Psychiatry/DBT-SUD Track
New Haven, Connecticut

August 2008 (Anticipated)
Doctor of Philosophy in Clinical Psychology
University of Central Florida, Orlando, Florida
Dissertation Title: Resiliency Factors and Pathways to Incarceration in
Female Survivors of Childhood Sexual Abuse
Dissertation Advisor: Kimberly Renk, Ph.D.

December 2005
Master of Science in Clinical Psychology
University of Central Florida, Orlando, Florida
Masters Thesis Title: Perceived Stress, Coping, and Adequacy of Social
Support: Implications for Subjective Well-being in College Students
Thesis Advisor: Clint Bowers, Ph.D.

December 2000
Bachelor of Science in Psychology
Florida State University, Tallahassee, Florida
Minor: Communications
Research Mentor: K. Anders Ericsson, Ph.D.
Other: Varsity Tennis Full Athletic Scholarship (4 Years)

PUBLICATIONS

of deaf children: Implications of perceived social support and mode of communication. Journal of

average across college students: Implications of deliberate practice for academic performance.
Contemporary Educational Psychology, 30, 96-116.


MANUSCRIPTS UNDER REVIEW

Asberg, K., Bowers, C., Renk, K., & McKinney, C. A structural equation modeling approach to the study
of stress and psychological adjustment in emerging adults. Manuscript under review.
CONFERENCE PRESENTATIONS


Asberg, K. (2005). Implementation of a wellness program with incarcerated females: Suggestions and challenges. Presentation to county and community administrators, mental health providers, and medical staff at the Annual Mental Health Appreciation Month Meeting at Orange County Corrections, Orlando, FL.


CONTINUED


MANUSCRIPTS IN PREPARATION


RESEARCH EXPERIENCE

July 07 – Present
Psychology Fellowship Research Elective
Yale University, New Haven, Connecticut
Research Mentor: Joan Kaufman, Ph.D.
Reviewing and summarizing the literature on programming for incarcerated females
with mental health needs, substance abuse, and DCF involvement.

August 02 – Present
P.A.I.R.S. (Perception and Interaction Research Studies) Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant
Director & Advisor: Kimberly Renk, Ph.D.
Conducting research on issues affecting children and families (e.g., child abuse,
maternal depression, discipline and other aspects of parenting).

May 07 – June 07
ACTIVE (Applied Cognition and Training in Immersive Virtual
Environments) Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant
Advisor: Clint Bowers, Ph.D.
Conducted a literature review on reliability of EEG measurement in preparation for
a meta analysis on the use of neurosensing instruments with military personnel.

August 02 – June 07
YCFRC (Young Child and Family Research Clinic)
University of Central Florida, Orlando, Florida
Graduate Student Therapist & Research Assistant
Director & Advisor: Kimberly Renk, Ph.D.
Performed pre- and post treatment assessments of child behavior problems and
obtained data for write-up and presentation at conferences.

September 02 – June 07
HANDS (Helping Advance the Needs of Deaf Students) Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant
Director: Jennifer Vogel-Walcutt, Ph.D.
Faculty Advisor: Clint Bowers, Ph.D.
Investigated moderators of stress in parents of deaf and hearing impaired children.

July 05 – December 05
Florida Department of Corrections
Orlando, Florida.
Research Assistant
Supervisor: William Gouveia, M.A., High Risk Specialist
Assisted with an investigation of treatment efficacy of a program implemented with
convicted sex offenders in denial. Responsible for data analysis and write-up.

August 01 – August 04
Team Performance Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant (Funded by the Multi University Research Initiative)
Advisor: Clint Bowers, Ph.D.
Assisted in the development of a computer-based test-bed; collaborated on
investigations on effects of stress on cognitive processes and team performance.
January 99 – May 99  **Forensic Horizons Team**
Florida State University, Tallahassee, Florida
Undergraduate Teaching & Research Assistant
Advisor: James Meyer, J.D., Ph.D.
Assisted with case file organization and material preparation for competency evaluations and other forensic assessments.

August 99 – May 01  **Expertise Laboratory**
Florida State University, Tallahassee, Florida
Undergraduate Research Assistant (Funded)
Advisor: K. Anders Ericsson, Ph.D.
Collaborated on a study of time allocation and academic performance in college students. Assisted in the development of a questionnaire to assess college student study habits and time management skills. Participated in write-up of results.

**TEACHING EXPERIENCE**

**Spring 2007**  **Contemporary Behavior Therapy: CLP 3413**
_Instructor_
University of Central Florida – Daytona Campus, Daytona Beach
Solely responsible for the development and instruction of this course
Materials developed: Syllabus, Lectures, Assignments, and Exams
Enrollment: 16 students

**Fall 2006**  **Introduction to Clinical Psychology: CLP 3302**
_Instructor_
University of Central Florida – Daytona Campus, Daytona Beach
Solely responsible for the development and instruction of this course
Materials developed: Syllabus, Lectures, Assignments, and Exams
Enrollment: 18 students

**Spring 2005**  **Abnormal Psychology: CLP 3143**
_Instructor_
University of Central Florida – Main Campus, Orlando
Solely responsible for the development and instruction of this course
Materials developed: Syllabus, Lectures, Assignments, and Exams
Enrollment: 165 students

**Spring 1999**  **Psychology and Law: SOP 3751**
_Teaching Assistant_
Florida State University, Tallahassee
Assisted with grading of exams and assignment preparation

**Spring 1999**  **Social Psychology: SOP 3004**
_Teaching Assistant_
Florida State University, Tallahassee
Assisted with grading of exams and assignment preparation
CLINICAL EXPERIENCE

July 2007 – Present
Yale New Haven Psychiatric Hospital
New Haven, Connecticut
Pre-doctoral Psychology Fellow
Primary Supervisor Adult Inpatient Rotation: Dwain Fehon, PsyD.
Telephone: (203) 688-9779
Primary Supervisor Intensive Outpatient/DBT-SUD: Seth Axelrod, Ph.D.
Telephone: (203) 688-5474
4-month rotation on Adult Inpatient Unit: Responsible for all aspects of case management for patients on the Adult Inpatient Unit. Conducted intake assessments, individual sessions, family- and couples sessions and participated in rounds and multidisciplinary treatment team.
8-month rotation with Intensive Outpatient Program: Co-facilitator for Dialectical Behavior Therapy-SUD groups; primary clinician for 6-10 patients; case management as needed; intake assessments. Co-facilitate an emotion regulation group and motivational enhancement (MI) group. Additional responsibilities: Conducting long-term individual psychotherapy; supervising a psychiatry resident; and conducting psychological assessment as appropriate.

August 2004 – June 07
Orange County Corrections
Orlando, Florida.
Mental Health Specialist (20 hrs/week)
Supervisor: Leonard Branch, Ph.D. Licensed Clinical Psychologist.
Telephone Office: (407) 254-7557
Responsible for intake assessment and case management of male and female inmates. Experience working with trauma survivors, severe and persistent mental illness, and substance abuse using empirically supported treatments. Experience with individual and group therapy. Gained experience with WAIS-II, Rorschach, PAI, MMPI-2 and other tests. Participated on multidisciplinary treatment team.

August 05 – August 06
Florida Hospital
Orlando, Florida
Psychological Trainee/Neuropsychology technician (20 hrs/week)
Supervisors/Neuropsychologists: Gordon Horn, Ph.D., & Jodi Nadler, Ph.D.
Telephone Office: (407) 303-7991 or e-mail Jodi.Nadler.PhD@FLHosp.org
For the purpose of ruling out cognitive degenerative disorders, administrated a variety of neuropsychological tests (e.g., WMS-III, CVLT-II, Wisconsin Card Sort, Rey-Osterith Complex Figure Drawing, WAIS-II) to adults on an outpatient basis. Scored and assisted with interpretation and provision of recommendations. Also had experience with report writing.
July 2006 – March 2007  
**University of Central Florida Counseling Center**  
Alcohol & Other Drug Prevention and Programming Office  
Orlando, Florida.  
Psychological Trainee/Counselor (10 hrs/week)  
Supervisor: Tom Hall, LCSW.  
Telephone Office: (407) 823-0859  
Conducted intake interviews, received training in motivational interviewing, provided individual (BASICS) and group (CHOICES) alcohol interventions to mandated students. Additional individual counseling provided as needed.

January 03 – Present  
**Young Child and Family Research Clinic**  
University of Central Florida, Orlando, Florida.  
Graduate Student Therapy Trainee  
Advisor: Kimberly Renk, Ph.D., Licensed Clinical Psychologist.  
Telephone Office: (407) 823-2218  
Studied interactions of young children and their families, provided psychological services (e.g., play therapy, parent training) and conducted comprehensive psychological evaluations.

August 03 – July 04  
**Lakeside Alternatives, Inc. Community Mental Health Center**  
Eatonville, Florida.  
Clinical Externship Placement (20 hrs/week)  
Titles: Assessment Specialist and Psychological Trainee  
Supervisors: Anne-Marie Sheffield, L.C.S.W. & Ken Mueller, L.C.S.W.  
Conducted initial intake assessments of children, adolescents and adults; provided diagnostic impressions and referrals. Conducted weekly individual therapy and facilitated adult and child outpatient crisis groups. Also conducted psychosocial assessments and groups with children and adolescents on the inpatient unit.

August 02 – June 07  
**Community Counseling Clinic**  
University of Central Florida, Orlando, Florida  
Graduate student therapist/Psychological Trainee (5-10 hrs/week)  
Responsibilities included comprehensive assessment and psychological evaluations of children, adolescents and adults, as well as diagnosis and treatment planning for various psychological disorders. Also provided individual and group therapy from a primarily Cognitive-Behavioral framework with additional experience with integrating Interpersonal therapy, Dialectical Behavior Therapy, and Exposure-Response Prevention.
SUPERVISION EXPERIENCE

2008 – present
Yale University School of Medicine, Department of Psychiatry
Supervising a psychiatry resident who is learning about Dialectical Behavior Therapy (DBT). Conducting weekly supervision sessions and orienting them to DBT documentation, skills, coaching calls, and in conducting DBT screenings.

2001 – present
University of Central Florida, Department of Psychology
Supervising undergraduate research assistants; training and supervising students in data collection, data entry, and material management for numerous studies. Advising students on applications for graduate school. Experience with writing letters of recommendation for graduate school applications.

2003 – 2004
University of Central Florida, Department of Psychology
Supervised 2nd year graduate students in clinical work as part of Supervision Seminar. Experience with observing live and taped therapy sessions and providing individual feedback in both oral and written form.

GRANT WRITING EXPERIENCE


AFFILIATIONS AND SERVICE TO THE PROFESSION

- American Psychological Association – Member 2001-present
- Association for Behavioral and Cognitive Therapies – Member 2002-present
- Journal of Clinical Psychology – Reviewer 2007-present

COMMUNITY SERVICE AND VOLUNTEER ACTIVITIES

2006
American Cancer Society Family R.O.C.K. Weekend, Co-facilitator

2000
Boys and Girls Club of Tallahassee, Volunteer

2000
Dick Houser Children’s Center, Volunteer

1999 & 2000
Shand’s Hospital & Children’s Miracle Network Pro-Am, Volunteer

1998
Special Olympics Camp, Florida State University/ USTA, Volunteer

HONORS & AWARDS

2002 – 2006
UCF Student Government Association Conference Travel Stipend ($300)

2003 – 2006
UCF Office of Graduate Studies Conference Travel Fellowship ($300)

2001 – 2003
Research Fellowship sponsored by Multi University Research Initiative

2000
Weaver-James Corrigan Post-graduate Scholarship ($5,000)

2000
ITA National Cissie Leary Sportsmanship Award Recipient

2000
Alpha of Florida – Phi Beta Kappa Honor Society Inductee

2000
National Collegiate Athletic Association Academic All-American
Candace H. Boan-Lenko, Ph.D.

Home: (828) 586-4892
Work: (828) 227-3451
cboan@email.wcu.edu

Western Carolina University
Department of Psychology
Cullowhee, NC 28723

EDUCATION

University of Alabama
Ph.D. in School Psychology
Tuscaloosa, AL
1998

Dissertation: Differences in global self-concept and specific domains of self-concept based on age group, gender, and gender role type

University of Alabama
M.A. in School Psychometry
Tuscaloosa, AL
1995

College of Charleston
B.S. in Psychology
Charleston, SC
1993

PROFESSIONAL EXPERIENCE

Associate Professor (tenured)
Western Carolina University
Cullowhee, NC
2004-current

Director of Graduate Program in School Psychology
Western Carolina University
Cullowhee, NC
1999-2007

Assistant Professor (tenure-track)
Western Carolina University
Cullowhee, NC
1998-2004

Editorial Assistant
School Psychology Review
Tuscaloosa, AL
1995-1997

Graduate Teaching Assistant
University of Alabama
Tuscaloosa, AL
1994-1997

Graduate Research Assistant
University of Alabama
Tuscaloosa, AL
1996

TEACHING EXPERIENCE

Graduate Courses Taught
The Emotionally Disturbed Child and Adolescent
Psychological Assessment II
Advanced Child Psychopathology
Advanced Educational Psychology (online)
Behavioral Interventions
Topics in Psychology: Advanced Neuropsychological Assessment
Behavioral/Emotional Assessment of Children and Adolescents
Practicum in Psychology
Internship in Psychology

Undergraduate Courses Taught
Perspectives on Human Behavior
Educational Psychology
Topics: Introduction to Sports Psychology
Psychological Testing
The Emotionally Disturbed Child and Adolescent
Adolescent Psychology

CLINICAL EXPERIENCE

Louisiana School Psychology Internship Consortium
APA Accredited Internship
School Psychology Doctoral Intern
New Orleans, LA
1997-1998

Brewer-Porch Children’s Facility
School Psychology Practicum Student
Tuscaloosa, AL
1995-1996

Tuscaloosa City Schools
School Psychology Masters Intern
Tuscaloosa, AL
1994

Hale County Schools
School Psychology Masters Intern
Moundville, AL
1994

University of Alabama
Counseling Practicum Student
Tuscaloosa, AL
1994

PUBLICATIONS

Book Chapters


Articles


PRESENTATIONS

Conferences


Inservices


HONORS

Western Carolina University Cullowhee, NC

2007 Botner Excellence in Teaching Award

2002 Finalist for the Excellence in Graduate Student Mentoring Award

2001 Finalist for the Excellence in Graduate Student Mentoring Award
2001 Legislative Teaching Award
2000 Legislative Teaching Award

University of Alabama Tuscaloosa, AL

1996 Area Advisory Committee
1996 Most Outstanding Graduate Student (School Psychology)

<table>
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<th>REFERENCES</th>
</tr>
</thead>
</table>
| **Shawn Acheson, Ph.D.**  
Associate Professor/Director of Clinical Psychology Graduate Program  
Western Carolina University  
Department of Psychology  
301 Killian Building  
Cullowhee, NC 28723  
(828) 227-3368  
sacheson@wcu.edu |
| **David McCord, Ph.D.**  
Department Head  
Western Carolina University  
Department of Psychology  
301 Killian Building  
Cullowhee, NC 28723  
(828) 227-3363  
mccord@wcu.edu |
| **Mickey Randolph, Ph.D.**  
Professor (School Psychology)  
Western Carolina University  
Department of Psychology  
301 Killian Building  
Cullowhee, NC 28723  
(828) 227-3367  
randolph@wcu.edu |
Leonardo Bobadilla, M.S.  
E-Mail: bobadilla@psy.fsu.edu  
850-284-4141

Education:

08/2008 (Anticipated)  
Ph.D., Clinical Psychology  
Florida State University  
APA Accredited Program  

Dissertation (In Progress).  
Title: Carving Narcissism at Its Joints: A Study of Narcissism Subtypes and their Relation to Psychopathy. Extreme narcissistic traits have been proposed to form the “core” personality features of psychopathy. This view has some support but inconsistencies remain. We intend to clarify these inconsistencies by testing the proposal by Skeem, Poythress, Edens, Lilienfeld & Cale, (2003), that grandiose narcissism may be related to the core personality factor of psychopathy, whereas, vulnerable narcissism may be related to the antisocial/impulsivity factor of psychopathy. We will test Skeem et al’s (2003) hypotheses using a variety of motivational (e.g. IOWA gambling task), physiological (e.g. startle reflex) and self-report assessments (e.g. Psychopathy Personality Inventory). Finally, we will examine the relationship between high narcissism traits and aggression by engaging participants in a reactive aggression paradigm (Bushman & Baumeister, 1998).

05/2004  
M.S. in Psychology  
Florida State University

05/1999  
B.A. Psychology  
Magna Cum Laude  
University of Texas at Dallas
Research Interests:

Biological underpinnings of psychopathy, antisocial personality disorder (ASPD) and substance use disorders (SUDs). Personality factors protective against drug abuse. The relationship between Cluster B personality disorders and other disinhibitory disorders. Effectiveness of therapeutic approaches for SUD’s chronic violence, and antisociality. Psychophysiological assessment of psychopathic traits in forensic and non-institutionalized populations. The validity of the “Successful Psychopath” construct. The relationship between psychopathic traits and sexual offending.

Research Experience:

Graduate Student/Department and Research Assistant, Florida State University, May 2001-Present.
Duties: Conduct psychophysiological and personality tests on study participants. Develop and conduct studies. Write articles for peer-reviewed journals. 20 hours weekly. Supervisor: Jeanette Taylor Ph.D.

Duties: Administer neuropsychological assessments in Spanish and English to female inmates as part of research protocol. 10 hours weekly. Supervisor: Pamela Diamond Ph.D.

Research Assistant, UT Southwestern Medical Center at Dallas, December 1999–April 2001.
Duties: Recruit participants for studies at Parkland hospital and psychiatric ER, conduct mood and memory assessments on participants, draw blood and collect urine samples for analysis, write consent forms for IRB approval, aid in writing review articles, prepare posters and other presentation materials, attend research meetings and speaker forums, develop and maintain research group’s website. Supervisor: E.Sherwood Brown M.D., Ph.D. 40 hours weekly.

Recruiter, University of Texas at Dallas Bilingual Project, September 1998–May 1999.
Duties: Contact community entities and agencies that may aid participant recruitment, conduct telephone and face-to-face interviews in Spanish and English with parents of children participating in study, code and edit completed assessment. Supervisor: Virginia Marchman, Ph.D. 20 hours weekly.
Graduate Clinical Experience:

*Predoctoral Psychology Intern.* September, 2007- Present. Federal Bureau of Prisons, Butner, NC
**Duties:** Conduct court mandated risk assessments and competency evaluations. Conduct intakes, assign diagnoses and treat inmates at the intensive residential substance use program and in the general population. Lead substance abuse treatment groups and brief individual psychological interventions. Conduct risk and competency assessments. Conduct individual therapy with individual general population inmates. Attend weekly forensic and professional psychology development seminars. Conduct competency restoration groups in Spanish. Supervisor: Edward Landis, Ph.D.

**Duties:** Conduct pre-trial forensic interviews and competency to stand trial evaluations on persons suspected of having a mental illness at the time of allege crimes. Assist forensic director during case presentations in court and for local police departments. Supervisor: Lenny Bailey, Ph.D. 10 hours weekly.

*Crisis Management Unit Member,* Florida State University. April 2004- August 2007.
**Duties:** Attend to psychiatric emergency calls with Florida State University Police Department officers to make assessments on persons who might be an immediate danger to self or others in order to determine if follow-up in hospital is needed. Supervisor: Joyce Carbonell, Ph.D. 10 hours weekly.

**Duties:** Conduct individual and group therapy with adolescents referred to the school for sex offenses and/ or severe criminal recidivism. Conduct intellectual assessments. Supervisor: Teion Wells-Harrison, Ph.D. 10 hours weekly.

**Duties:** Conduct therapy on self-referred and court mandated clients. Conduct intellectual assessments on adult and children clients. Supervisor: Thomas Joiner, Ph.D.

*Graduate Assistant,* Florida State University Multidisciplinary Center. August 2002-May 2003.
**Duties:** Conduct intellectual, cognitive, achievement and psychological evaluations in Spanish and English on children referred to the center by surrounding school districts. 14 hours weekly. Supervisor: Beverly Atkinson, Ph.D.

Teaching Experience:

**Duties:** Prepare lectures and teach Undergraduate course on Adolescent Development. 10 hours weekly. Supervisor: Mark Licht, Ph.D.
Other Professional Positions:

*Victim's Advocate*, Dallas County District Attorney's Office, June 1999–November 1999. **Duties:** Counsel clients on available legal options open to them, develop safety plans with client in the event of further violence, file protective orders on behalf of client, make referrals to needed social services by client. Supervisor: Jeanette La Fontaine, M.A. 30 hours weekly.

Selected Publications:


**Manuscripts under preparation:**

Bobadilla, L., & Taylor, J. The successful psychopath: An empirically based step toward an operational definition.

Bobadilla, L., & Taylor, J. Genetic and Environmental Influences on Psychopathic and Cluster B Personality Disorder Symptoms and Traits.

**Other Professional Publications:**

Bobadilla, L. Recurrent Column in *The Correctional Psychologist* official newsletter of the American Association for Correctional and Forensic Psychology (November. 2007-Present).

**Posters Presented:**

Bobadilla, L., & Taylor, J.E. Genetic and Environmental Influences on Psychopathic and Cluster B Personality Traits and Symptoms. Poster presented at the biannual meeting of the Society for the Scientific Study of Psychopathy, St. Petersburg Beach, Florida, April, 2007)
Leonardo Bobadilla


Academic Presentations


Ad hoc reviewer

Addictive Behaviors
Journal of Research in Personality

Professional Associations:
American Association for Correctional and Forensic Psychology
Society for the Scientific Study of Psychopathy.
Association for Psychological Science.
Society for Psychophysiological Research.
Society for a Science of Clinical Psychology

Awards and Honors Societies:
Kellogg Dissertation Fund
Psi Chi, National Honor Society in Psychology
Golden Key Honor Society
Dean’s List, University of Texas at Dallas.
University Of Texas at Dallas Senior Honors Seminar.
Magna Cum Laude.

Special Skills:
Fluent in Spanish.

References:
Available upon request.
Curriculum Vitae of

ASHLEY OWENS CRESSWELL

Killian 301
Western Carolina University
828.227.7361

EDUCATION

Ph.D. in Educational Psychology, Department of Educational Psychology and
Instructional Technology, Applied Cognition and Development Program, University of Georgia, Athens,
GA, August, 2005
Dissertation: Preservice Teachers’ Reasoning About Cases with Motivational Dilemmas

M.ED. in Educational Psychology, Department of Educational Psychology and
Instructional Technology, Applied Cognition and Development Program, University of Georgia, Athens,
GA, August, 2002

B.S. in Psychology, with minor in Special Education, Presbyterian College, Clinton, SC,
May 2000

HONORS AND AWARDS

Outstanding Graduate Teaching Assistant Award, University of Georgia, 2004

Kappa Delta Pi International Honor Society in Education, University of Georgia, 2003-present

Dean’s List, Presbyterian College, 1998-2000

Alpha Delta Pi Honor Society, Presbyterian College, 1996-2000

Sylvan Learning Center Employee Award, 2000

EXPERIENCE

Fixed-Term Professor, Online Education Psychology (undergraduate and graduate courses), Psychology
Department, Western Carolina University, Fall 2006 to present.

Instructor, Jamaica WCU Program, taught both PSY 321 and PSY 621 to Jamaican teachers in Mandeville,
Jamaica, January and March 2006.

Instructor, NC Teach Program, an alternative teacher licensure program, Western Carolina University,
Summer 2005 (Janice Holt).

Assistant Professor, Educational Psychology (undergraduate and graduate courses), online and face-to-face,
and Child and Adolescent Development (undergraduate course), Psychology Department, Western Carolina
University, Fall 2005-Fall 2006.

Visiting Assistant Professor, Educational Psychology (undergraduate course) and Child and Adolescent
Development (undergraduate course), Psychology Department, Western Carolina University, Spring 2005. Full
teaching responsibility for one section of
Educational Psychology with 35 students, and two sections of Child and Adolescent Development with 40 students each.

**Graduate Research Assistant**, U. S. Department of Education Improving Teacher Quality Project, University of Georgia, 2004-2005. (Dr. Shawn Glynn)

**Graduate Teaching Assistant (Instructor of Record)**, Learning and Development in Education (undergraduate course), Department of Educational Psychology and Instructional Technology, University of Georgia, Fall and Spring 2002-2004 (seven sections total). Full teaching responsibility for two sections with 70 students. (Dr. Nancy Knapp)

**Graduate Teaching Assistant**, Psychology of Learning and Instruction (graduate course), Department of Educational Psychology and Instructional Technology, University of Georgia, Fall 2004. (Dr. Shawn Glynn)

**Evaluation Intern**, The On-line Assessment Project, Office of Instructional Support and Development, University of Georgia, Athens, GA, Spring 2004. Constructed, administered, analyzed, and interpreted evaluations for an international education project. (Dr. William Jackson)

**Guest Lecturer**, Development in Education (graduate course), Department of Educational Psychology and Instructional Technology, University of Georgia, Spring 2004. (Dr. Nancy Knapp)

**Graduate Research Assistant**, Qualitative research with teachers. Department of Educational Psychology and Instructional Technology, University of Georgia, Athens, GA, Summer 2002. (Dr. Kathy Roulston)

**Graduate Research Assistant** to, University of Georgia, Athens, GA, Spring and Summer Semesters 2002. Qualitative research: interviewing, data transcription, and literature searches. (Dr. Kathleen DeMarrais)

**Technology Intern**, Georgia Museum of Natural History, Athens, GA, Spring 2002. Research and development of instructional website content and programs. (Dr. Kerry Carlin-Morgan)

**Psychology Intern**, Whitten Center, Clinton, SC, Spring 2000. Psychological care of the mentally retarded: functional assessment interviews and behavioral support plans. (Dr. Tad Uno)

**Substitute Teacher**, Elementary Public Schools, Clarke County School District, Athens, GA, August 2001-2004. Teaching classes in all academic content and skill areas at the following schools: Alps Road Elementary, Barnett Shoals Elementary, Fowler Drive

Elementary, Gaines Elementary, Oglethorpe Elementary. (Dr. Lewis Holloway, Superintendent)

**Teacher**, Sylvan Learning Center, Greenville, SC, 2000-2001. Tutored students (grades 1 to 12) in academic skills and content areas, assisted Director with student data bases, administered, scheduled, and monitored computerized testing in academic content and skill areas. (Ms. Jean Jones)

**Teacher's Assistant**, The Meyer Center for Special Children, Greenville, SC, 2000-2001. In-service training included American Safety & Health Institute courses in Pediatric CPR and Bloodborne Pathogens. Constructed and taught individual and class lesson plans. (Ms. Louise Anthony)

**PUBLICATIONS**

Owens, A., & Glynn, S. Solving Cases with Motivational Dilemmas, *Contemporary Educational Psychology*, under review.

**PAPERS PRESENTED—NATIONAL**


**PAPERS AND WORKSHOPS PRESENTED—REGIONAL AND STATE**


Owens, A., & Glynn, S. (March, 2006). *Learning from educational psychology textbooks: Solving cases with motivational dilemmas*. Paper presented at the meeting of Southeastern Psychological Association, Atlanta, GA.


Owens, A. (April, 2004). *Developing college students’ motivation to learn*, Invited lecture, Institute of Higher Education, University of Georgia, Athens, GA.


Owens, A. (April, 2003). *Giftedness and ADHD*. Workshop presented for the parents of the Saturday School Program for Gifted Children, Georgia State University, Atlanta, GA.

Owens, A. & Glynn, S. (September, 2002). *Building positive attitudes in a course*. Workshop presented for the Institute of Ecology, University of Georgia, Athens, GA.

**ORGANIZATIONAL AFFILIATION**

Southeastern Psychological Association (SEPA)

**REFERENCES**

Dr. Shawn Glynn, Josiah Meigs Distinguished Teaching Professor, Educational Psychology and Science Education, University of Georgia, Athens, GA 30605, 706-542-4110, sglynn@coe.uga.edu (Dr. Glynn served as my advisor for both my Ph.D. and Master's degree).

Dr. Martha Carr, Professor, Educational Psychology, University of Georgia, Athens, GA 30605, 706-542-4504, mcarr@coe.uga.edu

Dr. Nancy Knapp, Associate Professor, Educational Psychology, University of Georgia, Athens, GA 30605, 706-542-4255, nknapp@coe.uga.edu

Dr. Kathleen DeMarrais, Associate Dean for Students, Curriculum and Accreditation, University of Georgia, Athens, GA 30605, 706-542-6446, kathleen@coe.uga.edu

Dr. Thomas Koballa, Professor, Science Education, University of Georgia, Athens, GA 30605, 706-542-1763, tkoballa@coe.uga.edu

Dr. David McCord, Department Head, Psychology, Western Carolina University, Cullowhee, NC, 28723, 828-227-3363, mccord@wcu.edu
Vita

Thomas E. Ford

Office: Department of Sociology
       Western Michigan University
       Kalamazoo, Michigan 49008
       (269) 387-5280
       Email: Thomas.ford@wmich.edu

Home: 6604 Lindenhurst Dr.
       Kalamazoo, Michigan 49009
       (269) 353-9173

Education

Ph.D. Social Psychology, University of Maryland, 1992
      Dissertation title: "The role of epistemic motivation and attribute diagnosticity in
      stereotype formation"
      Advisor: Charles Stangor

M.A. Social Psychology, University of Maryland, 1989
      Thesis title: "The effect upon mood of thinking about or responding yes/no to
      extreme emotional terms"
      Advisor: Judson Mills

B.S. Psychology (Cum Laude), Texas Christian University, 1987

Professional Experience

2001-Present Associate Professor of Sociology at Western Michigan University
1995-2001 Assistant Professor of Sociology at Western Michigan University
1993-1995 Visiting Assistant Professor of Psychology at Kalamazoo College
1992-1993 Instructor, University of Arkansas at Little Rock
Summer 1992 Instructor, University of Maryland University College
1991-1992 Research Assistant on NIMH grant awarded to Dr. Arie Kruglanski,
      Department of Psychology, University of Maryland
1990-1991 Instructor, Department of Psychology, University of Maryland
1989-1990 Research Assistant on NSF grant awarded to Dr. Charles Stangor,
      Department of Psychology, University of Maryland
1988-1989 Teaching Assistant, Department of Psychology, University of Maryland
1986-1987 Research Assistant, Bureau of Prisons, Southwestern Regional Office
Publications


**Under Review**


In Preparation


Edel, J. & Ford, T. E. Women’s responses to sexist humor: The role of identification with the humor target.

Conference Presentations


**Invited Presentations**


"Unintentional Racism: Teaching 'Hot Topics'." Kalamazoo College, April, 1994.


**Internal Grants**

Faculty Research and Creative Activities Support Fund, $3,754, Western Michigan University, Fall, 1996

Student/Faculty Project Grant, $1,500, Kalamazoo College, Fall, 1994.

Student/Faculty Project Grant, $1,300, Kalamazoo College, Spring, 1994.

**Awards**

1999   Administrative Merit Award for Excellence in Research, $500, Western Michigan University

1998   Administrative Merit Award for Excellence in Research, $500, Western Michigan University

1998   President’s Award for Recognition of Research, $2,000, Western Michigan University

1996   Administrative Merit Award for Excellence in Research, $500, Western Michigan University

1996   Research Development Award, Western Michigan University

1995   College of Arts and Sciences Dean’s Appreciation Award, $1,000, Western Michigan University

1992   Milton Dean Havron Social Sciences Award For Excellence in Graduate Study, University of Maryland

1991   Student Caucus Research Award, American Psychological Society, Washington, DC

**Teaching**
Western Michigan University (1995–present)

Graduate Courses
Social Psychology Theory
Social Psychology of Prejudice
Research Design and Analysis in Social Psychology

Undergraduate Courses
Introduction to Social Psychology
Advanced Social Psychology
Methods of Data Analysis (statistics)

Kalamazoo College (1993-1995)

Undergraduate Courses
Introduction to Social Psychology
Experimental Methods in Psychology
The Psychology of Prejudice
Cognitive Psychology
Introductory Psychology

University of Arkansas at Little Rock (1992-1993)

Undergraduate Courses
Introductory Psychology

University of Maryland (1987-1992)

Undergraduate Courses
Introduction to Social Psychology
Experimental Methods in Social Psychology

Graduate Student Research Advising

Dissertation or Thesis Committee Chair


Dissertation or Thesis Committee Member


Peter Stevenson, “Public and Private Differences in Gender Role Identity Presentations,” Master’s Thesis, Department of Sociology, Western Michigan University, defended April 1996.

Arden Floran, “Prejudice on campus: Racial prejudice of Greek organizations compared to the general student population,” Master’s Thesis, Department of Sociology, Western Michigan University, defended April 1996.

Independent Study Director


Mark Ferguson, “The role of sense of humor in moderating responses to stress” Western Michigan University, Fall 2002, Spring 2003.

Mark Ferguson, “The role of sense of humor in moderating responses to stress” Western Michigan University, Fall 2000.

Brenda King, “Minority Students’ perceptions of campus climate at predominately white colleges or universities” Western Michigan University, Spring 2000.


Elizabeth Happel, “The relationship between disparaging humor and perceptions of discrimination,” Western Michigan University, Fall 1996.


Robert Wright, “The effects of racist jokes on perception of minority groups,” Western Michigan University, Winter 1996.

**Undergraduate Student Research Advising**

**Senior Thesis Advisor**

Senior Thesis Advisor for Kate Hagadone, Sense of humor as a moderator of stereotype threat effects on women's assessments of math performance, Kalamazoo College, Winter, 2002.


Senior Thesis Advisor for Robert Ireland, "Contrast and assimilation effects in social judgment: The role of awareness of priming events,” Kalamazoo College, Fall 1996.

Senior Thesis Advisor for Elizabeth Pachota, "Investigating the importance of country of origin labels on perceptions of products,” Kalamazoo College, Fall 1996.


Senior Thesis Advisor for Paul Blowers, "The role of social responses in moderating the effects of racist humor on person perception," Kalamazoo College, Fall 1995.


**Honors Thesis Advisor**


**Honors Thesis Committee Member**

Heather Rogers, “The developmental impact of Casa Amparo on young and adolescent girls in Reynosa, Mexico”, Undergraduate Honor’s Thesis, Department of Sociology, Western Michigan University, Fall, 1998.

**Independent Study Director**

Sean Crawford, “Effect of gender and humor on state anxiety and math performance,” Western Michigan University, Fall, 2005-Spring, 2006

Jacob Armstrong, “Effect of gender and humor on state anxiety and math performance,” Western Michigan University, Fall, 2005-Spring, 2006

Jonathon Crooks, “Effect of gender and humor on state anxiety and math performance,” Western Michigan University, Fall, 2005-Spring, 2006


Anne Wiseneski, “The effect of female server attractiveness on restaurant tipping”, Undergraduate Honor’s Thesis, Department of Sociology, Western Michigan University, Fall, 2003-Spring, 2004

Anne Wilson. “Racial differences in perceptions of impediments to academic help seeking," Western Michigan University, Fall, 2003-Spring 2004
Jenna Brooks, "Sense of humor as a moderator of stereotype threat effects on women's math performance," Western Michigan University, Fall, 2002.


Stacy Kalair, “Effects of disparaging humor on tolerance of discrimination: The role of normative structure,” Western Michigan University, Fall 2001.


Erin Wentzel, “Effects of sexist humor upon normative tolerance of sexism,” Western Michigan University, Spring 2000.


Joli Lorion, “The role of gender norms in regulating social behavior,” Western Michigan University, Fall 1999.


Joshua Blevins, “The role of epistemic motivation in moderating construct accessibility effects,” Western Michigan University, Fall 1997.

Shannon Ebejer, “The effects of sexist humor on responses to sexist events,” Western Michigan University, Fall 1997.


**Professional Affiliations**

- Society of Experimental Social Psychology
- Society for Personality and Social Psychology
- American Sociological Association
- Midwestern Psychological Association
- North Central Sociological Association
- International Society for Humor Studies

**Disciplinary Service**

**Editorial Review Board**

*Social Psychology Quarterly, January 2004-December 2006*

**Offices**


**Grant Reviews**

National Science Foundation, Sociology Program. Paul Ciccantell, program director, March 2007.

National Science Foundation, Sociology Program. Paul Ciccantell, program director, November 2006.

National Science Foundation, Sociology Program. Paul Ciccantell, program director, October 2006.

National Science Foundation, Sociology Program. Patricia White, program director, March 2001.


National Science Foundation, Social Psychology Program. Steven J. Breckler, program director, October, 1999.
Ad Hoc Editorial Reviews

*Psychological Review*
*Journal of Personality of Social Psychology*
*Personality and Social Psychology Bulletin*
*Social Cognition*
*European Journal of Social Psychology*
*Journal of Experimental Social Psychology*
*Current Research in Social Psychology*
*Humor: International Journal of Humor Research*
*Sex Roles*
*Journal of Applied Sociology*
*Social Forces*
*Sociological Focus*


**Departmental Service**

Chair, Social Psychology area, 2003-present.
Graduate Program Review Committee, 2005-present.
Assessment Committee, 2003-present.
Methods Committee, 2004-present.
Chair, Central Undergraduate Program, 2000–2002.
Chair, Undergraduate Honors Program, 2000–2002.
Chair, Methods Committee, 2000–2002.
Director, Social Psychology Research/Discussion Group, 1996-present.
Social Psychology Area Committee, 1995-present.
Chair, Graduate Admissions Committee, 1998-2000.
Central Graduate Committee, 1995-2000, 2006-
Kercher Symposia Committee, 1997.
Departmental Chair Search Committee, 1998.
Graduate Admissions Committee, 1997-1998.
University Service

Western Michigan University

Chair, Faculty Research and Creative Activities Support Fund Research Screening Committee, 2005-present.

College of Arts and Sciences Curriculum Committee, 2005-present.

Faculty Research and Creative Activities Support Fund Research Screening Committee, 2002-present.


Bronco Days Scholarship Committee, July, 1999

Quality Circle Grant Reviewer, proposal by Jan Pekarovic, Department of Paper and Printing Science and Engineering, 2000.

Quality Circle Grant Reviewer, proposal by John Austin, Department of Psychology, 1999.

Quality Circle Grant Reviewer, proposal by Jocelyn Steinke, Department of English, 1998.

Curriculum Vitae
C. James Goodwin

Contact Information
Business Address: Department of Psychology
Western Carolina University
Cullowhee, NC 28723
email: jgoodwin@wcu.edu

Home Address: 68 Laguna Lane
Waynesville, NC 28785

Education
Ph.D. August, 1973
Experimental Psychology
Specialty: Memory and Cognition
Minor: Educational Research and Testing
Florida State University
Tallahassee, Florida

M.S. June, 1971
Experimental Psychology
Florida State University
Tallahassee, Florida

B.A. June, 1968
Psychology
Holy Cross College
Worcester, Massachusetts

Academic Employment
Western Carolina University

- Professor of Psychology 6-04 to present
- Professor of Psychology 5-01 to 6-03
- Psychology Department Head 5-01 to 6-03
Courses Taught:
  General Psychology
  History of Psychology
  Research Methods in Psychology
  Statistical Analysis in Psychology
  Directed Undergraduate Research

Wheeling Jesuit University

- Professor Emeritus of Psychology 6-04 to present
- Professor of Psychology 6-03 to 6-04
- Professor of Psychology 9-87 to 5-01
- Associate Professor of Psychology 9-80 to 9-87
- Assistant Professor of Psychology 9-73 to 9-80
- Department Chair: Psychology 8-94 to 6-00
Courses Taught:
  General Psychology
  Statistics for the Behavioral Sciences
  Experimental Psychology, with Lab
  History and Systems of Psychology

1
Cognitive Psychology, with Lab
Sensation and Perception, with Lab
Social Psychology
Directed Undergraduate Research
Senior Seminar (capstone course)

- Faculty Development Officer 5-99 to 5-00
- Director: BEST Summer Program 9-84 to 9-86
  (two week program for gifted adolescents)
- Program Evaluation Consultant 9-83 to 6-04
Florida State University 9-68 to 8-73

- Teaching Assistant for Dr. D. Bruce 7-70 to 6-73
- Research Assistant for Dr. D. Bruce 7-70 to 8-73
- Teaching Assistant for Drs. P. Cohen and M. E. Rashotte 9-69 to 6-70
  9-68 to 12-68

**Academic Awards and Honor Societies**

- Elected President of the Society for the History of Psychology, Division 29 of APA, 2007
- Named Professor Emeritus at Wheeling Jesuit University, 2004
- Named Fellow of the American Psychological Association
  - in Division 2 (Society for the Teaching of Psychology), August, 2000
  - in Division 26 (Society for the History of Psychology), August, 2001
- Elected to Phi Alpha Theta, National Honor Society for History, 1998
- Named first Wheeling Jesuit University Professor of the Year, Spring, 1998
- First Place Award for best article in *Cardinal Perspectives*, 1994
- Wheeling Jesuit University Scholar-in-Residence, Spring, 1993
- Elected to Alpha Sigma Nu, National Jesuit Honor Society, 1992
- Wheeling Jesuit University Scholar-in-Residence, Spring, 1990
- Wheeling Jesuit University Nominee for West Virginia Professor of the Year, 1985
- Wheeling Jesuit University Nominee for CASE Professor of the Year, 1983
- Wheeling Jesuit University Scholar-in-Residence, Spring, 1981
- Elected to Psi Chi, National Honor Society in Psychology, June, 1967

**Grants and Fellowships**

- Awarded NASA Space Grant Consortium research grant for undergraduate research project: 2000 Project: Wayfinding and navigation through complex environments
- Awarded Travel Grants from the Appalachian College Association
  1990 Project: invited address on Edmund Sanford at the annual meeting of the Southern Society for Philosophy and Psychology, Louisville, KY
  1999 Project: presentation on senior capstone courses and outcomes assessment at the annual meeting of the American Psychological Association, Boston, MA
- Awarded James Still Fellowship Grant from the Appalachian College Association
  1989 Project: History of Experimental Psychology in America
- Awarded Summer Research Grants from Wheeling Jesuit University
  1988 Project: Reorganizing Titchener's Experimentalists
- Awarded Research Fellowship from the Archives of the History of American Psychology, University of Akron, 1981
Professional Memberships and Activities

- American Psychological Association (APA)(Fellow)
  - Division 1 (General Psychology)
  - Division 2 (Society for the Teaching of Psychology)(Fellow)
    - Chair, Fellows Committee, 2003-2004
  - Division 3 (Experimental Psychology)
  - Division 26 (Society for the History of Psychology)(Fellow)
    - Chair Fellows Committee, 2002-present
- Eastern Psychological Association
- Southeastern Psychological Association
- Association for Psychological Science (APS)
- Cheiron Society (Society for the History of the Behavioral and Social Sciences)
- History of Science Society
- Consulting Editor, Teaching of Psychology, 1999-2002
- Manuscript reviewer (regular)
  - Teaching of Psychology
  - History of Psychology
  - APA—Division 2 program for the annual meeting
  - APA—Division 26 program for the annual meeting
- Manuscript reviewer (occasional)
  - American Psychologist
  - Journal of Experimental Psychology

Continuing Education

- Beginnings and Endings: Best Practices for Introducing and Bringing Closure to the Undergraduate Psychology Major, Kennesaw State University, Kennesaw, GA, October, 2007 (member of planning Committee)
- Finding Out: Teaching Statistics and Research Methods, Kennesaw State University, Kennesaw, GA, October, 2004
- APS Institute on the Teaching of Psychology, Washington, DC, June, 1994
- Chautauqua Short Course on Microcomputers as Laboratory Tools, University of Dayton, Dayton, OH, May, 1989
- Institute on Outcomes Assessment (two weeks). Sponsored by the Department of Educational Policy Studies, University of Kentucky, Lexington, KY, June, 1987
- Workshop on Critical History. Sponsored by the Cheiron Society, Salve Regina College, Newport, RI, June, 1982

Graduate Theses


**Books and Accompanying Supplements**


**Refereed Journal Articles**


Chapters in Edited Volumes


Other Articles


Papers Presented at Regional or National Meetings


Goodwin, C. J. (1992, August). *The Association’s contribution to the teaching of psychology, 1892-1945.* Part of a Division 2 symposium on 100 years of teaching psychology. American Psychological Association, Washington, D.C.

Goodwin, C. J. (1992, April). *From the “drill course” to the “Columbia bible”: The methods course in historical perspective.* West Virginia Psychological Association, Canaan Valley, West Virginia [paper also appears in their "Proceedings..."]


Goodwin, C. J. (1990, August). A Division 2 symposium on the teaching of general psychology. American Psychological Association, Boston, Massachusetts. [symposium organizer and moderator]


Goodwin, C. J. (1978, March). Differences in subjective organization for high and low creatives. Southeastern Psychological Association, Atlanta, Georgia.


Poster Presentations at Regional or National Meetings


Goodwin, C. J. (1987, October). *The use of original correspondence in the history and systems course.* Mid-American Conference for Teachers of Psychology, University of Southern Indiana, Evansville, Indiana.

**Invited Presentations at Teaching Conferences**


Goodwin, C. J. (1999, February) *De-Boring the history and systems course and Shaping scientific thinking in the research methods course.* Southeastern Conference on the Teaching of Psychology, Kennesaw State University, Kennesaw, Georgia.


Goodwin, C. J. (1992, October). *De-Boring the history and systems course.* Mid-American Conference for Teachers of Psychology, University of Southern Indiana, Evansville, Indiana.

**Work in Progress**

*The Carlisle conference: Nationalizing experimental psychology?* (article length)

*Titchener’s women: graduate study for females at the Cornell lab.* (article length)

*The Clark laboratory: Psychology comes of age in America.* (monograph length)

*A history of maze learning in experimental psychology.* (monograph length)
Curriculum Vita

Bruce B. Henderson, Professor
Department of Psychology
Western Carolina University
Cullowhee, NC  28723

E-mail: henderson@wcu.edu

Education

Ph. D., University of Minnesota, 1978 - Child Psychology
M. A., Bucknell University, 1975- Psychology
B. A., Bucknell University, 1972 - Psychology

Employment

1978 - Present, Western Carolina University, Assistant Professor (1978-1984), Associate Professor (1984-1988), Professor (1988-), Head (1986-1993), Department of Psychology (full-time). Teaching responsibilities: undergraduate and graduate developmental and educational psychology, history of psychology, research methods, senior seminar, and advanced general psychology.

1977-78, University of Minnesota, Instructor, Institute of Child Development (part-time). Teaching responsibilities: undergraduate child psychology and undergraduate-graduate peer relations.

1974-75, Bucknell University, Instructor, Department of Psychology (part-time). Teaching responsibility: undergraduate and graduate practicum.

1974-75, Central Susquehanna Intermediate Unit, Lewisburg, PA, Project Director, Preschool Handicapped Programs (full-time)

1972-74, Central Susquehanna Intermediate Unit, Lewisburg, PA, Teacher, Research Assistant-Preschool Handicapped and Migrant Education Programs (full-time)

Consulting and Other Experience

Internship in School Psychology, Smoky Mountain Mental Health (Macon County), January - June, 1986, full-time.


Seminar Leader, North Carolina Center for the Advancement of Teaching: (conducted one or two seminars most years since 1987)

Associate Director, National Science Foundation Summer Institute for Psychology Teachers, (grant administration: University of Houston), 1993-1995


Program Evaluator, North Carolina Center for the Advancement of Teaching, (2000-2001)


**Teaching Interests**

Developmental psychology, educational psychology, history of psychology, thinking and problem solving.

**Research Interests**

Curiosity and exploratory behavior, development of intrinsic motivation, memory development, effects of school bus experiences on child development, issues in higher education

**Publications and Reports**


Henderson, B. B. (October, 2002). *Teachers are not the enemy* (oped, Asheville-Citizen-Times).


**Letters, Internal Publications, Other Related Activities**


Letters to *APA Monitor; Atlantic Monthly, Chronicle of Higher Education*.


**Papers Presented at Professional Meetings**


average children and adolescents. Paper presented at the Biennial Conference on Human Development, Richmond, VA.


Henderson, B. B. (2007, April). *Toto, I have a feeling we aren’t at the University of Kansas any more.* Invited presentation to the 2nd annual Midwestern conference on research at predominantly undergraduate institutions, Ft. Hays State University, Hays, Kansas.

Henderson, B. B. (2008, August). *Can faculty members at primarily undergraduate institutions be scholars?* Keynote address, Fall Faculty Conference, Park University, Parkville, MO.

Henderson, B. B. (2008, October). *The work of the regional comprehensive university: Doing interesting scholarly things.* Keynote address, Fall Conference on Best Practices for Student Engagement in Face-to-Face and Distance Courses, Center For University Teaching, Learning and Assessment, University of West Florida, Pensacola, FL.

**Workshop/Project Participation**

Developing Training Manual for Teachers of Preschool Handicapped (contract with PA Department of Public Instruction), Mansfield State College, June/July, 1972.


Center for Early Education and Development, University of Minnesota: Program Evaluation and Assessment, October, 1977.

Academic Program Evaluation Project, St. Louis, September, 1980; Cullowhee, NC, May, 1981.

Developmental Theory, Critical Thinking and Liberal Learning, University of Chicago, September, 1982.


Association for Heads of Departments of Psychology annual workshops (1986, 1988, 1989).


American Association for Higher Education Forum on Exemplary Teaching, Chicago (March, 1994).

Scholarships, Fellowships, Awards

Bucknell Graduate Fellowship (1973-74)
Bush Foundation Graduate Fellowship (University of Minnesota, 1975-78)
Foundation for Child Development Young Scholar (1984-85)
AAHE/Carnegie Foundation for the Advancement of Teaching, Faculty Leader, 1986
Botner Superior Teaching Award, 1988
UNC Board of Governor's Teaching Award, 1998
College of Education and Allied Professions Exemplary Service Award, 1999
College of Education and Allied Professions Faculty Research Award, 2001, 2007
Fellow, American Psychological Association, 2001

University and Community Service

Invited Workshops/Presentations (from 1990 to present):


April, 1990. The limits of psychology. Psi Chi Initiation, WCU.


June, 1990. Impossible people. Workshop for UNC-system Graduate School staff, Cullowhee, NC (also presented at Secretary's Day workshop, April, 1991), (w/ M. Dougherty).

October, 1990. Motivating students. Workshop for Camp Lab PTO, Cullowhee, NC.


May, 1991. Middle school and motivation. Workshop for Macon County Middle School faculty, Franklin, NC.

September, 1991. Curiosity: Bad for cats, good for people?. NCCAT seminar, Cullowhee, NC.

October, 1991. Balancing challenge and support, WCU Faculty-to-faculty Dialogue, Cullowhee, NC.

May, 1992. *Growing up...again.* Keynote address, Western Regional Child Care Conference, Asheville, NC.


February, 1993. *You are what you eat: The psychology of food.* NCCAT Seminar, Cullowhee, NC.


June, 1994. *Critical thinking.* Faculty Workshop, Blue Ridge Community College, Hendersonville, NC.


October, 1994. *Experience-producing tendencies.* Invited research seminar, Department of Psychology, Bucknell University.


January, 1996. TPR. Panelist, Mentoring Program, WCU.


March, 1996. Toward a vision of the WCU student of the 21st century. Forum Assembly, WCU.

April, 1996. Epistemology. Thinking seminar, Haywood County Community College.


October, 1999. What happened to the curiosity of high school students? PTO, Sylva, NC.

November, 1999. Where Do We Go From Here?: New Directions for Psychology Teaching in the New Millenium. Presented at the 11th Annual Meeting of the North Carolina Association of Psychology Teachers, Southern Pines, NC.


May, 2000. Celebrating the learner. NCCAT Seminar, Cullowhee, NC.


April, 2002. Brain connections. NCCAT Seminar, Cullowhee, NC. (w/ H. Herzog)

April, 2003. The learning brain. NCCAT Seminar, Cullowhee, NC. (w/ Herzog)


July, 2005. The baseball fan personality instrument. NCCAT presentation. Cullowhee, NC.

April, 2006. You are what you eat. NCCAT Seminar, Cullowhee, NC (w/ H. Herzog).
May, 2006. You are what you eat, NCCAT Seminar, Cullowhee, NC (w/ H. Herzog).

October, 2006. A critical look at brain research and education, Buncombe Community East faculty, Blue Ridge Assembly, Black Mountain, NC

December, 2006. The broader view of scholarship. Invited presentation to WCU CEAP.

February, 2007. The psychology of assessment. Buncombe Community East faculty, Swannanoa, NC.

April, 2007. Workshop on statistics and SPSS, UNC-CH MSW Program. Asheville, NC.


August, 2008. Beyond Boyer: Interesting scholarly things in tenure, promotion and faculty evaluation. Park University, Parkville, MO.


**Funded Research Grants**

1978-1979, "An approach to the measurement of exploratory behavior." Faculty Research Grant, Western Carolina University ($400).


1987-1988, "Charting the development of intrinsic motivation in academically gifted and average children and adolescents." Research Assistant Grant, Western Carolina University ($5,000).

1987-1988, "Motivational development in gifted and average children and adolescents." Faculty Research Grant, Western Carolina University ($1,550).

1989-1990, "Transition to middle school and student motivation." Research grant from The University of North Carolina School-based Research Program ($8,200).

1994-1995, "Inferences and their development." Faculty Research Grant, Western Carolina University ($5,400).
HAROLD A. HERZOG

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Western Carolina University
Cullowhee, NC 28723
Phone: 828-227-3360
Email: herzog@email.wcu.edu

Education
1968 - B.A., Psychology (Honors), American University of Beirut, Beirut, Lebanon
1974 - M.A., Psychology, University of Tennessee, Knoxville, TN
1979 - Ph.D., Psychology, University of Tennessee, Knoxville, TN

Academic Positions
1974-86 Instructor to Associate Psychology, Mars Hill College
1986-87 Visiting Associate Professor, Psychology, University of Tennessee
1987-91 Associate Professor, Psychology, Western Carolina University
1991- Professor, Psychology, Western Carolina University

Courses Taught
General Psychology, Human Sexuality, Biological Psychology, Senior Seminar, Special Topics: Evolutionary Psychology; Special Topics: Human-Animal Interactions, Special Topics: The Psychology of Religion

Honors/Awards
1991 - Western Carolina University Hunter Scholar
1992 - Western Carolina University Award for Creative Research
2000 - Hinds University Center Faculty Member of the Year
2005 – Western Carolina University Scholar Award
2006 – Taft B. Botner Award for Superior Teaching
2007 – Western Carolina University Hunter Scholar
2008 – Western Carolina University Rodin Award

Editorial Boards
Ethics and Behavior (1998 – present)
Society and Animals (1993- 2005)
Society and Animals (2005 – present) – Associate Editor

Task Forces/Boards of Directors
American Psychological Association -- Committee on the Use of Animals in Colleges
Task Force – American Veterinary Medical Association Council on Pet Over-Population
Board of Directors – International Society for Anthrozoology
Board of Directors – Scientists Center for Animal Welfare
Grants
1986 - National Science Foundation -- Research Opportunity Award
   -Southern Regional Education Board
   -Burroughs Wellcome Foundation
1987 - National Science Foundation - Analysis of Anti-predator Behavior
1990 - National Science Foundation - Analysis of Anti-predator Behavior
1995 - Southern Regional Education Board -- Anthropomorphism in a Naturalistic Context
1997 - National Science Foundation - The Use of Animals in Psychological Research:
   National Study of Institutional Animal Care and Use Committees

Reviewer: Grants/Publishers/Journals
National Science Foundation, National Endowment for the Humanities, National Geographic
Society, Canadian Council for Social Science Research, Leverhulme Trust (Great Britain),
Cambridge University Press, Oxford University Press, Purdue University Press, Temple
University Press, Alwyn and Bacon, McGraw Hill, Ethology, Journal of Comparative
Psychology, Anthrozoos, Society and Animals, Ethics and Behavior, Psychological Reports,
Appalachian Journal, Perceptual and Motor Skills, British Journal of Psychology, Qualitative

Publications

Synthesis, Review, Commentaries: Human-Animal Studies

brother? Bioscience, 30, 763-768.

relations? Anthrozoos, 1, 145-146.


England: Hanover, New Hampshire. (pp. 75-94).

Herzog, H.A. (1989). Informed opinions on animal use must be pursued (Response to

Anthrozoos, 3, 80-82.

Southern Culture. R. Wilson and W. Ferris (Eds.). University of North Carolina Press,
1477-1478.


**Empirical Studies: Human-Animal Relationships**


animals. *Society and Animals*, 5, 169-175.


**Empirical Studies: Behavioral Ecology**


Teaching/Educational Materials


Miscellaneous Publications


**Asheville Citizen Times – Op Ed/Guest Editorials**

“From a taxpayer's perspective, Gulf War II is bad business” -- February 2003

“Vegetative states, money, and the value of life” – February, 2005

“Merle Haggard, Charles Taylor and the Grinch Who Stole Christmas” – December 2005

“Ethical dilemmas in our treatment of animals” --February 2007


“What dogs tell us about electing a president” -- January 2008

**Selected Presentations**

**Plenary Addresses**


**Invited Seminars**

Center for Animals and Public Policy - Tufts University – Visiting Scholar

Center for the Integrative Study of Animal Behavior – Indiana University

Southeastern Primate Research Center - New Iberia, Louisiana

Department of Psychology - University of North Carolina – Asheville

North Carolina School of Math and Science

Center for the Human-Animal Bond - Purdue University

Center for Animals in Society - University of California – Davis

Department of Biology - University of California – Berkeley

Departments of Psychology and Biology – Indiana University

Canadian Council on Animal Care – Ottawa, Canada

Institute of Ecology – National University of Mexico (UNAM) México City

**Conference Presentations (2000 – present)**


Herzog, H.A. (2000) *Animal activism in the United States.* Invited seminar University of
Indiana (sponsored by the Department of Philosophy and the Poynter Center)


Herzog, H.A. (2006) *Biology, culture, and the evolution of pets.* Invited seminar, Department of Biology, Western Carolina University


**Media Coverage of Research**

**Radio:**

**Magazine articles:** *Newsweek, Scientific American, Science News, New Scientist, Slate, Best Friends Magazine, Dog World, Veterinary Review*

L. ALVIN MALESKY, JR., Ph.D.

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Email: malesky@wcu.edu
Website: http://paws.wcu.edu/malesky/

Education:


Master of Science: Counseling Psychology (CACREP Accredited), University of Southern Mississippi, Hattiesburg, Mississippi. August 1998.

Bachelor of Arts: Psychology, George Mason University, Fairfax, Virginia. May 1993.

License:
Licensed Psychologist, State of North Carolina, #3429, 08/07 - Current

Current Employment:

Assistant Professor, Tenure Track, Western Carolina University, Cullowhee, North Carolina August 2004 to Present

Teach undergraduate and graduate courses in the Department of Psychology. Provide academic advising to undergraduate students. Chair thesis committees. Supervise undergraduate students conducting independent research projects. Provide clinical supervision to graduate students in the Psychology Department's fee for services Psychological Services Clinic. Serve on Departmental and University-wide committees. Maintain ongoing programs of research.
Teaching Experience:
Western Carolina University
Undergraduate Courses
  Assistant Professor, The University Experience (USI-130)
  Assistant Professor, General Psychology (PSY-150)
  Assistant Professor, Research in Psychology I (PSY-280)
  Assistant Professor, Introduction to Forensic Psychology (PSY-375)
  Assistant Professor, Sexual Victimization (PSY-393)
  Assistant Professor, Introduction to Clinical and Counseling Psychology (PSY-475)
  Assistant Professor, Projects in Psychology (PSY-480)
Graduate Courses
  Assistant Professor, Theories of Psychotherapy (PSY-676)
  Assistant Professor, Group Psychotherapy (PSY-677)
  Assistant Professor, Directed Studies in Psychology (PSY-680)
  Assistant Professor, Practicum in Psychology (PSY-686)
  Assistant Professor, Forensic Psychology (PSY-693)

The University of Memphis
Undergraduate Course
  Instructor, Human Development Across the Life Span (EDPR 2111)
Graduate Course
  Teaching Assistant, Foundations of Counseling (EDPR 7411)

George Mason University
Undergraduate Course
  Teaching Assistant, University 100

Publications:

(Eds.), Sex Offenders: A Multi-Disciplinary Approach to Identification, Risk, Assessment,

massively multiplayer online role playing games. Cyberpsychology and Behavior.

in identifying potential victims and contacting minors over the Internet. Journal of Child
Sexual Abuse 16 (2) 23-32.

Giadino, V. Vieth, & D. Kellogg (Eds.), Medical and legal aspects of child sexual
exploitation: A comprehensive review of child pornography, child prostitution, and
Internet crimes against children. Saint Louis, Missouri: GW Medical Publishing.


Herman, B.* & Malesky, L. A. (under review). Public perception and awareness of the North Carolina online sex offender registry.


**Non-Peer Reviewed Publications:**


**Presentations:**


Note: * = undergraduate student research supervise.
** = graduate student research supervise

**Thesis Supervision**

**Thesis Chair:**
Problematic Usage Among Highly-Engaged Players of Massively Multiplayer Online Role Playing Games, Christopher Peters
Benefits of Disclosure in Mothers of Children with Autism, Amy Mary Scheck

**Thesis Committee Member:**
Psychopathy and Cooperation: Personality Traits as Predictors of Cooperation and Success in a Prisoner’s Dilemma, Kyle J. Bewsey
Examining Attachment, Personality, and Empathy Deficits in Juvenile Sexual Offenders, Allison E Croysdale
Internet Use: Time Online in Relation to Personality, Loneliness, and Depression, Natalia Shtompel
Decision Making in Unsuccessful vs. Successful Sub-clinical Psychopaths, Ryan J. Couillou
Personality Differences in an Asch Conformity Paradigm, Wes Knepper
Effects of Sex of Prosecuting Attorneys and Jurors and Emotional Content in Closing Arguments on Levels of Guilt and Punishment in a Mock Murder Trial, Charles B. Elliott

**Specialized Training—Forensic Psychology:**

**Post-Doctoral Fellow in Forensic Psychology**
Law and Psychiatry Program, The University of Massachusetts Medical School
September 2003 to August 2004

Conducted court-ordered forensic evaluations addressing issues such as competence to stand trial, criminal responsibility, violence risk assessment, and civil commitment.
Wrote highly refined reports and testified in court concerning the results of these forensic evaluations. Conducted research and presented on psycho-legal and forensic-related topics.
Pre-Doctoral Internship
Federal Correctional Complex-Butner, North Carolina
September 2001 to August 2002

Major Residency Rotations:

**Forensic**
Conducted court-ordered forensic evaluations that included administering batteries of psychological tests, in-depth clinical interviews, gathering and reviewing collateral data, and writing highly refined reports for the court. Conducted intake evaluations, crisis intervention, and suicide risk assessments.

**Sex Offender Treatment Program (SOTP)**
Conducted individual therapy and co-facilitated process groups for convicted sex offenders. Taught relapse prevention, victim empathy, and stress management psychoeducational classes. Wrote psychosexual evaluation reports and sex offender treatment discharge summaries. Assessed program participants’ risk to reoffend.

**Residential Alcohol and Drug Program (RDAP)**
Conducted individual therapy and co-facilitated a process group for individuals with a history of alcohol and drug abuse. Taught a class on victim empathy. Facilitated community meetings.

Additional Clinical Experiences:

**Duke University Medical Center, Department of Psychiatry**
Research Associate
September 2002 to June 2003
Conducted clinical interviews of participants in a National Institute of Mental Health study addressing the effects of emotions on physical health. Administered and interpreted psychological tests. Assisted in writing research grants.

**Rhodes College, Career Center, Memphis, Tennessee**
September 2000 to December 2000
Administered, scored, and interpreted career assessment batteries. Lectured on the graduate school application process and conducted resume writing workshops.

**Western Mental Health Institute, Bolivar, Tennessee**
September 1999 to December 1999
Conducted clinical interviews, administered personality and intelligence tests, and wrote forensic evaluation reports. Worked as a member of a multidisciplinary team evaluating individuals’ competency to stand trial. Conducted individual therapy.

**Midtown Counseling Group, Memphis, Tennessee**
June 1999 to September 1999.
Conducted competence to stand trial interviews. Conducted 90-day isolation confinement mental status evaluations.
The University of Memphis, Counseling Psychology Program, Memphis, Tennessee
December 1999 to May 2000
Co-facilitated a weekly process group comprised of master’s level students enrolled in a graduate level group psychotherapy course. Answered crisis calls for a city-wide crisis hotline. Assisted callers by providing referrals to agencies in the Memphis metropolitan area, crisis intervention, and suicide and homicide intervention. Provided individual counseling to a diverse clientele of university students at the University of Memphis’s Counseling Center.

Charter Parkwood, Behavioral Health System, Olive Branch, Mississippi
June 1998 to August 1998
Worked as a member of a multidisciplinary team providing services to clients within an inpatient hospitalization program. Developed and implemented treatment plans for individual and family clients. Facilitated groups on the Pre-Adolescent, Adolescent, and Adult units of the hospital. Conducted individual therapy.

The University of Southern Mississippi, Hattiesburg, Mississippi
August 1997 to May 1998
Conducted intake interviews for students requesting personal counseling. Provided individual and family counseling services to students and community clients. Facilitated therapy groups to high school students. Conducted anger management groups with adolescents at a paramilitary camp for individuals with behavior problems. Facilitated process groups for undergraduate students at the University of Southern Mississippi.

Awards:
Chancellor’s Meritorious Award for Engaged Teaching, 2007-2008
This highly competitive award was given to faculty who regularly use teaching pedagogies that foster student engagement inside and outside of the classroom. The award consisted of a $1,000 increase to the recipient’s base salary.

Professional Affiliations:
American Academy of Forensic Sciences (AAFS)
American Psychological Association (APA)
    American Psychology-Law Society, APA Division 41
    Group Psychology & Group Psychotherapy, APA Division 49
Southeastern Psychological Association (SEPA)
Association for the Treatment of Sexual Abusers (ATSA)
North Carolina Association for the Management and Treatment of Sex Offenders
Committee Memberships:
   American Psychology-Law Society, Careers and Training Committee

   Western Carolina University
      Annual Faculty Evaluation Review Committee
      College Curriculum Committee
      Committee on Sexual Assault and Other Abusive Behaviors
      Dean’s Advisory Committee
      Faculty Marshal
      Forensic Sciences Multidisciplinary Committee
      Graduate Admissions Committee for the Clinical Psychology program
      Multiple Search Committees

Ad hoc Journal Reviewer:
   Society and Animals
   Child Abuse & Neglect

Additional Professional Experience:

   Deputy Sheriff, Fairfax County, Virginia, Office of the Sheriff, 1995-1996. Maintained security of the County Judicial Center, served legal processes, escorted prisoners, and performed law enforcement duties in accordance with Federal, State, County and Departmental regulations.
VITA

David Mark McCord, Ph.D.

Personal Data:

Present Position:  Associate Professor and Head
                  Department of Psychology
                  Western Carolina University
                  Cullowhee, NC  28723

Home Address:     P. O. Box 1120
                  Cullowhee, NC  28723

Telephone:        (828) 227-7361 Office
                  (828) 506-0097 Cellular

Email:            mccord@email.wcu.edu

Education:

Duke University, Durham, North Carolina.

Western Carolina University, Cullowhee, North Carolina.

The University of Alabama, Tuscaloosa, Alabama.
(APA-Accredited Program)

Organizational Affiliations:

American Psychological Association
Southeastern Psychological Association
Human Behavior and Evolution Society

Current Position:

August, 2002 – Present. Full-time faculty member and Head (August, 2003) of the Department of Psychology, Western Carolina University. Activities include undergraduate and graduate teaching, thesis supervision, clinical supervision, research, and service to the department, university, and community. Special teaching and research interests include psychological assessment, personality theory and assessment, and evolutionary psychology.
Previous Positions:

January, 1998 – July, 2002. Took leave from university to co-found TCP (now TalentQuest), an Atlanta-based internet company offering psychological testing services for pre-employment screening for business and industry. TalentQuest is a leading provider of such services, and has among its hundreds of clients such companies as the Federal Reserve Bank, Prudential Securities, PaineWebber, Bank of America, Phillips 66, Coldwell Banker, Time-Life, and State Farm. Responsibility areas included creation and development of psychological test instruments, supervision of technological development and implementation, all other scientific research and development, and consultation with major clients.

August, 1989 – December, 1997. Full-time faculty member of the Department of Psychology, Western Carolina University (tenure, promotion to Associate Professor, 1995). Activities included undergraduate and graduate teaching, thesis supervision, clinical supervision of interns and practicum students, research, and service to the department, university, and community. Special interests include psychoeducational assessment, computer-assisted psychological assessment, and the MMPI-2.

Clinical Practice:


Previous Clinical Training and Experience:

January - July, 1979. Pre-masters internship, Smoky Mountain Mental Health Center, Waynesville, North Carolina. Duties included: intellectual evaluation of children, adolescents, and adults; outpatient psychotherapy with adults and adolescents; consultation and education services; emergency/crisis services. Primary supervisor: Steven R. Gold, Ph.D.

January, 1979 - August, 1979. Part-time consultant to Department of Social Services, Bureau of Indian Affairs, Cherokee Indian Reservation, Cherokee, North Carolina. Served as team member in development, implementation, and evaluation of an intervention project for parents deemed to be at risk for child abuse. Supervisor: Joel S. Milner, Ph.D.

September, 1983 - August, 1984. Pre-doctoral internship, Department of Psychiatry, School of Medicine, University of North Carolina at Chapel Hill (APA-accredited program). Assignments included: inpatient and outpatient psychiatry; consultant to Headstart program; Consult-Liaison Service. Primary supervisor: Charles S. Newmark, Ph.D.

August, 1984 - August, 1985. Annewakee Hospital, Inc., Douglasville, Georgia (now named Inner Harbor Hospitals). Served as Staff Psychologist from August through February, with clinical responsibility for 20-patient intake unit. Duties included evaluation, individual and group therapy, and supervision of paraprofessional staff. Promoted to Director of Psychological Services in February, 1985, with administrative responsibility for staff of 12 doctoral-level psychologists.

August, 1985 - June, 1986. Consulting Clinical Psychologist, Bunwell Psychoeducational Center, Carrollton, Georgia. Duties included psychoeducational evaluations, individual therapy, staff training, and supervision of educational therapists.

June, 1986 - August, 1989. Full time private practice, Atlanta, Georgia (see description above).
McCord -- Page 3

Previous Teaching Experience:

August, 1978 - December, 1978. Laboratory Instructor in Physiological Psychology, Western Carolina University, supervised by course instructor Joel S. Milner, Ph.D. Graduate and advanced undergraduate students performed live surgery procedures on rats.

August, 1981 - December, 1981. Taught Introduction to Psychology at The University of Alabama.

August, 1982 - December, 1982. Assistant instructor to Raymond D. Fowler, Ph.D., in Advanced Seminar on the MMPI. Course open to upper level clinical psychology doctoral students.

Technical Experience:

September, 1981 - August, 1983. Worked as part-time consultant to Psychological Assessment Services, Tuscaloosa, Alabama. Duties included design and implementation of on-line access to existing computerized MMPI scoring and interpretation programs (developed by Raymond D. Fowler, Ph.D.). Installed optical scanning capacity and updated software. Primary users of this service are prison systems with large volume, need for fast turnaround, and need for offender-oriented interpretive reports and classification recommendations.

September, 1981 - August, 1983. Served as consultant to Psych Systems, Inc., Baltimore, Maryland. Primary assignment was to track errors in MMPI scoring/interpretation program, working with staff programmers to correct same. Assisted with installation of four multi-user DEC computer systems to run Psych Systems software.


July - August, 1988. In joint venture with Logical Resources, Inc., provided four-station PC-based Novell local area computer network for Bleke & Boyd, P.C., including hardware support, software support, and staff training.

April, 1988 - 1990. Computer consultant to Georgia Psychological Association. Computerized the state-wide referral service which provides callers with names of psychologists matching specific criteria (e.g., location, ages served, etc.). Assist with other database projects and computer issues as needed. July, 1990, assisted Alabama Psychological Association in implementing this same system.

August 1989 – December, 1997. Part-time developer of remote psychological testing systems that ultimately became TalentQuest. Initial systems were modem-to-modem processing written under DOS using QuickBasic 4.5 and pcAnywhere scripts. After three revisions of this system, the process was re-written to run entirely via the web, using ColdFusion, HTML, and SQL Server stored procedures. The current system runs on load-balanced multi-server architecture and successfully processes several hundred psychological test administrations daily.
Work in Progress:


McCord, D. M. Appropriate and Inappropriate Uses of Students' Assessment of Instruction. Manuscript under review


Grist, C. L., & McCord, D. M. A personality scale for preschoolers: Preliminary psychometrics. Accepted for presentation at the annual meeting of the Southeastern Psychological Association, February, 2009, New Orleans, LA.


Johnson, A., & McCord, D. M. Relating humor to the Five Factor Theory of personality. Accepted for presentation at the annual meeting of the Southeastern Psychological Association, February, 2009, New Orleans, LA.

Book Chapter:


Journal Articles:


**Limited Circulation Publication:**


**Conference Presentations:**


**Symposia:**


William Douglas Poynter  
27 Bonus Court  
Maggie Valley, North Carolina 28751  
828-926-8848  

**Education**

- Ph.D. in Psychology, Arizona State University, 1981  
- M.A. in Psychology, Arizona State University, 1979  
- B.S. in Psychology, Montana State University; 1974  
- other education includes coursework in Medicine (University of Washington School of Medicine, 1974-1977) and Mathematics (Wayne State University, 1989-1991)

**Employment History**

*Visiting Assistant Professor of Psychology, Western Carolina University (8/04 – present)*

Activities:  
- teach several psychology program courses, including *Research Design and Data Analysis*, *Sensation and Perception, Software Methods for Research and Data Analysis*  
- manage PSPM, an internet database application that enables students to sign up for department research studies online, researchers to advertise their studies and give credit for student participation, and instructors to monitor student participation  
- provide service to the university and college as a member of the Liberal Studies Oversight Committee and College of Education and Allied Professions Technology Committee

*Senior Research Psychologist, NCR Retail Systems Group (5/96-5/04)*

Activities:  
- perform usability studies of hardware and software products  
- perform studies of human perception and performance with a primary goal of discovering principles that lead to product design innovations and enhance product usability, safety, and user performance and satisfaction  
- collect, analyze, and model data from a variety of sources (e.g., transaction logs from retail customer data warehouses) to discover information that can be used by customers to improve the effectiveness of business systems and processes (e.g., store operational performance)  
- design software tools that improved the quality and effectiveness of user interface designs  
- evaluate the visual quality and optical characteristics of a variety of advanced display technologies (e.g., LCDs, plasma displays, LEDs, etc.), and develop methods and apparatus to improve those technologies

*Research and Software Development Consultant (7/92-5/96)*

Activities:  
- provide engineering psychology research and software development services to government and private corporations  
- develop human perception and performance models that can be applied to product design to improve safety and usability
Activities:
- perform laboratory and field research to better understand the dynamics of automobile-driving performance, and the psychophysical relationships between product attributes and customers' perceptions of quality and performance
- develop and managed a visual perception, color science, and photometry laboratory
- tested the usability and perceptual quality of advanced product designs and materials
- perform laboratory-based psychophysical studies designed to better understand the relationship between physical parameters and attributes of products and various dimensions of human perception

Publications


**U.S. Patents**


**Invention Disclosure, Patent Application, and Other Awards**


Research featured in General Motors Corporate-wide Technology Forum & Motor Trend magazine.

**Meritorious Technical Achievement Award.** Received from James E. Clark, Vice President and CTO (NCR Corporate Technology Division), on behalf of NCR’s R&D Awards Program, for extraordinary contributions to A Consumer Optimized Electronic Shelf Label. Issued February 16, 2000.

**References**

David McCord, Ph.D.  
Phone 1-828-227-7361

Mark Lee, Ph.D.  
Phone 1-609-627-5371

Charles Cash, Ph.D.  
Phone 1-614-939-1851
VITA

Name: Mickey Randolph, Ph.D.

Address: 
Department of Psychology  
Killian Building  
Office 323  
Western Carolina University  
Cullowhee, NC 28723

Phone:  
828/227-7361 (3359) (office)  
828/293-3876 (home)

E Mail: Randolph@email.wcu.edu

Fax: 828/227-7005

Education:  
University of South Carolina  
Ph. D. 1987  
Area of specialization: School Psychology (APA Accredited).  

University of South Carolina  
M.A. 1985  
Area of specialization: School Psychology (APA Accredited).  
Thesis: Home environment and reading readiness.

College of Charleston  
B.A. 1980  
Major: Psychology

Employment:  
1988-present: Western Carolina University  
Faculty Member  
Department of Psychology

1998-2003: Western Carolina University  
Department of Psychology  
Department Head  
Professor of Psychology
1993-1998: Western Carolina University  
Department of Psychology  
Department Head  
Associate Professor

1992-1993: Western Carolina University  
Department of Psychology  
Director School Psychology Graduate Program  
Assistant Department Head  
Assistant Professor of Psychology

1988-1993: Western Carolina University  
Department of Psychology, Assistant Professor,  
Director School Psychology Graduate Program;  
Teaching responsibilities include graduate and undergraduate courses;  
Administrative duties involved with the school graduate program,  
and supervision of practicum and internship students.

1987: University of South Carolina, Graduate Instructor,  
Department of Psychology; responsibilities included teaching graduate students in the school psychology graduate program.

1986-1987: Project Coordinator: South Carolina Coping Skills Project;  
responsibilities included training group leaders, supervising research assistants and group leaders, development of training materials, coordinate data collection, and provide public relations activities for an adolescent substance abuse prevention program.

1982-1987: Full time graduate student,  
University of South Carolina,  
Department of Psychology  
School psychology graduate program.

1981: Public school teacher (7th and 8th grades), Barnwell County Schools, South Carolina.

**Teaching Experiences:**

Psychological Assessment (Graduate)  
Professional Issues in School Psychology (Graduate)  
Child Development (Undergraduate and Graduate)
Advanced Educational Psychology (Graduate)
Behavioral and Emotional Assessment of Children and Adolescents (Graduate)
Educational Psychology (Undergraduate)
Cognitive – Behavioral Interventions (Graduate)
Family Systems (Graduate)
Behavioral Intervention (Undergraduate)
Practicum in School Psychology (Graduate)
Internship in School Psychology (Graduate)
Psychology of Marriage and Family (Undergraduate)
Psychology of the Disadvantaged Child (Undergraduate)

**Professional experiences:**

1983-1985 Lexington County School District Two, Columbia, South Carolina; responsibilities included evaluation of students for special education services, providing in-school counseling services, consultation for school staff and parents, in-services for school staff and parents, and allocation and supervision of duties for two master's level interns.

Richland School District One, Columbia, South Carolina; responsibilities included Evaluation of students for special services. Consultation with parents and school staff. Counseling and research.

**Professional affiliations:**

National Association of School Psychologists
Sigma Xi
Southeastern Psychological Association
Phi Delta Kappa
American Psychological Association

**Professional Presentations:**


Bill Richmond, Mickey Randolph, Glenda Hensley, Glenn Bowen and Steve Carlisle, (2007). Faculty Fellows Program: Integrating Service Learning into the
Curriculum. 3rd Annual Scholarship of Teaching and Learning Faire, Western Carolina University, Cullowhee, NC

Mickey Randolph and Candace Boan. (2007) *Women by the Numbers*. 6th Annual Gender Conference, Western Carolina University, Cullowhee, NC

Lauren Mabe and Mickey Randolph (2007) *Gender, Sports, Attitudes and Behavior*. 6th Annual Gender Conference, Western Carolina University, Cullowhee

Darla McCain, Mickey Randolph and Candace Boan (2007). Pediatric Overweight: A new trend in child health care. 6th Annual Gender Conference, Western Carolina University, Cullowhee, NC


Mickey Randolph, (September, 2006) QAR: Assessment – Qualitative and Quantitative assessment techniques to assess standards compliance. SACS, AdvancED Chair Training, Greensboro, NC.


Epperson, S. and Randolph, M. (2006). To work or stay at home? Which is best for the mother AND child? Fifth Annual Gender Conference, Western Carolina University, Cullowhee, NC


Randolph, M. & Ulrich, H. (2003). Judging Female Attractiveness: Face or Figure? The Third Annual Women's Conference: Gender across the Lifespan, Western Carolina University, Cullowhee, NC.


Randolph, M. and Morgan, J., (2004). The Mother of Invention. Third Annual Women’s Conference, Western Carolina University, Cullowhee, NC,

Kane. H., & Randolph, M. Equity in Salary. (2004). Third Annual Women’s Conference, Western Carolina University, Cullowhee, NC,


Ulrich, H. & Randolph, M (March, 2003) Judging Female Attractiveness: Face or Figure? Third Annual Women’s Conference, Western Carolina University, Cullowhee, NC.


Randolph, M. (March 2002). Succeeding in the Workplace: Practical suggestions. Second Annual Women’s conference: Gender in the Workplace. Western Carolina University, Cullowhee, NC.

Randolph, M. (April 2001). Life Skills Program: Goal Attainment. Western Carolina University Women’s Athletic Program. Western Carolina University, Cullowhee, NC.

Randolph, M. (March 2001). Working effectively with different personality styles. First Annual Women’s History Month Conference. Western Carolina University, Cullowhee, NC.


Randolph, M. (February 1995). *Strategies to Evaluate Teaching Effectiveness.* Panelists for the Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.


Randolph, M. (June 1994). *Family Violence: Current Issues and Trends.* Presentation to the National Science foundation Summer Psychology Institute, Western Carolina University, Cullowhee, NC.


**Publications and Research:**


Manuscripts submitted for publication:

Randolph, M. and Rosnov, D. Sibling Abuse – defining characteristics. (Submitted: Child Abuse and Neglect.)

Randolph, M & Scott, A. Children of Domestic Violence and Moral Reasoning on the Defining Issues Test. (Submitted: Child Abuse and Neglect)

Randolph, M. White, H and Hall, B. Moral Development and Lying: An application of Kohlberg’s Theory (submitted: Genetic Psychology)

**Manuscripts in preparation:**

Randolph, M. and Duyssen, K. *Perceptions of Psychological Abuse.*

Randolph, M., Cantrell, C. Craig, T. & Caporale, E. *Psychological Abuse: Research versus Practical Definitions.*

Randolph, M. & Talamo, Y. *Behavioral, Objective and Projective Assessment of Children who Witness Violence.*

Randolph, M. & Talamo, Y. *A Synthesis of Interview Data from Battered Women.*

Randolph, M. and Antioco, C. *Body Type and Mate Selection in Battered Women.*


**Research in Progress:**

Moral Development and Lying: An application of Kolhberg’s Theory.

Religion and adolescent acting out.
Child witnesses of domestic violence. Current research is examining at moral development and domestic violence.

**Grants:**


Western North Carolina Community Foundation: Randolph, M and Boan, C., *Life Fit: A Primary intervention addressing life skills, nutrition and fitness for 10-12 year old girls.*

**COMMITTEES:**

**University/College/Department:**
University TPR Committee
WCU Teaching Fellows Advisory Committee
Academic Problems Committee
Wellness Council
Physical Activity Committee
Curriculum Committee
Faculty Senate
University Steering Committee
Admissions/Readmissions/Retention Committee
Council on Student Affairs
Welfare of Experimental Subjects Committee
Knowledge Base Committee
Follow-up Committee
Ed. D. Planning Committee
NCCATE Committee
Graduate Committee
Personnel Committee
Strategic Planning Committee
Annual Faculty Evaluation Committee
Botner Teaching Award Committee
Academic Award of Excellence Committee
Policy Committee
Professional Studies Committee (Co-chair)
Mary Morrow Scholarship Committee
Cecil Cosper Awards Committee
Academic Awards of Excellence Committee
Outstanding Potential Teachers Committee
Year of the Advisor Committee
Women’s Study Minor Committee
Southern Association of Colleges and Universities: Committee Chair
Task Force on Evaluating Teacher Effectiveness
General Education Advisory Committee
University Recruitment and Retention Committee
Search Committee: Vice Chancellor for Student Development
Board of Governor’s Award committee
Enrollment Management committee
The Freda Rusell Rayburn business Leadership Endowment
Search Committee for the Nursing Department Head: Chair
Mentoring Program
Search Committee: Dean of Education and Allied Professions
Teacher Education Council
Committee Member: Who’s Who Among American College Students
Steering Committee: College of Education and Allied Professions MAT program
Department AFE Committee
Department TPR Committee
College Curriculum Committee Tenure and Promotion
Academic Problems Committee
Women's Study Minor Committee
Mentoring Program
At large member: Council on Student Affairs
FCTE: Open Classroom Program
Wellness Council
Nutrition Committee
Physical Activity Committee
SPARC Committee
Subcommittee Alcohol Availability: Community Involvement
Search Committee: Fitness Center Director

College:
Professional Studies Committee
Curricula Committee

Department:
Graduate Committee
School Psychology Doctoral Program Planning Committee
Awards & Scholarships Committee
Educational Psychology Textbook Committee
Peer Review Committee
Tenure and Promotion Committee
Strategic Planning Committee
Undergraduate Internships Committee
Professional Development Fund Distribution

Special Activities:
United Way Campaign Coordinator for department
Selection of School Psychology Applicants Committee
Teacher Education Interviews
Mentor: Faculty Center for Teaching Excellence
FCTE: Faculty Project Teams
WCU Faculty Learning Community on Service Learning

Honors and Awards:


Psi Chi.

Neidich Fellowship: 1986 awarded to graduate student in the psychology department at the University of South Carolina, based on academic record, research and publication history.

1992 Botner Award for Superior Teaching Award: School of Education and Psychology.

Nominee (top 10%) Chancellor's Distinguished Teaching Award, Western Carolina University.

1990-2000 Faculty Award from the Counseling Center: Presented in appreciation for my work in the area of domestic violence – at the university and in the community.

Woman of the Year Nomination, Women in Academia: 2000
International Who’s Who of Professional & Business Women

500 Leaders of Influence

2000 Faculty Award from the Counseling Center: Western Carolina University

2002 Legislative Award for Superior Teaching.

2004 Legislative Award for Superior Teaching

2005/2006 Who’s Who in Academia

500 Leaders of Influence.

2006 Nomination: Board of Governor’s Award for Excellence in Teaching

**Other:**

Co – Editor, Department of Psychology Undergraduate Newsletter "Current Concerns": Western Carolina University.

Co- Editor, College of Education and Allied Professions Newsletter.

Board of Directors Member and Western Carolina University Liaison for “Catch the Spirit of Appalachia” a program designed in part to revive the heritage in the arts for the Appalachia area and provide art workshops in Western North Carolina Public Schools for high-risk students (1990-1994).

Member, Intra University Council, designed to address issues related to the training of school psychologists in the state of North Carolina (1988-1993).

Member, domestic Violence Task Force, designed to address domestic violence issues from a multi agency perspectives across eight western North Carolina counties (1996-present).

Pro Bono Psychological Assessments.

Textbook and Journal reviewer.

Co Director Annual Women’s Conference: Western Carolina University, 2000-present.
2004-2006: Invited Chair for SACS accreditation teams for public schools (k-12) in North Carolina. (100 invited chairs in the state of North Carolina.)

2006-2007: Invited Chair for SACS CASI District Accreditation teams. Teams will conduct accreditation visits in the southeast. 100 chairs were selected for the state of NC.

**Elected offices:**

Member, NC Board of Directors, SACS CASI. (3 year term.)

Professional work:
CURRICULUM VITAE
Lori E. Unruh

Home Address: 245 W. Piney Mtn.Rd.
Whittier, NC 28789
Home Phone: (828)586-8538
Work Phone: (828) 227-2738
Cell Phone: (828) 337-0134

EDUCATIONAL HISTORY
1987-1994 Ph.D., University of Kansas
Lawrence, KS
(School Psychology)
Dissertation: The Effects of Formal Teacher Planning on Classroom Management Effectiveness

1985-1987 M.S., Eastern Kentucky University
Richmond, Kentucky
(School Psychology)

1981 Non-degree, Wichita State University
Wichita, Kansas
(Graduate Studies in Special Education)

1975-1979 B.A., Wichita State University
Wichita, Kansas
(Elementary Education)

PROFESSIONAL EXPERIENCE
2007-Present DIRECTOR SCHOOL PSYCHOLOGY GRADUATE PROGRAM, Western Carolina University
Cullowhee, North Carolina

2005-Present ASSISTANT PROFESSOR (tenure-track), Western Carolina
University Cullowhee, North Carolina

1995-2005 SCHOOL PSYCHOLOGIST, Asheville City Schools
Asheville, North Carolina
Provided comprehensive school psychological services including assessments, consultation, staff training, parent training and counseling. Worked as Lead School Psychologist for six years during which time I coordinated school psychology services for the district including supervision of practicum and internship students.
Phoenix, Arizona
Provided comprehensive school psychological services and coordinated all Special Education activities and Student Assistance Team activities.

1990-1991  SCHOOL PSYCHOLOGIST INTERN, Kyrene School District
Tempe, Arizona
Completed psychoeducational evaluations; consulted with teachers, principals, parents and other school personnel; and conducted teacher in-services.

1988-1990  SCHOOL PSYCHOLOGIST, Wyandotte County Special Education Cooperative, Kansas City, Kansas
Provided comprehensive school psychological services to two elementary schools on a part-time basis.

1988  GRADUATE RESEARCH ASSISTANT, University of Kansas, Institute for Research in Learning Disabilities
Lawrence, Kansas
Assisted in the development and implementation of a math strategies curriculum for learning disabled adolescents.

1988  ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY, Lawrence Public School System, Lawrence, Kansas
Emphasis on the assessment of and interventions with preschool children and elementary school children with low incidence handicapping conditions

1987  SCHOOL PSYCHOLOGIST, Desoto Public Schools, Desoto, Kansas
Conducted psychoeducational reevaluations on a contractual basis.

1987  SCHOOL PSYCHOLOGY INTERN, Knott County Public Schools, Hindman Kentucky
Provided psychoeducational assessment, consultation, and counseling with students.

1986  PRACTICUM IN SCHOOL PSYCHOLOGY, Berea Community School, Berea, Kentucky
Provided psychoeducational assessments and consultation services.
OTHER TEACHING EXPERIENCE

2004 & 2005  
ADJUNCT PROFESSOR, Western Carolina University  
Cullowhee, North Carolina  
Teached *Assessment of Exceptional Children* for the NC TEACH  
summer programs

2000 & 2004  
ADJUNCT PROFESSOR, University of North Carolina Asheville  
Asheville, North Carolina  
Teached *Psychology of Teaching* for one semester each year

2003  
ADJUNCT PROFESSOR, University of North Carolina Asheville  
Asheville, North Carolina  
Teached *Introduction to Exceptional Children* for one semester

1998-1999  
ADJUNCT PROFESSOR, University of North Carolina Asheville  
Asheville, North Carolina  
Teached *Introduction to Educational Psychology* for two  
semesters

1997-1998  
ADJUNCT PROFESSOR, Shaw University  
Asheville, North Carolina  
Teached *Introduction to Psychology* during the Fall Semester  
and *Survey of Social Sciences* during the Spring Semester

1987-1990  
GRADUATE TEACHING ASSISTANT, University of Kansas,  
Department of Educational Psychology, Lawrence Kansas  
Instructed undergraduate teacher education majors in models  
of classroom management.

1988  
GRADUATE TEACHING ASSISTANT, University of Kansas,  
Department of Educational Psychology, Lawrence, Kansas  
Supervised and assisted in instruction for a graduate level  
practicum course in individual intelligence testing.

1986  
GRADUATE TEACHING ASSISTANT, Eastern Kentucky  
University, Department of Psychology, Richmond, Kentucky  
Assisted with an undergraduate statistics class which included  
teaching several lab sections.

PRE-PROFESSIONAL EXPERIENCE

1981-1987  
HINDMAN SETTLEMENT SCHOOL, Hindman, Kentucky  
East Kentucky Tutorial Program (1982-1987)  
Worked as a tutor, supervised, and coordinated after-school  
and summer school tutorial programs for learning disabled  
students.
Assistant to the Director (1983-1985)
Assisted with the development and coordination of various programs.
Adult Basic Education/GED Tutor (1981-1984)
Provided one-on-one and small group instruction.

1980-1981  SUBSTITUTE TEACHER, Newton Public Schools
            Newton, Kansas

1979-1980  PARAPROFESSIONAL TEACHERS AIDE, Newton Public
            Schools, Newton, Kansas

AWARDS
2003      National Association of School Psychologists: Finalist for School
           Psychologist of the Year

2002      North Carolina School Psychology Association: Practitioner of the Year

CERTIFICATIONS
North Carolina Department of Public Instruction: School
           Psychology License

           National Association of School Psychologists: Certified Instructor
           for Module I of the PREPaRE School Crisis Prevention and
           Intervention Training Curriculum.

PROFESSIONAL AFFILIATIONS
National Association of School Psychologists
North Carolina School Psychology Association
  2007 Past President
  2006 President
  2005 President Elect
  2004 Secretary

OTHER PROFESSIONAL ACTIVITIES
2007 to Present  Member of the WCU SUTEP Advisory Committee

2006 to Present  Board of Trustees: Summit Charter School
            Cashiers, NC

2006            Program Selection Committee for the 9th Annual Service Learning
            Conference sponsored by North Carolina Campus Compact.

PUBLICATIONS


PAPER PRESENTATIONS


Psychologists Conference, Dallas, Texas.


**POSTER PRESENTATIONS**


OTHER PRESENTATIONS


TECHNICAL REPORTS


BOOK REVIEWS


GRANTS
Unruh, L. (2007) $2,800 grant provided by the Woodcock-Munoz Foundation for the purchase of 14 WJ III Normative Update Kits for the Psychology Department Clinic.
Standard 5. The program attracts, retains and graduates high quality students.

As the following graphs indicate, our program is growing in enrollment and graduates at a similar or somewhat greater growth trend to the University as a whole. There is a rough trend upward increases in academic qualifications of entering freshman and growing ethnic diversity.

Psychology Program and University-wide Enrollment Trends

Ethnic Diversity -- Enrollment Trends by Ethnicity
Ethnic Diversity -- Percent of Students that are not Caucasian

The Department of Psychology recruits students through participation in the general university admission marketing and recruiting program. The department has designated Winford Gordon as the liaison to the admissions effort. Gordon participates in the programs directed by the university and the Admissions Office and handles other inquiries concerning admissions that come to the department.

Recruitment efforts include four campus wide open house events per semester. Each open house includes both a general information session, held in a large central location, and a departmental information session, held in a classroom in Killian Hall. There is faculty representation at both of these events at every open house. The number of prospective psychology majors at these events is variable. During a typical general information session, attended by several hundred students, 10-20 students will inquire about the Psychology major. Five to ten students attend the departmental information session, which students self-select based on their more significant interest in the Psychology major. Thus, over an academic year faculty from the department speak with almost two hundred students who have general interest and about one hundred who are specifically interested in the Psychology major.

To support these events the department has a static display highlighting the faculty and their backgrounds and a multimedia program highlighting the teaching, research and service emphases of the department. There is also a three-fold brochure that describes the major curriculum and some career options for Psychology majors. The multimedia program and brochure are due for revision within the next year and the static display should be updated within the next two years.

The university has instituted a personalized admissions’ outreach effort. This program calls for phone or mail contact with prospective students who have been admitted to the university. The department’s participation in this program is still developing.

Finally, for the last three summers the Psychology department has been represented at every New Student Orientation session. Gordon, the admission liaison, has participated in the orientations by delivering a “University Academic Experience” session. While the students assigned to these sessions are not necessarily prospective Psychology majors the sessions may
provide useful information to undecided students and help others see Psychology courses as interesting and worthwhile elective options.

Although the Department has no academic requirement for admission to the major, over the last five years several trends seem evident in the academic performance of students who are Psychology majors and in the SAT scores of students who choose to become Psychology majors. As a group, compared to the average WCU student, psychology majors earned a higher GPA in every one of the last eleven semesters. The average difference in GPA was +0.14. Psychology majors averaged 13.55 and 6.00 points higher on the VERBAL and WRITING sections respectively and averaged 4.55 lower on the MATH section. Our majors have an average SAT of 1028 and an average earned GPA of 2.74. Psychology majors seem less qualified than other students at Western Carolina in their quantitative preparation. The lower average SAT MATH score is something that the department may wish to address in curriculum development.

**Average scores for all students at Western Carolina University**

**Versus**

**Psychology majors**

<table>
<thead>
<tr>
<th></th>
<th>Average GPA</th>
<th>Average SAT Verbal</th>
<th>Average SAT Math</th>
<th>Average SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All WCU</td>
<td>Psych WCU Majors</td>
<td>All WCU Majors</td>
<td>Psych WCU Majors</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1.972</td>
<td>2.703</td>
<td>507</td>
<td>509</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>2.764</td>
<td>2.922</td>
<td>508</td>
<td>509</td>
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<tr>
<td>Fall 2004</td>
<td>2.06</td>
<td>2.158</td>
<td>509</td>
<td>511</td>
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<tr>
<td>Spring 2005</td>
<td>2.824</td>
<td>2.875</td>
<td>512</td>
<td>511</td>
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<td>Fall 2005</td>
<td>2.045</td>
<td>2.177</td>
<td>513</td>
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<tr>
<td>Spring 2006</td>
<td>2.845</td>
<td>2.906</td>
<td>513</td>
<td>507</td>
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<tr>
<td>Fall 2006</td>
<td>2.996</td>
<td>3.018</td>
<td>514</td>
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<td>Spring 2007</td>
<td>2.903</td>
<td>2.968</td>
<td>515</td>
<td>509</td>
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<tr>
<td>Fall 2007</td>
<td>2.632</td>
<td>2.746</td>
<td>516</td>
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<tr>
<td>Spring 2008</td>
<td>2.906</td>
<td>2.942</td>
<td>517</td>
<td>512</td>
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<tr>
<td>Fall 2008</td>
<td>2.612</td>
<td>2.711</td>
<td>517</td>
<td>505</td>
</tr>
</tbody>
</table>

**Differences in scores for all students at Western Carolina University**

**Versus**

**Psychology majors**

<table>
<thead>
<tr>
<th></th>
<th>GPA</th>
<th>SAT VERBAL</th>
<th>SAT MATH</th>
<th>SAT WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>0.731</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>Spring 2004</td>
<td>0.158</td>
<td>4</td>
<td>5</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>0.098</td>
<td>14</td>
<td>-2</td>
<td>---</td>
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<tr>
<td>Spring 2005</td>
<td>0.051</td>
<td>14</td>
<td>-1</td>
<td>---</td>
</tr>
<tr>
<td>Semester</td>
<td>Average HS Percentile Rank</td>
<td>Graduating Percentile Rank</td>
<td>Average Total SAT Score</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td></td>
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<tr>
<td>Fall 2005</td>
<td>0.132</td>
<td>18</td>
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<td>Spring 2006</td>
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0.14 13.55 -4.55 6.00

Graduation Numbers for Psychology Majors and their Average High School Percentile Rank and Entering Total SAT scores
Advising plays a prominent role in our department both in terms of retaining students and graduation rates. In addition to making certain students are completing the coursework necessary for graduation; advisors take an active role in keeping students informed regarding the undergraduate research opportunities and internships. New faculty are trained as advisors by the department and are offered training sessions in liberal studies through the University’s ‘One Stop’ staff. The degree audit program has been an invaluable tool for both advisor and student. This program allows the student to monitor their progress towards graduation. The audit allows the student to determine specifically when major/minor/liberal studies and generals electives have been or need to be met for graduation. Advisees complete an evaluation form. Results from this instrument indicate that students are satisfied with the advising they receive in the department. One faculty reported the following from our capstone course:

“This year’s students in my Senior Seminar course said they thought the advising they received in the department was very strong. Some had high praise for their advisors and none thought advising was a problem. They had no recommendations for changes in advising in the department. In general one of the strengths of the department was how easy it is to talk with faculty members.”

In addition to the degree audit, and taking advantage of training opportunities, faculty regularly collaborate with student support services staff and other departments to help students receive needed information regarding graduation and course requirements. We believe good advising is an important retention tool.

Additionally, the department has incorporated a number of specific strategies to retain students in the department. One of these is to have students more engaged in our active learning. Two examples include independent research and undergraduate internships. A list of faculty research interests and projects is updated annually and distributed to students through the advising process. Registration for the last three academic years, fall, spring and summer semesters show that more than 10% and up to 25% of the Psychology majors participate in research and independent study.

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<td>480</td>
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<td>Spring</td>
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<td>Summer</td>
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<table>
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<td>20</td>
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<td>Summer</td>
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<td>2008</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>2009</td>
<td>2*</td>
<td>11*</td>
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Registration for spring semester

Registration for internships (see internship manual and Internship Site Notebook for additional information) over the last three academic years, fall, spring and summer semesters show that between 7% and 10% of the Psychology majors complete an internship.

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Summer 2007  7
Fall 2007    3
Spring 2008  15
Summer 20081 7
Fall 2008    5
Spring 2009  4*

*Registration for spring semester 2009

The department is also using the University’s QEP which emphasizes student engagement. To this end, volunteerism and service learning are emergent components of courses in Psychology. A faculty member has served as a Faculty Fellow for Service Learning and advocated for greater integration of service learning in the department’s curriculum this effort should yield increased participation in future semesters. She will be coordinating the department’s new initiative to officially document courses in the department that incorporate some aspect of engagement.

The Department of Psychology supports both a chapter of Psi Chi and a Psychology Club. The students in Psi Chi and the Psychology Club have a long standing tradition of volunteerism. For many years these organizations worked together in an “Adopt a Highway” program. The change in faculty advisors that occurred in 2007 also led these groups to change their service focus. In the last two years these groups have focused more on direct service to people. The projects have included several food collections efforts focused around healthy diets and the holidays. There was also a very successful effort to provide personal care and school supplies for a service learning trip to Panama.

Membership records for the Psychology Club are not available but membership in Psi Chi shows that 7% to 10% of the Psychology majors qualify for and join Psi Chi.

Inductees into Psi Chi by Academic Year
(Total for fall and spring semester by academic year)

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<th>Count</th>
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<tr>
<td>2004-2005</td>
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<tr>
<td>2008-2009</td>
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* There was a change in the faculty advisors in August of 2007. Thus, there was a one year lapse during which no new members were inducted into Psi Chi.

** This number is through December 1, 2008, most new members will be identified in the spring semester 2009.

Despite little change in the overall operating budget, the department continues to provide students with a quality education. Additional funds would be helpful to update lab facilities and offer students opportunities to engage in state of the art research tools. That said students are generally satisfied with the major as reported by the assessment of graduates majoring in psychology.

In conclusion, the department has maintained relatively consistent growth, with increases in the quality of students we recruit. If these trends continue, psychology should remain a viable major as the University grows in enrollment.
Committee Assignments 2008-2009

Departmental

Undergraduate Committee
Jim Goodwin (Chair)
Bruce Henderson
Becky Hester
Windy Gordon

Graduate Committee
Millie Abel (Chair)
Kia Asberg
Alvin Malesky
Tom Ford
Lori Unruh
Candace Boan-Lenzo

Graduate Admissions Committees
School
Candace Boan
Lori Unruh (Chair)
Mickey Randolph
Lydia Aydlett
General-Experimental
Millie Abel (Chair)
Jim Goodwin
Hal Herzog
Clinical
Alvin Malesky (Chair)
Kia Asberg
Leonardo Bobadilla

School Psychology Program Committee
Candace Boan
Mickey Randolph
Lori Unruh (Chair)

Strategic Planning Committee
David McCord (Chair)
Bruce Henderson
Candace Boan-Lenzo
Millie Abel
John Habel
Jim Goodwin

Student Awards Committee
Mickey Randolph (Chair)
Kia Asberg
Windy Gordon
Bruce Henderson

Liberal Studies Committee
  Windy Gordon (Chair)
  Millie Abel
  David McCord

Outcomes Assessment Committee
  Hal Herzog (Chair)
  Leonardo Bobadilla
  John Habel

TPR Advisory Committee
  David McCord (ex officio, Chair)
  Abel, Boan-Lenzo, Goodwin, Habel, Henderson, Herzog

CRD Committee
  David McCord (ex officio, Chair)
  Boan-Lenzo, Herzog, Gordon, Malesky

PTR Review Committee
  Goodwin (Chr), Herzog, Habel, Henderson, Abel

Peer Review of Teaching Materials Committee
  Henderson (Chair), Boan-Lenzo, Goodwin

Evaluation of Administrators Committee
  John Habel (Chr)
  Will Poynter

Undergraduate Internships
  Mickey Randolph

Technology Committee
  Will Poynter (Chair)
  Shawn Acheson
  Becky Hester

PSPM Coordinator
  Will Poynter

Library Liaison
  Hal Herzog

Career Services Liaison
  Becky Hester

IRB
  Jim Goodwin (Chair, human subjects)
  Hal Herzog (Co-chair, nonhuman subjects)
Faculty Meeting Recording Secretary
   Rotating alphabetically - Aydlett in August

Psi Chi
   Windy Gordon
   Mickey Randolph

College

CEAP Curriculum Committee
   Alvin Malesky
   Lori Unruh

CEAP TPR
   Hal Herzog
   Bruce Henderson

Diversity Committee
   John Habel
   Tom Ford

Faculty Advisory Committee to the Dean
   Alvin Malesky
   Jim Goodwin

Student Advisory Committee to the Dean
   Graduate (Millie to nominate)
   Undergraduate

Field and Clinical Experience Committee
   John Habel

Nominations and Elections Committee
   Windy Gordon

Evaluation of Administrators Committee
   John Habel

Exemplary Service Award/Dean's Research Award Committee
   Alvin Malesky

Assessment Committee
   Will Poynter
   Heather Hines

Botner Award Committee
   Windy Gordon

Student Recognition Committee
Lori Unruh

CEAP Technology Committee
   Will Poynter

Curriculum Materials Center
   Lydia Aydlett

DPI Standards Committee
   Lydia Aydlett

Morrill Family Fund
   Lydia Aydlett

NCATE Steering Committee

Holiday Luncheon Planning Committee
   Hal Herzog

University

Athletics Committee
   Candace Boan-Lenzo

Faculty Senate
   Lydia Aydlett
   Jim Goodwin

Graduate Council
   Millie Abel

BOG Awards Committee
   Bruce Henderson

Liberal Studies Committee

   Will Poynter

Academic Policy and Review Council
   David McCord

Faculty Affairs Council
   Jim Goodwin

Graduation Committee
   Alvin Malesky (Marshall)
Academic Problems Committee
  Windy Gordon
  Lydia Aydlett

Institutional Review Board
  Jim Goodwin
  Hal Herzog

University TPR Committee
  Mickey Randolph

Wellness Council
  Mickey Randolph

Physical Activity Committee
  Mickey Randolph

Women’s Studies Minor Committee
  Mickey Randolph.

Undergraduate Research Grant Committee
  Hal Herzog

Professional Education Council
  Lori Unruh

Chancellor’s Patent Committee
  David McCord

Paul Reid Distinguished Service Award Committee
  Mickey Randolph

Service Learning Advisory Committee
  Mickey Randolph
DEPARTMENT HEAD EVALUATION INSTRUMENT

Evaluation Year ________

Department Head ____________________ Department ____________________

Administration: For each of the seven areas of department head responsibility indicated below, as well as for overall performance, indicate your assessment of the quality of your department head’s performance over the course of the recently completed academic year. Please use the following ratings:

(0) performance quality generally ineffective
(1) performance quality generally effective
(2) performance quality often better than effective
(3) performance quality exceptional.

Space is provided for explanatory comments, especially when assigning ratings of (0) or (3). Please check in the appropriate blank any subarea identified as an area in need of improvement. If you consider yourself inadequately informed to assign a rating in a given area, use N.A. in the blank.

Budget-Related Matters
This performance area includes such items as:

_____ involves the department in setting budget and equipment priorities
_____ makes fair and appropriate use of the department’s appropriated budget
_____ attends to budget-related administrative detail (requisitions, receiving reports, travel authorization, credit card usage, inventories, etc.)
_____ keeps the department appropriately informed about budget-related matters

Comments on Budget-Related Matters:

Rating ________

Curriculum-Related Matters
This performance area includes such items as:

_____ leads department in undertaking curriculum initiatives (examining requirements for the major and departmental contributions to general education offerings, establishing new courses, revising existing courses, incorporating technology, etc.)
_____ disseminates necessary information (catalog copy, prerequisite lists, requests for information, etc.) about departmental programs
_____ supervises departmental outcomes assessment
_____ supports and encourages internships and undergraduate research
_____ supports and encourages departmental activities (lectures, student clubs/activities, etc.)

Comments on Curriculum-Related Matters:

Rating ________

Personnel Matters
This performance area includes such items as:

_____ conducts and/or supervises tenure-track faculty searches
_____ orients, mentors and supports tenure-track faculty prior to the tenure decision (including assistance in preparing and assembling tenure/promotion file and writing letter for the credentials file)
_____ encourages and supports pedagogical experimentation and innovation
_____ fosters good teaching practice and upholds the quality of teaching in the department
_____ administers annual faculty evaluation and merit pay procedures for full-time continuing faculty
_____ hires, orient, supports, and evaluates temporary faculty (lecturers and senior lecturers)

Comments on Personnel Matters:

Rating ________
Course Scheduling

This performance area includes such items as:

_____ makes course scheduling decisions fairly in meeting the needs of the department’s instructional program(s)
_____ negotiates effectively for classroom time and spaces
_____ interacts effectively with administrative offices (e.g., Registrar, Academic Affairs) on the department’s behalf
_____ attends to schedule-related administrative detail (scheduling plans, temporary staffing requests, final schedules, force-adds, etc.)

Comments on Course Scheduling:

Communication

This performance area includes such items as:

_____ involves the department in decision making
_____ keeps the department informed about all necessary matters
_____ deals with conflicts between individuals
_____ is available and accessible
_____ listens to suggestions and/or concerns from persons in the department
_____ interacts in a professional manner
_____ explains decisions made, and accepts responsibility for actions taken
_____ is trustworthy

Comments on Communication:

Student-Related Items

This performance area includes such items as:

_____ is available and accessible to students
_____ coordinates and/or supervises student advising (majors, undeclareds, career)
_____ works effectively with student aides and student representatives

Comments on Student-Related Items:

General Department Administration

This performance area includes such items as:

_____ delegates responsibility and authority to colleagues
_____ schedules, sets agendas for, and presides over departmental faculty meetings
_____ keeps necessary records on departmental activities
_____ organizes and leads periodic program reviews
_____ does work in a timely fashion
_____ responds to college calls for departmental participation (e.g., admissions, advising, career programming, etc.)
_____ ensures that the department’s physical working environment is maintained, repaired, and renovated as necessary
_____ coordinates and/or supervises “outreach efforts” (such as student recruitment, public relations, alumni contacts, etc.)

Comments on General Department Administration:

Overall Performance as Department Head

Comments on Overall Performance as Department Head:
Vote of Confidence for Department Head
August, 2008

(check one)

My preference is for David McCord to continue serving as department head through the 2008-2009 academic year and at least one year beyond that.

My preference is for David McCord to continue serving as department head through the 2008-2009 academic year but to initiate a search for a new department head who would assume the position on August 1, 2008.

Please return these to John Habel

let's talk briefly

- John
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<th>Commitments</th>
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**Total:** 1,182,916.00  364,123.60  0.00  818,792.40
Head, Department of Psychology

D. M. McCord, Ph.D.

Anomalous Scoring Minus Chart
High Discrimination Apparatus
Spectrophotometer

Methods courses and for Independent Projects. This would be used in PSY 271/272, other research.

If additional money becomes available, the following experimental psychology

Shipping to be determined

Wechsler, Woodcock-Johnson, M.P.I.

(Andreux-Luneh)

General clinic protocols

Total price reflects 40% discount and shipping

ADOS (cost shared with clinic)

TELD-3, RIAS, NEPSY, CAS-2, PACES-4

WASI Manual, ACS, PAIS, COPP, EEES, ABAAS II, Conners, T.Lachus, Scale, Vincend II

Pre-school assessment tests

TOMM, SIRS, EST-RI, SCID-D

Forensic assessment tests

Water maze software simulation (Academic Goodwin)

Chlorplaceholder for fish maze (Goodwin)

Small deletion for DDD/VCR copy (Heederson)

I-pad pod-casting equipment

Updated January, 2007

Department of Psychology 2006-2007 Academic Equipment Request
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<th>Priority Rank</th>
<th>Budget #</th>
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<th>Description</th>
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<th>Comments (Including relationship to institutional priorities)</th>
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<td>ASDS, RIAS, Roberts - preschool assessment kits</td>
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<td>Preschool age group is formally included in accreditation and training standards. We need to enhance our materials in this area.</td>
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<td>IP-based video monitoring for testing/research rooms</td>
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<td>Will allow faculty to monitor undergrad and grad students conducting research, psychological assessment, in multi-purpose clinic and research spaces currently in planning stage.</td>
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Administrative Support Associate
   Judy Hale

Work Study Students
   Danielle Lightner
   Jennifer Oakey

Non-teaching Graduate Assistants
   Burke, Blaire
   Clark, Gina
   Clymer, Sean
   Corwin, Caleb
   Costner, Ashley
   Edwards, Leah
   Evans, Ashley
   Hambrick, Erin
   Hamm, Chris
   Hines, Heather
   Hutton, Michelle
   Ingram, Paul
   Jacobs, Amy
   Johnson, Joseph Andrew
   Kelso, Kristy
   Moody, Shauna
   Nickell, Trey
   Ogden, Kristen
   Okon, Mandy
   Peasley, Lauren
   Petesch, Lisa
   Proctor, Steve
   Pruett, Kristin
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Psychology research databases

Note: In addition to the resources below, the Library subscribes to research databases in related fields, such as education, health care, and interdisciplinary resources such as JSTOR and the Web of Science

- **PsycINFO**

  Comprehensive, international index to the literature of psychology: journals, dissertations, book chapters, and more. Abstracts with links to available full text.

- **PsycARTICLES 1894 -**

  Provides full-text, peer-reviewed scholarly and scientific articles in psychology from the American Psychological Association (APA). The database contains more than 120,000 articles from 60 journals - 49 published by the APA and its imprint, the Educational Publishing Foundation (EPF) - and 11 from allied organizations. Coverage spans 1894 to present; nearly all APA journals go back to Volume 1, Issue 1.

- **SocINDEX with Full Text 1895 - present**

  This major database for sociology and related fields, including psychology, indexes over 3,300 journal and other titles. It includes many full text articles, the full text for 547 books and 6,711 conference papers, a 15,600 term sociology-specific thesaurus and searchable cited references.

- **PsycCRITIQUES 1995 - present**

  Provides full text reviews of current books and some films, as well as a 10 year backfile. It is updated weekly and is searchable by author, reviewer, document title, review title, and other standard search fields.

- **Mental Measurements Yearbook**

  A comprehensive guide to over 2,000 contemporary testing instruments within psychology, education, business, and leadership. MMY provides coverage from Volume 9 to the present.

Psychology journals

In addition to the journals included in the PsycARTICLES database listed above, the library subscribes to approximately 400 journals in the field of psychology, and nearly all titles are available electronically. If faculty or students have need of an article (or book) that we don’t subscribe to, the Library’s Inter-Library Loan service will obtain the item for them at no cost.
Monographs and other resources

Hunter Library holds over 12,000 monographs in psychology and closely related areas, including major reference works and circulating titles. We also provide access to more than 600 electronic books in psychology. In addition, Western Carolina University students have access, through the Western North Carolina Library Network, to many materials available at Appalachian State University and the University of North Carolina at Asheville.

Hunter Library also has over 400 DVDs or videocassettes pertaining to psychology. We have an annual budget of approximately $14,000 for monograph and DVD/videocassette titles in psychology. Expenditures for serials in psychology in 2007-2008 totaled approximately $40,000.