GRADUATE PROGRAM PROPOSAL

M.S. in Psychology

Ph.D. in Psychology

Submitted by the faculty of the Department of Psychology

March 7, 2011
SUMMARY AND BACKGROUND

The Department of Psychology proposes here a program of graduate education including a Master of Science degree and a Ph.D. degree in Psychology. The proposed start date of the program leading to both degrees is the Fall, 2012.

Graduate Program Description

The proposed graduate program in psychology will provide graduate students with the knowledge, skills and experiences necessary to become successful consumers and producers of research, investigating the structures, processes and products of the mind. Psychology is a broad discipline that interfaces with the biological and social sciences. The graduate program is organized around two concentrations that together encapsulate Psychological Science: (1) biological and basic processes, and (2) social and behavioral sciences. These concentrations represent two broad areas that focus on phenomena from different orientations in moderately overlapping but distinguishable content areas. Students seeking the M.S. degree will be broadly exposed to the content and methods in both concentrations. Students seeking the Ph.D. degree will have similar broad exposure to both concentrations, extended by an intensive inquiry specialized in one concentration. Students in the Ph.D. degree program will apply for admission in one concentration or the other; students in the M.S. degree program will be required to distribute their course work across the concentrations.

The Biological and Basic Processes Concentration includes consideration and investigation of phenomena focused on analyses of biological and basic processes. Such phenomena include brain function, pattern recognition, conditioning, memory, sexual selection, language, consciousness, and motivation. This area of concentration develops student knowledge and expertise in biological processes and mechanisms that explain these and related phenomena. The Social and Behavioral Processes Concentration includes consideration and investigation of phenomena focused on analyses of social and behavioral processes. Such phenomena include social influence, persuasion, personality traits, intelligence, parent-child relationships, sense of community and public health outcomes, behavioral assessments of personality disorder, and cross-cultural similarities and differences in post-traumatic growth. This area of concentration develops student knowledge and expertise in social processes and mechanisms that explain these and related phenomena.

Although students seeking the M.S. degree and the Ph.D. degree will gain focused exposure to these two core interdisciplinary arenas of research, these two degrees are oriented toward somewhat different ends. The M.S. degree will position students for achieving two goals: (a) acquisition of the advanced research skills and knowledge of Psychological Science necessary for successful participation and advancement in an array of career paths across multiple market sectors, and (b) successful admission to and completion of a Ph.D. program in psychology. The Ph.D. degree will prepare graduate students for a position in academia in which they will conduct and publish original research, in addition to teaching and training the next generation of students.
**M.S. Degree Program**

The M.S. degree program anticipates students with two goals. First, because Psychology represents the intersection of rigorous, data-analytic methods and the understanding of human processes, the skills and knowledge of Psychological Science are valuable tools and credentials for success across a variety of job sectors including marketing, human resources, public policy and human services, as well as health care and related disciplines. The program of study leading to the Master of Science degree advantages students seeking entry into these careers or advancement an existing career. Second, the degree program will prepare students for successful admission to and completion of a Ph.D. program in psychology.

M.S. students will complete coursework alongside doctoral students, including coursework that provides a broad but rich and intensive introduction to the two core arenas of interdisciplinary psychological science—(a) biological and basic processes and (b) social and behavioral processes. M.S. students also will benefit from the same intensive core education as doctoral students in the conduct of psychological science, including completion of two seminars in research design and two seminars in statistical analysis. Students completing the M.S. degree will be well-positioned and prepared for admission to and successful completion of a Ph.D. program in psychology or participation in a number of career fields in which success is advanced by the skills and knowledge of Psychological Science.

**Ph.D. Degree Program**

The Ph.D. program will prepare graduate students for academic positions that provide the opportunity to conduct and publish original research and to instruct and train the next generation of students. Psychology has become increasingly interdisciplinary, with the nonclinical field settling into two core interdisciplinary arenas of inquiry: (1) biological and basic processes and (2) social and behavioral processes. The Ph.D. program will provide students with the opportunity to focus their graduate studies in one of these core areas, leading to the conduct and defense of an original research project that represents a substantial contribution to the field. In addition to this focused study, students also will complete several intensive courses offered in the non-selected area to ensure that they are broadly educated in the psychological sciences. Through this focused and intensive study in one core arena of psychology and rich exposure to the other core arena of psychology, doctoral students are prepared to be successful consumers and producers of an increasingly interdisciplinary science with intra-disciplinary boundaries that are becoming progressively less well defined.
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**(1) Program Rationale**

A number of factors led the Department of Psychology to develop a proposal for a program of graduate education. Psychology is situated at the intersection of the social, biological, cognitive and behavioral sciences and, in that position, is well placed to catalyze collaboration across a broad spectrum of disciplines and problems. This potential has dramatically increased as practitioners seek clinical and nonclinical applications of these sciences to problems such as reducing substance abuse, and health-risking behavior, or increasing innovation and entrepreneurism or, for that matter, patient compliance. Not coincidentally, these are just a few of the issues on which faculty in the Department of Psychology have focused their work and, in some cases, have received external funding to pursue.

The importance of this trend across disciplines for national security is apparent in recent statements by the National Academy and funding priorities for Science, Technology, Engineering and Mathematics (STEM) training and research established by the National Science Foundation. As in other STEM disciplines, retirement rates of individuals with graduate degrees in Psychology over the next decade are alarming. Without any consideration for expansion in the demand for individuals with these credentials, the Employment Projections Program of the Bureau of Labor Statistics predicts that about 28% of psychologists holding professional employment will need to be replaced in the ten-year period running from 2008 to 2018 ([www.bls.gov/emp/#tables](http://www.bls.gov/emp/#tables)). These needs are similar to the projections for the sciences, engineering and mathematics—ranging from 23% to 33%. Similar needs were described in the Report of the National Science Foundation Committee on Education and Human Resources (NSB 2003) that, when tied to findings indicating that national production of Ph.D.’s in Psychology has remained flat for the past five years, imply a shortfall of increasing magnitude. In addition, the American Psychological Association has observed that expansion is most likely to occur in the need for psychologists holding M.S. and Ph.D. degrees with strong research and statistical analysis skills who are trained across subdisciplines.

Oakland University has responded to this trend across science disciplines, with M.S. and Ph.D. programs in the biological sciences, chemistry, engineering, and, most visibly, through development of a school of allopathic medicine offering an M.D. A vibrant graduate program in psychology, offering both M.S. and Ph.D. programs, would complement this palette of graduate education and be well placed to exploit opportunities for cross-disciplinary research initiatives. This would be particularly true of a program, such as that proposed here, which embraces discipline-spanning collaboration.

The participation of the Department of Psychology in these important regional and national trends has been constrained by the absence of graduate programs. For example, the lack of graduate programs has reduced the capability of faculty to compete for the resources necessary to fully realize the potential of their research. It also has reduced the capability of the department to fully serve students’ needs.

The Ph.D. degree is the primary entry degree to professional careers within the academic and research disciplines of psychology. The M.S. degree per se can serve as a significant
advantage to students seeking entry into or advancement in variety of industry careers. The demand for well-trained people, holding M.S. and Ph.D. degrees in psychology can be expected to rise dramatically across the next decade as the retirement rates within the professional community accelerates. Across the same time period, demand for the skills and knowledge possessed by these graduates should increase across industry sectors as their value to analyzing and solving important regional and national problems becomes more critical.

The M.S. program is designed to prepare students for two career paths: entry into doctoral-level work and employment in multiple market sectors (marketing, health-care, human relations, industry and government organizations) in which competence in psychological research design and statistical analysis is valued. Both goals are well served if M.S. students complete their coursework alongside Ph.D. students. Indeed, within the proposed program, the 24 credit-hour core curriculum is identical for M.S. and Ph.D. students. In addition, all of the courses (save one) serving the M.S. students also serve the Ph.D. students. Thus, the resources necessary for simultaneous initiation of the M.S. and Ph.D. degree programs are not elevated above the levels required for a sequential launch. And, from initiation, M.S. students, many of whom intend to gain admission to a Ph.D. program, will benefit from completing courses alongside Ph.D. students; Ph.D. students will benefit from the opportunity to serve as mentors to talented M.S. students. Finally, it is important to note that the Ph.D. is the entry-level degree for in-discipline careers, as opposed to out-of-discipline careers in which psychological science is applied to tasks. In consequence of this degree primacy, full impact of the graduate program can be maximized if the primary degree and the secondary degree are advanced simultaneously.

The proposed graduate program was constructed with target admission of 12 applicants into the Master of Science degree and admission of 4 applicants into the Ph.D. degree (2 in each concentration) in the Fall of each of the first three years. Full initial capacity of 36 students for the M.S. degree is reached at the onset of the third year; full initial capacity of 12 students (6 in each concentration) for the Ph.D. is reached at the onset of year 3.

The proposed graduate program was designed to achieve maximum efficiency while maintaining flexibility. This largely results from (a) leveraging commonalities across the M.S. and Ph.D. courses of study (b) the design of exposure to the core curriculum (PSY 501 – PSY 531), and (c) careful administrative counterbalancing of seminar offerings. In consequence, the graduate program is fully functioning in the third year of the program and can be offered with minimum of eight courses per term (four courses from the core curriculum and four seminar offerings), exclusive of Masters Thesis, Masters Project and Doctoral Dissertation credits.

The incremental implementation of course offerings for this scheme is shown below.
YEAR 1: FALL | YEAR 1: WINTER
---|---
PSY 501 | Research Methods 1 | PSY 502 | Research Methods 2
PSY 511 | Statistics 1 | PSY 512 | Statistics 2
PSY 521 | BBP Proseminar | PSY 521 | BBP Proseminar
PSY 531 | SBP Proseminar | PSY 531 | SBP Proseminar

YEAR 2: FALL | YEAR 2: WINTER
---|---
PSY 501 | Research Methods 1 | PSY 502 | Research Methods 2
PSY 511 | Statistics 1 | PSY 512 | Statistics 2
PSY 521 | BBP Proseminar | PSY 521 | BBP Proseminar
PSY 531 | SBP Proseminar | PSY 531 | SBP Proseminar
PSY 621-29 | BBP Seminar | PSY 621-29 | BBP Seminar
PSY 631-39 | SBP Seminar | PSY 631-39 | SBP Seminar

YEAR 3: FALL | YEAR 3: WINTER
---|---
PSY 501 | Research Methods 1 | PSY 502 | Research Methods 2
PSY 511 | Statistics 1 | PSY 512 | Statistics 2
PSY 521 | BBP Proseminar | PSY 521 | BBP Proseminar
PSY 531 | SBP Proseminar | PSY 531 | SBP Proseminar
PSY 621-29/51-59 | BBP Seminar | PSY 621-29/51-59 | BBP Seminar
PSY 621-29/51-59 | BBP Seminar | PSY 621-29/51-59 | BBP Seminar

The relative parsimony of this design minimizes perturbation of the undergraduate curriculum. With the addition of one senior faculty member (requested in this proposal) beyond the faculty in the 2011-2012 academic year, faculty resources available for delivery of the undergraduate curriculum would be at about the same level as they were in 2010-2011 academic year. Of course, maintaining the graduate program at minimum levels beyond the initial incremental implementation period is not desirable, but expansion would require additional faculty resources.

Finally, it is important to note that the addition of the graduate program is anticipated to enhance, not detract from, the undergraduate program. Specifically, both M.S. and Ph.D. degree students will be encouraged to participate in research teams incorporating undergraduate research assistants. This activity should enhance both the quantity and quality of opportunities for undergraduates to become engaged in research. This is an important feature of the undergraduate curriculum in Psychology—an average of 300 credit hours of independent research per year over the past few years have been delivered to psychology students. Reciprocally, directed opportunities for graduate students to mentor undergraduates in these course rubrics will become a component of the graduate program. To reinforce these activities, Ph.D. degree students will be encouraged to seek
instruction in the teaching of Psychological Science (e.g., PSY 590) and graduate assistants will be expected to engage in four credit hours of content delivery to undergraduates during each term of their assistantship. As a result, undergraduate course availability could increase and incorporation of laboratory or field experiences into existing undergraduate course rubrics could be considered. Of course, the lack of disruptive effects on, if not enhancement of, the undergraduate curriculum is substantially attributable to the parallel launch of the Ph.D. and M.S. degree programs.
DEPARTMENT OF PSYCHOLOGY
111 Pryale Hall, (248)-370-2300, Fax (248)-370-4612

Chair:
Todd K. Shackelford

Professors emeriti:
Edward A. Bantel
Jean S. Braun
Daniel N. Braunstein
Harvey Burdick
Christine H. Hansen
Algea O. Harrison
Lawrence G. Lilliston
Ralph J. Schillace
David W. Shantz

Professors:
Ranald D. Hansen
Dean G. Purcell
Todd K. Shackelford
Robert B. Stewart, Jr.

Associate professors:
Mary B. Lewis
Sylvie Adeline Lombardo
Debra Q. McGinnis
Cynthia M. Sifonis
Keith L. Williams

Assistant professors:
Andrea T. Kozak
Scott M. Pickett
Michele Parkhill Purdie
Lakshmi Raman
Kanako Taku
Jennifer Vonk
Virgil Zeigler-Hill

Degree programs
Doctor of Philosophy in Psychology

Master of Science in Psychology
Graduate Program Coordinator
TBD

Graduate Program Committee
TBD

Research areas and facilities
The Department of Psychology, housed in Pryale Hall, is engaged in a variety of research programs in (a) basic and biological processes and (2) social and behavioral processes. The Biological and Basic Processes area includes research investigating phenomena at a relatively lower or more basic level of analysis. Such phenomena include brain function, pattern recognition, conditioning, memory, and motivation. The Social and Behavioral Processes area includes research investigating phenomena at a relatively higher or more behavioral level of analysis. Such phenomena include social influence, parent-child relationships, sense of community and public health outcomes, and cross-cultural similarities and differences.

- Doctor of Philosophy in Psychology

Coordinator:
TBD

Program Description
The College of Arts and Sciences offers a doctoral degree in psychology with concentrations in (a) basic and biological processes and (2) social and behavioral processes that is centered in the Department of Psychology. These concentrations represent two broad areas that focus on phenomena from different orientations in moderately overlapping but distinguishable content areas. The program requires a strong academic background in psychology or closely related field.

The Biological and Basic Processes includes consideration and investigation of phenomena focused on analyses of biological and basic processes. Such phenomena include brain function, pattern recognition, conditioning, memory, and motivation. The Social and Behavioral Processes Concentration includes consideration and investigation of phenomena focused on analyses of social and behavioral processes. Such phenomena include social influence, personality, intelligence, parent-child relationships, sense of community and public health outcomes, and cross-cultural similarities and differences. The doctoral program provides students with the opportunity to focus their studies in one of these concentrations, leading to the conduct and defense of an original research project that represents a substantial contribution to the field. Students also will complete several intensive courses offered in the non-selected concentration to ensure they receive a broad education in the psychological sciences. Through this focused and intensive study in one core arena of psychology and rich exposure to the other core arena of psychology, students are provided with the knowledge, skills and experiences necessary to be successful consumers and producers of an increasingly interdisciplinary science with intra-disciplinary boundaries that are becoming progressively less well-
defined. The program prepares graduates for a position in academia in which they will conduct and publish original research, in addition to teaching and training the next generation of students.

**Admission Terms and Deadlines**

Students enter the program in the fall semester and applications are due January 1. Applications received after the due date may be reviewed, depending on space availability.

**Application Requirements**

Applicants for admission must submit the following:

- Application for Admission to Graduate Study
- Official transcripts for all post-secondary educational institutions from which the applicant earned a degree (beginning with the first baccalaureate) and for all enrollment in graduate level coursework beyond the bachelor’s degree. International university transcripts must be evaluated by a professional credential evaluation service.

As part of the admission requirements, graduate programs may require official transcripts from post-secondary educational institutions from which the applicant earned an associate’s degree and all enrollment in coursework both pre- and post-bachelor’s degree.

- Official transcripts from all colleges and universities previously attended
- Three letters of recommendation submitted directly by individuals who can evaluate the applicant’s potential for graduate-level scientific research
- Official scores from the Graduate Record Examination (GRE)
- An essay describing their interest in the program, expectations of what graduate study entails, and career goals.

**Admission Requirements**

In addition to Graduate Admissions General Requirements, specified in the front section of this catalog, applicants must also satisfy the admission requirements established by the academic program, as described in the next paragraph.

Applicants must hold a bachelor’s degree from an accredited institution. A case-by-case review of applicants’ academic history will be conducted to insure each applicant’s background is sufficient for admission. In some cases, admission or degree completion may be contingent upon completion of additional coursework at the undergraduate or graduate level. Admission is highly selective. GRE scores (verbal and quantitative) and undergraduate grade point averages will be examined for evidence of general academic accomplishment and of greater achievement within major and in upper division courses. Admission of students with a prior graduate degree from an accredited institution will be based on a case-by-case review of academic credentials.

**Transfer Credits**

A student receiving a master’s degree from a college or university in the United States may petition to apply up to 32 credits toward their doctoral degree. This petition must be approved by the Department of Psychology Graduate Committee and Graduate
Study and Lifelong Learning. Any credits transferred from an institution other than Oakland University must be graduate level credits with a grade of 3.0 or above in each course, and be approved by the Department of Psychology Graduate Program Committee and Graduate Study and Lifelong Learning.

**Degree Requirements**

The Doctor of Philosophy in psychology degree is awarded upon satisfactory completion of 80 credits in an approved program of study, successful performance on a comprehensive examination, successful completion of an MS thesis, and successful completion and oral defense of a dissertation.

### Course Requirements (80)

**a. Core requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY501</td>
<td>Adv. Methods for Psych. and Behavioral Research 1</td>
<td>4</td>
</tr>
<tr>
<td>PSY511</td>
<td>Adv. Stat. for Psych. and Behavioral Research 1</td>
<td>4</td>
</tr>
<tr>
<td>PSY502</td>
<td>Adv. Methods for Psych. and Behavioral Research 2</td>
<td>4</td>
</tr>
<tr>
<td>PSY512</td>
<td>Adv. Stat. for Psych. and Behavioral Research 2</td>
<td>4</td>
</tr>
<tr>
<td>PSY521</td>
<td>Proseminar in Biological and Basic Processes</td>
<td>4</td>
</tr>
<tr>
<td>PSY523</td>
<td>Proseminar in Social and Behavioral Processes</td>
<td>4</td>
</tr>
<tr>
<td>PSY691</td>
<td>Master of Science Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

**b. 600-Level Concentration Distribution Requirement**

*Biological & Basic Processes Concentration:*

Four (4) in-concentration 600-level courses
(PSY621-PSY624, PSY651-PSY656*)

One (1) out-concentration 600-level course
(PSY631-PSY634, PSY651-PSY656*)

*Social & Behavioral Processes Concentration:*

Four (4) in-concentration 600-level courses
(PSY631-PSY634, PSY651-PSY656*)

One (1) out-track 600-level course
(PSY621-PSY624, PSY651-656*)

**c. Electives**

Four (4) elective courses
(PSY595, PSY621-PSY656, PSY701-PSY731, PSY790**) 16

**d. Dissertation**

Doctoral Dissertation Research
(1-12 per semester) at least 16

**Note:** Courses in which a student receives a grade below 3.0 cannot be used to meet degree requirements. One course grade below 3.0 will result in the student being placed on academic probation. A student with two course grades below 3.0 is subject to dismissal from the program.
A cross-cutting course (PSY651-PSY656) may be used as either an in-track or an out-track course, but not both.

** PSY790 credits above sixteen (16) credit minimum requirement.

Non-Course Requirements

**Advising Committee**
Students will be assigned to a faculty advisor upon admission and will be expected to identify an Advising Committee (major advisor plus two additional faculty members) in their first year. Within the first two years, each student will be expected to identify an Advising Committee. The advising committee will approve and grade (P or F) the student’s Master of Science (M.S.) Thesis. The Advising Committee also will construct and grade (P or F) the student’s comprehensive exam.

**Comprehensive Examination**
Typically, students will sit for the comprehensive exam at the end of their second year in the program. If two of the three members of the advising committee approve (P) the student’s performance on the comprehensive exam, the student will be considered as having successfully completing the exam. If the student does not pass the examination, the specialization committee may allow the student to retake the examination within one year. Failure to pass the examination within two attempts shall constitute failure in the Ph.D. program.

**Master of Science Thesis**
Students will complete and defend a Master of Science (M.S.) thesis, typically following their second year in the program. The successful completion of original research—demonstrating competence in design, conduct and analysis—the creation of a master of science thesis—effectively and accurately characterizing the research, communicating the findings and placing the research in context—and the oral defense of the M.S. are major features of the doctoral degree. The advising committee (see above) will approve and grade (P or F) the student’s M.S. thesis and will be responsible for guiding this process and approving the products—the research, the thesis and the defense of the thesis.

Acceptance of the thesis by Graduate Study and Lifelong Learning requires favorable recommendations by the Advising Committee and Graduate Program Committee. All theses must conform to university standards (see “Thesis and Dissertation” in the “Graduation Information” section of this catalog).

**Dissertation Committee**
In the third year, each student will be expected to identify a Dissertation Committee. The Dissertation Committee will be chaired by the student’s major advisor and include two additional faculty mentors from the Department of Psychology, and one faculty member from outside of the Department of Psychology. The dissertation committee will guide the student’s dissertation research and creation of the dissertation. Three of four of the members must approve the dissertation before it can be defended by the candidate. In addition, the dissertation committee, acting as the defense committee,
must approve the candidate’s defense of the dissertation by a vote of at least 3 (P) to 1 (F).

**Dissertation and Defense**

The successful completion of original research—demonstrating competence in design, conduct and analysis—the creation of a doctoral dissertation—effectively and accurately characterizing the research, communicating the findings and placing the research in context—and the oral defense of the dissertation are major features of the doctoral degree. The Dissertation Committee will be responsible for guiding this process and approving the products—the research, the dissertation, and the defense of the dissertation.

Acceptance of the dissertation by Graduate Study and Lifelong Learning requires favorable recommendations by the Dissertation Committee and Graduate Program Committee. All dissertations must conform to university standards (see “Thesis and Dissertation” in the “Graduation Information” section of this catalog).

**Additional Requirements**

Students will be encouraged to participate in research teams involving faculty researchers, M.S. students and undergraduates. Although the major focus will be on increasing the quality and variety of research experiences available to undergraduates, this activity is designed to provide graduate students with directed mentoring experience, particularly when combined with PSY 595 (Teaching Psychological Science).

**Residence**

All students are required to fulfill a residency requirement for this program. Although students may complete some of the program on a part-time basis, continuous full-time enrollment is highly preferred. The minimal residency requirement shall be full-time residency (8 credits per semester) for at least three consecutive full semesters with at least two of these devoted primarily to the student’s research project.

**Continuous Enrollment**

The continuous enrollment policy for doctoral students requires continuous registration of graduate students for at least 1 credit each semester in the academic year to maintain an active graduate student status. This includes semesters in which the comprehensive examination is taken, defense, and each subsequent term (fall and winter) until the degree requirements are met and the dissertation is submitted to Graduate Study and Lifelong Learning.

Some agency and graduate assistantship eligibility may have course-load requirements that exceed the minimum registration requirements of the Continuous Enrollment Policy (e.g., Veterans Affairs, Immigration and Naturalization for international students, and federal financial aid programs). Therefore, it is the student’s responsibility to register for the appropriate number of credits that are required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.
Time Limits
Students generally will be expected to complete the degree program within five years. The maximum time limit for completing a Ph.D. degree is no more than 10 years from the term of the first course enrollment in the doctoral program.

The Time Limit for Completing a Ph.D. Degree policy requires a student to achieve candidacy within six years from the first course enrollment in the doctoral program. After being advanced to candidacy, a student is expected to complete the remaining degree requirements within four years (including the dissertation defense).

- Master of Science in Psychology

Coordinator:
TBD

Program Description
The Master of Science in Psychology provides students with the knowledge, skills and experiences necessary to achieve either of two broad goals. First, because psychology represents the intersection of hard-nosed, data-analytic methods and the understanding of human processes, the skills and knowledge of psychological science are valuable tools and credentials for success across multiple employment sectors including marketing, human resources, public policy and human services, as well as health care and related disciplines. The program advantages students seeking entry into these careers or advancement in an existing career. Second, the program prepares students for successful admission to and completion of a doctoral program in psychology.

M.S. students complete coursework alongside doctoral students, including coursework that provides a broad but rich and intensive introduction to the two core arenas of interdisciplinary psychological science—(1) biological and basic processes and (2) social and behavioral processes. M.S. students also benefit from the same intensive core education as doctoral students in the conduct of psychological science, including completion of two seminars in research design and two seminars in statistical analysis. In addition, M.S. students complete and defend a scholarly project.

The program requires an academic background in psychology or closely related field. Students completing the M.S. degree are well-positioned and prepared for admission to and successful completion of a doctoral program in psychology or participation in a number of career fields in which success is advanced by the skills and knowledge of psychological science.

Admission Terms and Deadlines
Students enter the program in the fall semester and applications are due January 1. Applications received after the due date may be reviewed, depending on space availability.

Application Requirements
Applicants for admission must submit the following:

- Application for Admission to Graduate Study
• Official transcripts for all post-secondary educational institutions from which the applicant earned a degree (beginning with the first baccalaureate) and for all enrollment in graduate level coursework beyond the bachelor’s degree. International university transcripts must be evaluated by a professional credential evaluation service.

As part of the admission requirements, graduate programs may require official transcripts from post-secondary educational institutions from which the applicant earned an associate’s degree and all enrollment in coursework both pre- and post-bachelor’s degree.

• Official transcripts from all colleges and universities previously attended
• Three letters of recommendation submitted directly by individuals who can evaluate the applicant’s potential for graduate-level scientific research
• Official scores from the Graduate Record Examination (GRE)
• An essay describing their interest in the program, expectations of what graduate study entails, and career goals.

Admission Requirements

In addition to Graduate Admissions General Requirements, specified in the front section of this catalog, applicants must also satisfy the admission requirements established by the academic program, as described in the next paragraph.

Applicants must hold a bachelor’s degree from an accredited institution. A case-by-case review of applicants’ academic history will be conducted to insure each applicant’s background is sufficient for admission. In some cases, admission or degree completion may be contingent upon completion of additional course work at the undergraduate or graduate level. Admission is highly selective. GRE scores (verbal and quantitative) and undergraduate grade point averages will be examined for evidence of general academic accomplishment and of greater achievement within major and in upper division courses. Admission of students with a prior graduate degree from an accredited institution will be based on a case-by-case review of academic credentials.

Transfer Credits

Official transcripts must be on file in Graduate Study and Lifelong Learning. The credits earned must be from a regionally accredited institution and must carry a grade of 3.0 (B) or better. Courses graded Pass/Fail or Credit/Non-Credit are not transferable. Credit must be earned within six years of the time the degree will be conferred and may not have been used toward another degree. Only courses labeled “graduate” (numbered 500 and above) may be transferred. The total number of credits transferred may not exceed 9, and no more than 1 credit will be awarded per week of instruction (i.e., a 4-credit course must meet a minimum of 14 hours per week for four weeks—a minimum total of 56 class hours or 47 clock hours of instruction).

Degree Requirements

The Master of Science in psychology degree is awarded upon satisfactory completion of 36 credits in an approved program of study, and successful completion and oral defense of a masters project by the student’s Masters Committee (see below). The
masters project MUST result in a written product (e.g., literature review, publication submitted to a professional journal, grant proposal).

Masters Committee
Students will be assigned to a faculty advisor upon admission and will be expected to identify a Masters Committee (masters advisor plus one additional departmental faculty member) in their first year. The Masters Committee will approve and grade (P or F) the student’s Masters Project.

Course Requirements (36)
a. Core requirements (24)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY501</td>
<td>Adv. Methods for Psych. and Behavioral Research 1</td>
<td>4</td>
</tr>
<tr>
<td>PSY511</td>
<td>Adv. Stat. for Psych. and Behavioral Research 1</td>
<td>4</td>
</tr>
<tr>
<td>PSY502</td>
<td>Adv. Methods for Psych. and Behavioral Research 2</td>
<td>4</td>
</tr>
<tr>
<td>PSY512</td>
<td>Adv. Stat. for Psych. and Behavioral Research 2</td>
<td>4</td>
</tr>
<tr>
<td>PSY521</td>
<td>Proseminar in Biological and Basic Processes</td>
<td>4</td>
</tr>
<tr>
<td>PSY523</td>
<td>Proseminar in Social and Behavioral Processes</td>
<td>4</td>
</tr>
</tbody>
</table>

b. 600-Level Concentration Requirements (8)
Two (2) 600-level seminar courses (PSY621-PSY656) | 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 690</td>
<td>Master of science project</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Courses in which a student receives a grade below 3.0 cannot be used to meet degree requirements. One course grade below 3.0 will result in the student being placed on academic probation. A student with two course grades below 3.0 is subject to dismissal from the program.

Additional Requirements
Students will be encouraged to participate in research teams involving faculty researchers, M.S. students and undergraduates. Although the major focus will be on increasing the quality and variety of research experiences available to undergraduates, this activity is designed to provide graduate students with directed mentoring experience, particularly when combined with PSY 590 (Teaching Psychological Science).
Course Offerings

PSY 501  Advanced Methods for Psychological and Behavioral Research 1  (4)

Advanced methods used in non-experimental and quasi-experimental psychological and behavioral science research. Topics include variable definition and measurement, surveying and sampling, internal and external validity, as well as the principles of ethical research. Designs covered include observational, archival, applied and qualitative, non-experimental, and quasi-experimental.

PSY 502  Advanced Methods for Psychological and Behavioral Research 2  (4)

Advanced methods used in experimental psychological and behavioral science research. Topics include power and validity, parametrics and nonparametrics, interpreting and reporting results. Designs covered include between- and within-subjects, univariate and multivariate, single case and small N.

Prerequisites: PSY 501

PSY 511  Advanced Statistics for Psychological and Behavioral Research 1  (4)

Advanced statistical techniques for analyses of quantitative and qualitative psychological and behavioral science data. Topics investigated include normality check, reliability analysis, multiple regression model, and factor analysis. Students are expected to use statistical software, take an active role in data exploration, present their findings, discussing results in the context of theoretical and empirical literature.

PSY 512  Advanced Statistics for Psychological and Behavioral Research 2  (4)

Advanced statistical techniques for analyses of longitudinal and cross-sectional, parametric and non-parametric psychological and behavioral science data. Topics investigated include ANCOVA, repeated measures ANOVA, mixed design ANOVA, MANOVA, and path analysis. Students are expected to use statistical software, take an active role in data exploration, present their findings, discussing results in the context of theoretical and empirical literature.

Prerequisites: PSY 511

PSY 521  Proseminar in Biological and Basic Processes  (4)

The concepts, issues, areas of research, and research methods found in the psychological science of biological and basic processes. Topics include brain function, pattern recognition, conditioning, memory, sexual selection, language, consciousness and motivation.

PSY 531  Proseminar in Social and Behavioral Processes  (4)

The concepts, issues, areas of research, and research methods found in the psychological science of social and behavioral processes. Topics include social influence, persuasion, personality traits, intelligence, parent-child relationships, sense of community and public
health outcomes, behavioral assessments of narcissistic personality disorder, personality correlates of coronary heart disease, cross-cultural similarities and differences in post-traumatic growth.

**PSY 595: Teaching Psychological Science**

Basic components of good teaching, with opportunities to develop pedagogy and practice teaching skills. Skills include developing a syllabus, methods of presenting content and enhancing student learning, classroom management and assessing student performance.

**Prerequisites: PSY 502, 512, 521, 531**

**PSY 621  Cognitive Psychology: Theory and Application (4)**

Human information processing, mental representation and transformation, imagery, attention, memory, language processing, concept formation, problem solving, and computer simulation. Content is discussed in terms of how research into cognitive phenomena informs theory formation and development and translation into practical applications.

**Prerequisites: PSY 502, PSY 512, PSY 521**

**PSY 622  Animal Cognition (4)**

Theories and research related to classic and current studies of non-human cognition. Topics will include theory of mind, causal reasoning, memory, metacognition, self-recognition, tool use, planning, co-operation, and social learning. Research discussed will cover a range of species including birds, cetaceans, carnivores and primates.

**Prerequisites: PSY 502, PSY 512, PSY 521**

**PSY 623  Human Vision: Time and Space (4)**

In depth study of the behavioral science of human vision. Topics include signal detection theory, speed of perceptual processes, color vision, form perception, as well as cognitive and unconscious influences on complex visual processes.

**Prerequisites: PSY 502, PSY 512, PSY 521**

**PSY 624  Neuroanatomy, Brain Development, and Neural Plasticity (4)**

The biological foundation of behavior and introduction to neuroscience. Topics include neural signaling, neuroanatomy, brain development, and neural plasticity, as well as, neuroscience perspectives on language, sleep, emotion, sexual behavior, and memory.

**Prerequisites: PSY 502, PSY 512, PSY 521**
PSY 625 Conditioning, Learning, and Memory (4)

Major theories of human and animal learning including classical and instrumental conditioning paradigms, cognitive and observational learning theories, and models of memory.

Prerequisites: PSY 502, PSY 512, PSY 521

PSY 631 Social Cognition and Interpersonal Processes (4)

Theory and research related to social cognitive phenomena such as causal reasoning, attitude change, counter-factual thinking, and emotive appraisal, as well as their relationship to interpersonal processes including, attraction, conformity, social influence, social loafing and social influence.

Prerequisites: PSY 502, PSY 512, PSY 531

PSY 632 Self and Interpersonal Relationships (4)

Theory and research focused on the self and interpersonal relationships. Topics relevant to the self include self-concept, self-esteem, self-regulation, gender identity, and racial identity; topics relevant to interpersonal relationships include romantic relationships, peer relationships, family relationships, groups, and attachment processes.

Prerequisites: PSY 502, PSY 512, PSY 531

PSY 633 Life-span Development Theories and Research (4)

Empirical issues and theoretical approaches relevant to life span development, emphasizing historical and contemporary perspectives. Theories include, Piaget's theory of cognitive development, information processing theories, domain specific theories of cognitive development, attachment theory, dynamic systems theory, ecological theory, socioemotional selectivity theory, resilient aging, and functional neuroaging.

Prerequisites: PSY 502, PSY 512, PSY 531

PSY 634 Individuals and Communities (4)

The relationship of the individual to the community including the theories, principles, values and research methods of community psychology.

Prerequisites: PSY 502, PSY 512, PSY 531

PSY 635 Analysis of Psychopathology (4)

Theoretical and empirical contributions to the understanding of the etiology and maintenance of abnormal behavior. Topics include empirical methods for understanding the processes and mechanisms involved in various deviations from healthy behavior.

Prerequisites: PSY 502, PSY 512, PSY 531
PSY 651  Biopsychosocial Factors of Health and Wellness  (4)

The interactions among biological, psychological, and sociocultural predictors of health and wellness. Topics include the application of theories of behavior change to health habits; the role of personality, emotions, stress, and coping on health and adjustment to illness; and health disparities associated with ethnicity, class, gender, and age.

Prerequisites:  PSY 502, PSY 512, PSY 521, PSY 531

PSY 652  Evolutionary Psychology and Animal Behavior  (4)

The key concepts, questions, and research issues related to the evolution of the mechanisms of mind and behavior in humans and non-humans. Topics investigated include mating, parenting, social exchange, and violence.

Prerequisites:  PSY 502, PSY 512, PSY 521, PSY 531

PSY653  Culture and Trauma  (4)

Theoretical perspectives and empirical research on cross-cultural differences in trauma. Topics include the universal and culture-specific aspects of trauma, coping strategies, cognitive processing, social support, PTSD, and posttraumatic growth.

Prerequisites:  PSY 502, PSY 512, PSY 521, PSY 531

PSY 654  Emotion and Motivation  (4)

Major theories, research findings, methods and applications reflecting diverse perspectives including social and behavioral as well as biological and neurophysiological approaches. Topics include an array of mediated consequences ranging from social functions and psychopathology to health and brain-behavior relationships.

Prerequisites:  PSY 502, PSY 512, PSY 521, PSY 531

PSY 655  Personality, Individual Differences, and Intelligence  (4)

Theoretical perspectives and empirical research on individual differences in personality, including the causes and consequences of individual differences in the major dimensions of personality, as well as the causes, consequences, and assessment of individual differences in intelligence.

Prerequisites:  PSY 502, PSY 512, PSY 521, PSY 531

PSY 656  Biopsychosocial Mediation of Creativity  (4)

The manner in which creativity is affected by culture, society, personality, cognition, and biology. Contemporary theories about creativity and the research supporting those theories are discussed and evaluated with the goal of empirically examining creativity and/or applying that knowledge to enhance creativity.

Prerequisites:  PSY 502, PSY 512, PSY 521, PSY 531
PSY 690  Master of Science Project  (4)
Project approved by Project Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

Prerequisite:  Permission of Project Committee

PSY 691  Master of Science Thesis  (4)
Research approved by Thesis Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

Prerequisite:  Permission of Thesis Committee

PSY 701  Advanced Topics in Research Design  (4)
Intensive examination of design and methodological issues specific to advanced research problems.

Prerequisite:  Permission of Instructor

PSY 711  Advanced Topics in Statistics for Psychological and Behavioral Research  (4)
Intensive examination of concepts and computations associated with statistical analysis of research in biological, basic, social and behavioral processes.

Prerequisite:  Permission of Instructor

PSY 721  Advanced Topics in Biological and Basic Processes  (4)
Intensive examination of advanced theoretical and research issues related to biological and basic Processes.

Prerequisite:  Permission of Instructor

PSY 731  Advanced Topics in Social and Behavioral Processes  (4)
Intensive examination of advanced theoretical and research issues related to social and behavioral processes.

Prerequisite:  Permission of Instructor

PSY 790  Doctoral Dissertation Research
Research approved by Dissertation Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

Prerequisite:  Permission of Dissertation Committee
(3) Assessment Plan Narrative

1. Citation of appropriate goals from Oakland University Role and Mission Statements:

   a. “Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students…(which) takes expression in a variety of forms ranging from basic studies on the nature of things to applied research directed at particular problems…”

   b. “Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.”

   c. “[Oakland University] attempts to maintain the degree of flexibility necessary to respond with innovative instruction, research, and other service to rapidly changing needs…”

2. Program goals

   a. Graduates will possess the necessary skills to engage in basic research and understand how basic research can be applied to solve a range of behavioral and social problems.

   b. “Members of the department recognize that…scholarship, teaching, and service are interdependent, such that each informs and enriches the others.” Consequently, faculty will involve students directly in research both in faculty laboratories and in the classroom. Faculty experiences engaging in research and scholarship will be discussed in the classroom and used to inform pedagogy.

   c. Graduates will acquire T-shaped knowledge (broad inter- and intra-disciplinary experience with development of expertise in a particular subdiscipline) about how social, psychological and biological factors combine to influence behavior. Graduates will also receive training emphasizing openness to exploring new ideas and new ways of doing things. The combination of knowledge and training will provide the graduates with the flexibility to quickly adapt to changing circumstances, develop innovative solutions to complicated problems, and market themselves to a wide range of careers and academic fields.

3. Student Learning Outcomes - Operationalization of the unit goals into outcomes for student learning.

   a. Graduates will learn how to choose the appropriate research design to answer empirical questions or apply findings from basic research to solve real world problems in a variety of settings. They will also learn to collect and analyze data and communicate their findings.
b. Through faculty mentorship, hands-on experience designing and conducting research, and mentoring undergraduates, graduates will learn the concepts, methods and theoretical underpinnings important to their area of expertise and how to communicate that knowledge to others. They will be able to effectively teach others how to engage in research and to bring their research experiences into a classroom environment to inform instruction.

c. Graduates will understand the similarities and differences in the way research questions are asked and answered across disciplines and across subdisciplines within psychology. They will gain a deep understanding of the theories, paradigms, and research that typifies a particular subdomain (their area of interest). The will also have learned how to use this knowledge flexibly and creatively to conduct research, teach and provide service.

4. Description of the methods by which progress toward the operationalized unit goals will be measured.

The Department of Psychology will employ the assessment tools listed below.

Alumni Survey (a-c)

An alumni survey will be administered every two years to all M.S. and Ph.D. graduates. The survey sent to M.S. graduates will ask whether they were accepted into a Ph.D. program and, if so, whether they feel they received the skill and training necessary to succeed in a Ph.D. program. Graduates who did not enter a Ph.D. program will be asked whether they found employment in an academic field (e.g., teaching at the Master’s level) or as a psychologist (e.g., doing behavioral research for a corporation) and whether they felt they were given the knowledge and training necessary to succeed at their jobs.

The survey sent to Ph.D. graduates will ask whether they received an appointment in an academic position. The survey will also ask whether they felt they were properly prepared for their academic role (includes preparation for engaging in research, teaching and service). The survey will also ask about publications, conference presentations, interventions and/or other evidence of applied work, and invited talks.

Ph.D. dissertation and Masters project or thesis (a,c)

The Masters project/thesis of M.S. graduates and the dissertation of Ph.D. graduates will be evaluated for evidence of 1) the student’s ability to engage in basic or applied research, 2) their understanding of the bio-psycho-social influences on the behavior in question, 3) whether their approach is inter- or intra-disciplinary in nature and 4) the degree to which the question asked, approach taken, interpretation of the results, etc. is innovative.

Teaching performance and undergraduate mentoring (b,c)
Mentoring undergraduates in a faculty member’s laboratory: Both M.S. and Ph.D. graduates will be assessed for their ability to teach and mentor undergraduates in a research setting. The semesters in which the graduate student mentors undergraduates in a faculty member’s research laboratory, the undergraduates will submit an evaluation of the graduate student’s performance. The faculty member running the research lab will also submit an evaluation of the graduate student’s performance mentoring students in the research lab.

Performance teaching undergraduate Research Methods and Statistics labs: Graduates’ performance as lab instructors in the undergraduate Research Methods and Statistics labs will be assessed through end of the semester student evaluations.

Performance in Teaching of Psychology Course: Graduate student performance in the Teaching of Psychology course will also be used to assess their understanding of pedagogy, ability to create classroom activities/teaching tools, and effectiveness in communicating course content to others.

Student publications and presentations (a,c)

The number of publications and presentations on which the graduate student is first/sole author or has co-authored will be monitored to directly measure 1) the student’s progress as a researcher 2) the degree to which they engage in inter- or intra disciplinary research, 3) have developed expertise in a content area, 4) and their ability to conduct research in a creative and flexible fashion.

5. Individuals who have primary responsibility for administering assessment activities

The Chair of the Department of Psychology, the Chair of the Department Assessment Committee and the Coordinator of the Graduate Program will serve as the graduate program assessment.

Initiation of the alumni survey is the responsibility of the assessment chair. The assessment chair will be responsible for the collection of the surveys and initial statistical analysis. Each member of the assessment committee will read the open-ended questions on each individual survey. The committee will then prepare a report summarizing the results.

Grading of the Masters and PhD theses and student publications/presentations will be the responsibility of the faculty member advising the student and at least one other faculty member who has expertise in the research area covered in the scientific paper. The assessment chair will be responsible for collection of statistics and analysis of results.

Assessment of performance in the faculty research labs, undergraduate research methods and statistics labs and work in Teaching of Psychology class will be the
responsibility of the assessment committee. Materials should be collected in the year(s) the students take the Teaching of Psychology course. Evaluations of performance in faculty research laboratories and when teaching undergraduate research methods and statistics labs should occur at the end of each semester in which the graduate student is engaged in these activities.

6. Procedures to be used to translate assessment results into program changes

The assessment committee will meet at least once during the year the assessment report is compiled and submitted to specifically discuss whether substantive changes in the curriculum are warranted to meet the program goals. If the assessment instruments suggest that such changes are necessary, the committee will prepare recommendations for modifying graduate training so that program goals are successfully met. The recommendations will be presented to the psychology department faculty who will then determine which recommendations will be implemented. Once implemented, the impact of the changes will be evaluated using the assessment instruments described earlier.
(4) Library Review
MEMORANDUM

To: Ranald Hansen, Department of Psychology

From: Shawn V. Lombardo, Coordinator of Collection Development, Kresge Library
                    Kristine Condic, Library Liaison to the Department of Psychology, Kresge Library

Re: Library Collection Evaluation for Proposed M.S. and Ph.D. in Psychology

Date: March 1, 2011

In developing this collection evaluation, we reviewed the draft proposal for a Ph.D. and Master of Science in Psychology, dated January 31, 2011, as well as standard core journal title lists and the holdings of other institutions in Michigan with similar doctoral programs. Below is a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for these additional library resources.

Currently Available Resources

Indexes
As noted in the program proposal, psychology is a highly interdisciplinary research area. To access the journal and monograph literature in this field, Kresge Library maintains subscriptions to a number of online indexes; these include PsycINFO, as well as Medline (PubMed), Mental Measurements Yearbook, ABI/Inform and Business Source Elite (two business databases that provide full-text access to numerous journals focusing on personnel psychology, social psychology, and organizational psychology), Web of Science (which contains the citation databases Social Sciences Citation Index and Science Citation Index), ERIC, Linguistics and Language Behavior Abstracts, Communication and Mass Media Complete and Dissertations & Theses. Other, more general databases that encompass scholarly and popular sources include WilsonSelect Plus and Academic OneFile, both of which provide access to a large number of full-text articles. All of the databases provide easy linking to Oakland’s full-text and print journal subscriptions through the library’s openURL link resolver (i.e., the Get It links found in most library databases). In fact, the library maintains subscriptions to all of the core psychology-related indexes listed in Magazines for Libraries, an annual publication that provides recommendations for essential information sources in a wide range of disciplines and subjects.

Journals
Currently, the library subscribes to numerous journals in psychology (most of them available online) and, through its full-text databases, provides access to many more.
Appendix A provides just a sample of the psychology titles to which Oakland faculty and students have access, either in print or online. Most of these titles are made available through the library’s online journal packages from SAGE, Wiley-Blackwell, Springer-Verlag, Elsevier (ScienceDirect), Oxford University Press and Cambridge University Press; in order to support the program adequately, it is critical that the library continue subscriptions to these journal packages. Also critical is the library’s online access to the complete runs of journals published by the American Psychological Association and its affiliates through the PsycARTICLES database. In addition, the library maintains subscriptions to all of the journals published by the Association for Psychological Science (formerly, the American Psychological Society) and about half of the journals published by the Psychonomic Society, another prominent professional association whose focus is experimental/cognitive psychology. A few years ago, the library also purchased the complete backfiles to 66 psychology journals published by Elsevier to provide additional access to historical content in the field. Other historical content is included in the library’s JSTOR subscription, which includes 15 important psychology titles beginning with their first issue.

A comparison of the library’s holdings with the 2009 SCImago journal rankings (based upon data from Elsevier’s SCOPUS database) of the most highly-cited journals in various subfields of psychology demonstrates the strength of the library’s current journal collection. As shown in Table 1, below, the library’s psychology periodicals collection is fairly comprehensive, although the comparison reveals weaknesses in the areas of neurological/physiological psychology and social psychology.

Table 1 - Comparison of Kresge Library’s Holdings to SCImago Rankings of Psychology Journals

<table>
<thead>
<tr>
<th>SCImago Subject Area</th>
<th>Library’s Holdings - Top 50 Most-Cited Titles</th>
<th>Library’s Holdings - Top 25 Most-Cited Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental and Cognitive Psychology</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Neurological and Physiological Psychology</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>General Psychology</td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>60%</td>
<td>72%</td>
</tr>
<tr>
<td>Developmental and Educational Psychology</td>
<td>78%</td>
<td>88%</td>
</tr>
</tbody>
</table>

The library’s holdings also are strong when compared to a core psychology journals list created by the Association of College and Research Libraries’ Education and Behavioral Sciences Section in 2007. This list includes titles that were highly cited in ISI’s Journal Citation Reports (2005) as well as journals held by 500 or more libraries. Kresge Library currently has access to 154 of the 179 core psychology titles, or 86 percent. Though slightly dated, this list nonetheless provides additional evidence of the strength of the library’s collection.
Finally, we compared the library's holdings to the core title list included in *Magazines for Libraries* (18th edition, 2010), a standard reference source that identifies core journals by subject. Kresge Library holds 84 percent of the titles included in the psychology section of *Magazines for Libraries*; many of the titles that are not held tend to have a narrow focus (e.g., *Media Psychology, American Journal of Forensic Psychology*).

**Monographs and Reference Sources**

Currently, the library allocates approximately $1,000 each year to purchase the Department of Psychology's recommendations for monographs for the library's collection; with this funding, the library generally has been able to purchase most of the requests from department faculty. Other books on psychology are acquired through the library's approval plan with YBP, the library's primary book vendor, where recently published books are sent automatically to the library based upon a profile that the library has developed. In 2009-2010, the library acquired more than 125 titles in psychology through the approval plan, and numerous others in related areas of education, gender studies and more. In the past few years, the library also has purchased the annual eBook collections from Springer-Verlag, a science and technology publisher. The collections, covering almost all books published by Springer-Verlag from 2005-2011, contain more than 500 monographs and book series (e.g., the *Series in Anxiety and Related Disorders, Springer Series on Human Exceptionality*) in the behavioral sciences. The American Psychological Association publishes, on average, about 100 monographs annually; historically, the library has purchased half of these each year, either through the approval plan or through the departmental allocation for psychology.

Additional funding is allocated to purchase reference materials for the library. The library's reference collection contains a number of subject encyclopedias, handbooks and dictionaries in psychology, including the *Cambridge Dictionary of Psychology, Encyclopedia of Social Psychology, Oxford Companion to the Mind, Elsevier's Dictionary of Psychology Theories* (online), *The Encyclopedia of the Human Brain* (online), *The Cambridge Handbook of Sociocultural Psychology* (online), and *The Cambridge Handbook of Consciousness* (online). These online titles are part of the library's CREDO Reference Online subscription, which provides access to more than 400 reference works covering most disciplines. In addition, the library has numerous other reference titles that address the brain, social psychology, behavior and medicine. Because the field of psychology is interdisciplinary in nature, students and faculty in the department benefit from materials purchased through the departmental allocations of other programs, including the School of Medicine, sociology, business and education.

**Resources Needed**

**Indexes**

As noted above, the library provides good access to indexes covering the journal and monograph literature in psychology and related disciplines. However, one resource that should be added is the *Health and Psychosocial Instruments* database (*HaPI*, available on the EBSCO platform). This resource, produced by the Behavioral Measurement Database Services, is a comprehensive bibliographic database that provides information on more than 15,000 behavioral measurement instruments, including those addressing topics in physical and mental health, industrial/organizational behavior and education. Records contained in *HaPI* provide information on questionnaires, interview schedules, vignettes/scenarios, coding schemes, rating and other scales, checklists, indexes, tests, projective techniques, and more. Although the instruments themselves are not included as part of the database,
users can use HaPI to identify available tests and how to order and administer those tests. The database is modestly priced and therefore we have included it in the recommended library budget to support the new program (Appendix C).

Journals
Based upon the analysis of the library’s periodical collection in comparison to core title lists described above, we recommend that the library subscribe to a few additional journals to fill gaps in the collection and support faculty and student research adequately, especially in the areas of social psychology and neurological/physiological psychology; Appendix B provides a list of these titles. These recommendations for acquisition include journals that are indexed in PsycInfo and Web of Science, that support the curriculum of the proposed program, and that generally are included on one or more of the core titles lists to which the library compared its holdings. We also recommend adding subscriptions to the three Psychonomic Society titles to which the library does not currently subscribe; Wayne State University, for example, owns all three Psychonomic Society titles listed in Appendix B. In making these recommendations, we also took into account subscription costs. For example, according to the SCImago journal rankings, the *Journal of Alzheimer’s Disease* was the second most-cited journal in the area of neurological/physiological psychology; however, this journal costs $3,365 per year and therefore we did not recommend adding a subscription. For this and other important but expensive periodicals in psychology, the library’s interlibrary loan service can provide quick access to articles for faculty and students. Finally, Appendix B includes four titles recommended by faculty in the Department of Psychology. Wherever possible, the library will provide online access to all titles.

Monographs and Reference Sources
Because the library has focused primarily on supporting the undergraduate curriculum in psychology, there are gaps in the library’s monograph collection. For example, the library’s approval plan with YBP, its primary book vendor, in which books are acquired based upon a profile, has excluded books on genetic psychology, personality and self, and tests and testing, where much of the material is published for a more advanced readership level. Additional searches in the library’s online catalog reveal a deficit of titles in the field of social psychology, as compared to the holdings of the libraries at Wayne State University. To strengthen the library’s book collection in psychology, we recommend additional funding to expand the purchase of APA publications as well as titles published by other publishers. Another important publisher of monographs in psychology is Elsevier, which bundles its eBooks into packages (although their titles may also be purchased separately). Annual bundles of psychology titles from Elsevier cost, on average, approximately $1,400 for 12-15 titles; funding to purchase a selection of these each year is built into the allocation for monographs in Appendix C. A portion of this monograph funding also will be used to expand the library’s approval plan in psychology to receive books in previously excluded areas.

In addition, we have identified several widely-held and important reference works that should be acquired by the library to support the proposed curriculum; these include the *Sage Encyclopedia of Qualitative Research Methods* ($438), *Encyclopedia of Statistics in Behavioral Science* (Wiley-Blackwell, $1800), and the *Handbook of Social Psychology* (5th ed, $180). Appendix C provides funding in the first year for a few of these basic reference titles. It should be noted that many monographs and reference materials may be purchased as
electronic books to provide flexible access to the library’s resources; the library will work with the department in choosing the most appropriate format for new acquisitions.

**Funding**
Table C provides the recommended library budget to support the proposed PhD and M.S. in psychology. The budget includes funding for one online database, as well as new journal subscriptions, monographs, and reference titles; annual inflationary increases are built into the budget for years two through five. As noted above, faculty and students in the Department of Psychology also benefit significantly from the library’s current journal package subscriptions and online indexes; continued access to these resources is critical for the research, teaching and learning activities of faculty and students in the proposed program. Unfortunately, the library struggles each year to pay for these expensive resources. As it is in the best interest of the department for the library to be able to continue providing access to these resources, partial funding for these materials also is built into the proposed library budget.

C: Frank Lepkowski, Interim Dean of the Library  
Ronald Sudol, Dean of the School of Arts & Sciences  
Anne Switzer, Library Representative to the University Senate
# Appendix A

## A Sample of Current KL Journals to Support the Proposed MS/PhD in Psychology

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher/Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acta Psychologica</td>
<td>Elsevier(ScienceDirect)</td>
</tr>
<tr>
<td>Adaptive Behavior</td>
<td>Sage</td>
</tr>
<tr>
<td>Adolescence (ceased publication)</td>
<td>Libra Publishers</td>
</tr>
<tr>
<td>Advances in Child Development and Behavior</td>
<td>Elsevier(ScienceDirect)</td>
</tr>
<tr>
<td>Advances in Cognitive Psychology</td>
<td>PubMed Central</td>
</tr>
<tr>
<td>Advances in Experimental Social Psychology</td>
<td>Elsevier(ScienceDirect)</td>
</tr>
<tr>
<td>Advances in the Study of Behavior</td>
<td>Elsevier(ScienceDirect)</td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td>Wiley-Blackwell</td>
</tr>
<tr>
<td>American Journal of Community Psychology</td>
<td>Springer</td>
</tr>
<tr>
<td>American Journal of Orthopsychiatry</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>American Journal of Psychiatry</td>
<td>American Psychiatric Publishing</td>
</tr>
<tr>
<td>American Journal of Psychology</td>
<td>University of Illinois Press</td>
</tr>
<tr>
<td>American Psychologist</td>
<td>American Psychological Association</td>
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<tr>
<td>Annals of Behavioral Medicine</td>
<td>Lawrence Erlbaum Associates</td>
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<tr>
<td>Annual Review of Psychology</td>
<td>Annual Reviews</td>
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<tr>
<td>Applied Cognitive Psychology</td>
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<tr>
<td>Applied Ergonomics</td>
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<tr>
<td>Applied Psycholinguistics</td>
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<td>Applied Psychological Measurement</td>
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<td>Attention, Perception and Psychophysics</td>
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<tr>
<td>Behavior Genetics</td>
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<tr>
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<td>Brain and Language</td>
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<td>Cognitive Psychology</td>
<td>Elsevier(Elsevier(ScienceDirect))</td>
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Journal of Educational Research
Journal of Environmental Psychology
Journal of Experimental Child Psychology
Journal of Experimental Education
Journal of Experimental Psychology: Animal Behavior Processes
Journal of Experimental Psychology: Applied
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Human Perception and Performance
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Experimental Social Psychology
Journal of General Psychology
Journal of Genetic Psychology
Journal of Health and Social Behavior
Journal of Humanistic Psychology
Journal of Mathematical Psychology
Journal of Memory and Language
Journal of Motor Behavior
Journal of Multicultural Counseling and Development
Journal of Neuroscience, Psychology, and Economics
Journal of Organizational Behavior
Journal of Personality
Journal of Personality and Social Psychology
Journal of Psychology: Interdisciplinary and Applied
Journal of Religion and Health
Journal of Research in Personality
Journal of School Psychology
Journal of Social Issues
Journal of the American Academy of Child and Adolescent Psychiatry
Journal of the American Psychoanalytic Association
Journal of the Experimental Analysis of Behavior
Journal of the History of the Behavioral Sciences
Journal of Vocational Behavior
Journals of Gerontology, Series B: Psychological Sciences and Social Sciences
Leadership Quarterly
Learning and Individual Differences
Learning and Instruction
Learning and Motivation
Memory and Cognition
Memory Studies
Merrill-Palmer Quarterly
Mind
Monographs of the Society for Research in Child Development
Nebraska Symposium on Motivation
Neurobiology of Learning and Memory
Heldref Publications
Elsevier(ScienceDirect)
Elsevier(ScienceDirect)
Heldref Publications
American Psychological Association
American Psychological Association
American Psychological Association
American Psychological Association
Elsevier(ScienceDirect)
Heldref Publications
Heldref Publications
American Sociological Association/SAGE
SAGE
Elsevier(ScienceDirect)
Elsevier(ScienceDirect)
Heldref Publications/WilsonSelect
American Counseling Association/print
APA PsycArticles
Wiley-Blackwell
Wiley-Blackwell
American Psychological Association
Heldref Publications
Springer
Elsevier(ScienceDirect)
Elsevier(ScienceDirect)
Wiley-Blackwell
Heldref Publications
Lippincott Williams and Wilkins/MD Consult
American Psychoanalytic Association/SAGE
Society for the Experimental Analysis of Behavior
Wiley-Blackwell
Elsevier(ScienceDirect)
Gerontological Society of America/Oxford UP
Elsevier(ScienceDirect)
Elsevier(ScienceDirect)
Elsevier(ScienceDirect)
Psychonomic Society/Springer
Sage
Wayne State University Press/Project Muse
Oxford University Press
Wiley-Blackwell
University of Nebraska Press/print
Elsevier(ScienceDirect)
Neuropsychologia
Neuropsychology
Neuropsychology Review
Organizational Behavior and Human Decision Processes
Pastoral Psychology
Perceptual and Motor Skills
Personality and Social Psychology Bulletin
Personality and Social Psychology Review
Personnel Psychology
Physiology and Behavior
Professional Psychology: Research and Practice
Psychiatric Clinics of North America
Psychoanalytic Psychology
Psychological Assessment
Psychological Bulletin
Psychological Medicine
Psychological Record
Psychological Reports
Psychological Review
Psychological Science
Psychology and Aging
Psychology in the Schools
Psychology of Learning and Motivation
Psychology of Men and Masculinity
Psychology of Women Quarterly
Psychology Today
Psychometrika
Psychonomic Bulletin and Review
Psychophysiology
Psychosomatic Medicine
Psychotherapy: Theory, Research, Practice, Training
Quarterly Journal of Experimental Psychology
School Psychology Review
Sex Roles
Social Cognitive and Affective Neuroscience
Social Problems
Social Psychology Quarterly
Social Science and Medicine
Systems Research and Behavioral Science
Transactions on Applied Perception
Trends in Cognitive Sciences
Youth and Society

Elsevier(ScienceDirect)
American Psychological Association
Springer
Elsevier(ScienceDirect)
Springer
Ammons Scientific
SAGE
SAGE
Wiley-Blackwell
Elsevier(ScienceDirect)
American Psychological Association
Elsevier(ScienceDirect)/MD Consult
American Psychological Association
American Psychological Association
American Psychological Association
Cambridge University Press
Psychological Record/Academic OneFile
Ammons Scientific
American Psychological Association
SAGE
American Psychological Association
Wiley-Blackwell
Elsevier(ScienceDirect)
APA PsycArticles
SAGE
Sussex Publishers
Psychometric Society/Springer
Psychonomic Society/Springer
Wiley-Blackwell
Lippincott Williams and Wilkins
American Psychological Association
Psychology Press (Taylor and Francis)
Natl. Assoc. of School Psychologists/Acad. OneFile
Springer
Oxford UP
University of California Press/JSTOR
American Sociological Association/SAGE
Elsevier(ScienceDirect)
Wiley-Blackwell
ACM Digital Library
Elsevier(ScienceDirect)
SAGE
## Appendix B

### Journals Needed to Support MS/PhD in Psychology

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<th>Title</th>
<th>Indexed in PsycInfo</th>
<th>Indexed in Web of Science</th>
<th>Indexed in Magazines for Libraries</th>
<th>ACRL Most Held</th>
<th>SCImago area/ranking</th>
<th>2011 Price</th>
<th>2012 Est. Price</th>
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<td>no</td>
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<td>✓</td>
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<td>$ 387</td>
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<td>no</td>
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## Appendix C

### Budget for Library Materials to Support Proposed PhD/MS in Psychology

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<th>Year 1</th>
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<th>Year 4</th>
<th>Year 5</th>
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<td>$ 972</td>
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<td>$ 3,000</td>
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</table>

1 Presumes 8% annual inflationary increase
2 Presumes 5% annual inflationary increase
(5) **Laboratories and Laboratory Equipment**

The Department of Psychology currently has sufficient faculty office and laboratory space to conduct research. The Department currently has available sufficient space to provide graduate students with shared laboratory and office space. The Department has sufficient space to house a computer-based instructional lab. To most effectively and efficiently deliver our four required graduate statistics and research design courses, in addition to advanced elective courses in graduate statistics, the Department requests in this proposal 30 desktop computers and associated software (e.g., IBM SPSS statistical package with Basic, Advanced, and AMOS components; E-Prime experiment software). These requests reflect practice standards typical of industry and academic settings in which graduates will be seeking career positions. Additional resources should be available in consequence of start-up packages offered to faculty hires.
(6) Planning Narrative

The proposed graduate program will promote the role and mission of Oakland University (cf. www.oakland/2020)

a. Prepare students to make meaningful and substantial contributions to society and the workplace. The proposed graduate program will provide students with opportunities beyond those available to undergraduates. A graduate degree, particularly the Ph.D. degree, is the “entry degree” in many domains available to people trained in psychological science. M.S. graduates will be well qualified to seek admission to Ph.D. degree programs or to participate in competent research and instructional tasks; Ph.D. graduates will be fully qualified to conduct research, teach and participate in interventions with the potential of significant societal impact. Graduates of this program will be able to work in a wide variety of private or public research settings. Graduates with the Ph.D. degree will be able to compete for positions in academic institutions or as managers and leaders of research units in private industry and public agencies.

b. Advance reputation for programs of applied research that directly impact society and advance the frontiers of knowledge. The proposed graduate program in Psychology is within the intersection of psychological, behavioral, biological, medical and social science. The M.S. and Ph.D. degrees are structured to emphasize the power of discipline-spanning collaboration in theory development, research and application, as well as teaching. The activities of the faculty, and the funding they have received for those activities, reflect both fundamental and applied interests. The proposed graduate program will increase the visibility of these activities and enhance the capabilities to attract top-notch faculty as well as the best applicants for admission.

c. Broaden a research-intensive agenda to enhance undergraduate, graduate and faculty research opportunities. One critical variable influencing external funding for research is the presence of a vital program of graduate education, particularly a program leading to Ph.D. degree, such as that proposed here. The proposed graduate program increases the capacity of faculty to conduct research and successfully compete for external funding facilitative of cutting-edge research. It also increases the department’s ability to attract visible and highly productive researchers to the faculty. And, it is important to note that the opportunities generated by this process flows down to undergraduates. The number and quality of opportunities available to undergraduates for participating in research will be enhanced by implementation of the proposed program.
(7) Benchmarking

Evaluation of graduate programs in psychology within the region (weighted more heavily within the state of Michigan) revealed two patterns of degree program structure. First, the research extensive institutions (Michigan State University, University of Michigan, Wayne State University) offered traditional degree programs (M.A., M.S. and Ph.D.) nested within a substantial number of subdisciplines. Importantly, the breadth and depth of these offerings are leveraged to provide an environment of intra-disciplinary collaboration across adjacent subfields. Thus, across-subfield collaboration is explicitly recognized in these programs as a valuable attribute of graduate training in contemporary psychological science. This feature, however, does not characterize graduate programs in a second group of institutions. These institutions offer niche graduate programs organized around one or a few subdisciplines. This second group of programs contrasts sharply with the proposed program for Oakland University with its explicit emphasis on the value and power of across-subdiscipline studies and research collaboration. The one exception to this pattern is the Ph.D. program at the University of Windsor that more closely resembles the program proposed here. Finally, it is important to note that achieving across-subdiscipline perspective in both of these schemes demands additional courses—typically organized into a two- or three-course distribution requirement—not required by the program proposed here. This is because the program proposed here is built on an across-subdiscipline foundation. In consequence, these programs tend to require more courses for degree completion than is the case for the program proposed here.

In short, the results of the survey indicated that competitive threats are not significant and that the proposed program is a distinctive offering. The findings of this survey are summarized below.

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<th>Institution</th>
<th>Degree(s) &amp; Area(s) of Study</th>
<th>Credit hours</th>
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<td>Bowling Green State University</td>
<td>Ph.D. Psychology (Clinical, Developmental, I-O, Neural &amp; Cognitive Sciences)</td>
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<tr>
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<td>Central Michigan University</td>
<td>Ph.D. Psychology (Clinical, I-O, Applied Experimental, Integrated Neuroscience)</td>
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<td>M.S. Psychology (Experimental, I-O, Integrated Neuroscience)</td>
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<td>Eastern Michigan University</td>
<td>Ph.D. Psychology (Clinical)</td>
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<td>M.S. Psychology (General Experimental)</td>
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<td>M.A. Psychology (Clinical/Behavioral)</td>
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<tr>
<td>University</td>
<td>Degree</td>
<td>Program</td>
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<td>--------</td>
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<td>Northern Illinois University</td>
<td>Ph.D.</td>
<td>Psychology (Clinical, Cognitive-Instructional-Development-School, I-O)</td>
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<td>Northern Michigan University</td>
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<td>M.S.</td>
<td>Psychology (Experimental; Training, Development and Performance)</td>
</tr>
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<td>University of Detroit- Mercy</td>
<td>Ph.D.</td>
<td>Psychology (clinical)</td>
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<td>Psychology (Clinical, Experimental)</td>
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<td>University of Michigan-Dearborn</td>
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<td>M.S.</td>
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<td>University of Toledo</td>
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<td>M.S./M.A.</td>
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<td>University of Windsor</td>
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<td>M.A.</td>
<td>(Social Data Analysis)</td>
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<td>Western Michigan University</td>
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(8) Six-Year Budget

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<th>Budget Year 3</th>
<th>Budget Year 4</th>
<th>Budget Year 5</th>
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<td>36</td>
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<td>Average credits per year per PhD student</td>
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Copy of phd_ms_prop030511_budget07/2011 LW
(9) **Budget Narrative**

The proposed graduate program is planned to start in Fall, 2012. The program anticipates first year admission of 12 applicants into the M.S. degree and 4 into the Ph.D. degree program (two in each concentration) with a full complement of 36 students in the M.S. program and a full complement of 12 students in the Ph.D. program (6 in each concentration) in the third year. Particularly in the early stages of the program, it is important to fully fund Ph.D. students. In consequence, the budget includes funds for a graduate assistantship stipend and tuition remission for each Ph.D. student. As faculty members are expected to increasingly seek external funding for research and new faculty are hired under the expectation they will seek external funding, these expenditures for TAs would be augmented. Finally, note that the graduate program is expected to increase already significant undergraduate credit delivery in independent research course rubrics (currently averaging 300 credit hours per year); graduate assistantship delivery of undergraduate credit hours would yield additional revenue.

The faculty of the Department of Psychology has been considering the initiation of a graduate program in its recent hiring. As a result, the graduate program can be successfully launched with the addition of only one new faculty member. The budget includes funds for a senior faculty. A successful launch of the graduate program requires hiring a senior faculty member with experience in a graduate program, including mentoring graduate students. The academic visibility of a senior faculty member will significantly enhance the recruiting of graduate students and facilitate placement of graduates. In addition, a visible scholar would increase the probability of successful competition for external funding, ensuring a strong foundation for the new graduate program.

The budget for supplies and services includes a request for professionally generated traditional and electronic marketing materials sufficient to make the graduate program visible within the national academic communities of science from which applicants would be recruited. The request for travel funding also would be directed toward this goal. It should be noted that initial expenditures for these activities would occur in the year prior to program start date. Finally, because the computing capabilities (both hardware and software) are not sufficient to support the proposed graduate program, the budget includes funding for the software (supplies and services) and hardware (equipment) resources necessary to create a statistics and computing laboratory for graduate students within the department that also can serve as an instructional computing facility used by graduate assistants for undergraduate teaching and mentoring.
Appendix A: Representative Graduate Course Syllabi
Advanced Methods for Psychological and Behavioral Research 1

Course: PSY 501  
Instructor: TBD

Course Section: TBD  
Office:

Class Time: TBD  
Office Phone:

Class Location: TBD  
Office Hours:

E-mail:

Credit Hours: 4 credits

Course Description: Advanced research methods used in non-experimental and quasi-experimental research. Topics include variable definition and measurement, surveying and sampling, internal and external validity, as well as the principles of ethical research. Designs covered include observational, archival, applied and qualitative, non-experimental, and quasi-experimental.

Evaluation:

Exams: Students will receive two non-cumulative essay exams during the semester worth 35% of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

Paper: Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.

Presentation: Twice during the semester, each student will be responsible for summarizing one of the week’s required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards 30% of the overall grade in the course.

Policies:

Examinations and Homework: Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.
**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

**Class Materials:**

*Required Texts*


It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

*Course Pack*

A collection of scientific papers and research articles.

*Moodle:*

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

**Course Schedule**

Week 1  Hypotheses and Variables  
Defining and Measuring Variables  
Scales, Surveys and Interviews  
Observation and Obtrusiveness
Week 2 & 3  Variables, Designs and Validity  
Internal and External Validity  
Scales and Reliability  
Extraneous Variables and Confounding  
Sampling, Selection and Assignment  
Threats to Validity

Week 4 & 5  Ethical Conduct of Research  
  Reporting Research  
    Guidelines and Format  
    Scientific context and writing

Week 6, 7 & 8  Non-experimental Research Designs  
    Archival and Case Studies  
    Qualitative Research and Empirical Phenomenology  
    Applied Research and Program Evaluation  
    Observational Research and Field Studies

Week 9 & 10  Correlational Research Designs  
    Simple, Multiple and Partial Correlational Designs  
    Simple, Multiple Linear and Hierarchical Regression Designs

Week 11 & 12  Multivariate Designs  
    Factor Analysis  
    Path Analysis and Structural Equation Modeling  
    Cluster Analysis and Discriminant Functions

Week 13 & 14  Quasi-experimental Designs  
    Ex post facto and Nonequivalent Groups Designs  
    Longitudinal and Cross-sectional Designs  
    Pre-test/Post-test, Panel and Time-series Designs

Week 15  Summary
Advanced Methods for Psychological and Behavioral Research 2

Course: PSY 502  
Instructor: TBD  
Course Section: TBD  
Office:  
Class Time: TBD  
Office Phone:  
Class Location: TBD  
Office Hours:  
E-mail:  

Credit Hours: 4 credits  

Course Description: Advanced research methods used in experimental research. Topics include power and validity, parametric and nonparametric data, interpreting and reporting results. Designs covered include between- and within-subjects, univariate and multivariate, single case and small N.

Evaluation:  
Exams: Students will receive two non-cumulative essay exams during the semester worth 35% of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

Paper: Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.

Presentation: Twice during the semester, each student will be responsible for summarizing one of the week’s required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards 30% of the overall grade in the course.

Policies:  
Examinations and Homework: Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.
**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

**Class Materials:**

*Required Texts*


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*Course Pack*

A collection of scientific papers and research articles.

*Moodle:*

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

**Course Schedule**

Week 1, 2 & 3 Between-subjects Designs
   Two-group and Multiple-group
   Factorial
   Matched and Independent Groups
   Control and Placebo Groups
Week 4, 5 & 6 Within-subjects Designs
   One-way
   Factorial

Week 7 & 8  Mixed Designs

Week 9 & 10 Multivariate Designs

Week 11 & 12 Single Case and Small N Designs
   ABA and Cross-over
   Multiple-baseline and Changing Criterion
   Discrete Trials

Week 13 & 14 Interpreting and Reporting Results
   Statistical Conclusion Validity
   Nonsignificant Findings and Power
   Graphing, Effect Sizes, Confidence Intervals and $p_{rep}$

Week 15  Summary
Advanced Statistics for Psychological and Behavioral Research 1

Course: PSY 511  
Instructor: TBD

Course Section: TBD  
Office:

Class Time: TBD  
Office Phone:

Class Location: TBD  
Office Hours:

E-mail:

Course Description: This course is an investigation of the advanced statistical techniques to analyze quantitative and qualitative data. Topics investigated include normality check, reliability analysis, multiple regression model, and factor analysis. Students are expected to use statistical software, SPSS, take an active role in exploring their fictional data set, presenting their findings, discussing the way to describe by referring other published articles, and interpreting their results.

Evaluation:

Exams: Students will receive two non-cumulative exams during the semester worth 35% of their overall grade.

Take-home exam: Twice during the semester, each student will receive two take-home exams regarding the computation problems. These exams will count towards 20% of the overall grade in the course.

Paper: Students will prepare an APA style paper to demonstrate their writing skills, mainly for a statistical results section and Tables/Figures section using the fictional data set. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.

Revised paper: 10% of the grade will depend on revisions of the papers.

Policies:

Examinations and Homework: Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., paper revision, take-home exam).

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.
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**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

**Class Materials:**

*Required Texts*

2. SPSS Software (17.0 or 18.0 Student version is recommended; however, any version is acceptable).

It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

**Moodle:**
The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

**Course Schedule**

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<td>How to treat missing values and outliers:</td>
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<td>Scatter plot with regression lines</td>
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<td>Grouped frequency chart or bar chart</td>
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Week 4  
**Normality check:**
- P-P plot
- Z_{skewness}
- Kolmogorov-Smirnov test
- Levene’s test
- Transforming data (Log transformation)

Chapter 5

Week 5  
**Correlations:**
- Non-parametric correlations
- Biserial correlations
- Partial correlations

Chapter 6

Week 6  
**Regression, part I:**
- Simple regression
- Assessing goodness of fit (R^2; F; SS_M; MS_M)
- Multiple regression (Forced entry)

Chapter 7

Week 7  
**Regression, part II:**
- Hierarchical regression (Residuals, DFFit)
- Stepwise multiple regression
- Multicollinearity
- VIF

Chapter 7

Week 8  
*Exam #1*

Week 9  
**Factor analysis, part I:**
- Principal component analysis
- Exploratory factor analysis
- Confirmatory factor analysis

Chapter 17

Week 10  
**Factor analysis, Part II:**
- Communality
- Eigenvalues
- Rotation
- KMO

Chapter 17

Week 11  
**Reliability analysis:**
- Item-Total analysis
- Cronbach’s alpha coefficient

Chapter 17

Week 12  
**Validity check:**
- Internal validity and external validity
- Factorial validity
- Content validity

Chapter 17
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<th><strong>Applying the fictional data set, part I:</strong></th>
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Advanced Statistics for Psychological and Behavioral Research 2

Course: PSY 512  
Instructor: TBD  
Course Section: TBD  
Office: TBD  
Class Time: TBD  
Office Phone: TBD  
Class Location: TBD  
Office Hours: TBD  
E-mail: XXX@oakland.edu

Course Description: This course is an investigation of the advanced statistical techniques to analyze longitudinal and cross-sectional, and parametric and non-parametric data. Topics investigated include ANCOVA, repeated measures ANOVA, mixed design ANOVA, MANOVA, and path analysis. Students are expected to use statistical software, SPSS, take an active role in exploring their fictional data set, presenting their findings, discussing the way to describe by referring other published articles, and interpreting their results.

Evaluation:  
Exams: Students will receive two non-cumulative exams during the semester worth 35% of their overall grade.

Take-home exam: Twice during the semester, each student will receive two take-home exams regarding the computation problems. These exams will count towards 20% of the overall grade in the course.

Paper: Students will prepare an APA style paper to demonstrate their writing skills, mainly for a statistical results section and Tables/Figures section using the fictional data set. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.

Revised paper: 10% of the grade will depend on revisions of the papers.

Policies:  
Examinations and Homework: Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., paper revision, take-home exam).

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Class Materials:

Required Texts
2. SPSS Software (17.0 or 18.0 Student version is recommended; however, any version is acceptable).

It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

Moodle:
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Course Schedule

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<td>Exploring interaction effects</td>
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<td></td>
<td>Simple effects analysis</td>
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<tr>
<th>Week 6</th>
<th><strong>One-way Repeated-measures ANOVA:</strong></th>
<th>Chapter 13</th>
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<tbody>
<tr>
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<td>SE and error bars for repeated measures designs</td>
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<td>Sphericity</td>
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<td>Mauchly’s test</td>
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<td></td>
<td>Huynh-Feldt correction</td>
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<tr>
<th>Week 7</th>
<th><strong>Factorial Repeated-measures ANOVA:</strong></th>
<th>Chapter 14</th>
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<tbody>
<tr>
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<td>Mixed design ANOVA</td>
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<tr>
<th>Week 8</th>
<th><strong>Exam #1</strong></th>
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<tr>
<th>Week 9</th>
<th><strong>Non-parametric test, part I:</strong></th>
<th>Chapter 15</th>
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<tbody>
<tr>
<td></td>
<td>Mann-Whitney test</td>
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<td></td>
<td>Wilcoxon rank-sum test</td>
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<td>Wilcoxon signed-rank test</td>
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<tr>
<th>Week 10</th>
<th><strong>Non-parametric test, part II:</strong></th>
<th>Chapter 15</th>
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<tbody>
<tr>
<td></td>
<td>Kruskal-Wallis test</td>
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<td>Friedman’s ANOVA</td>
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<tr>
<th>Week 11</th>
<th><strong>Chi-square test:</strong></th>
<th>Chapter 18</th>
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<tr>
<td></td>
<td>Residual analysis</td>
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<td>Odds ratio</td>
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<tr>
<th>Week 12</th>
<th><strong>MANOVA:</strong></th>
<th>Chapter 16</th>
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<tr>
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<td>Box’s test</td>
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<td>Pillai’s Trace</td>
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<td>Discriminant function analysis</td>
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<tr>
<th>Week 13</th>
<th><strong>Path Analysis:</strong></th>
<th>TBD</th>
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<tbody>
<tr>
<td></td>
<td>Interpreting R squared and F value</td>
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<tr>
<td></td>
<td>Developing a path model</td>
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<tr>
<th>Week 14</th>
<th><strong>Structural Equation Modeling:</strong></th>
<th>TBD</th>
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<tbody>
<tr>
<td></td>
<td>Interpreting model fitness values (e.g., RMSEA)</td>
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<td></td>
<td>Latent variables</td>
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<td>Measurement model and causal model</td>
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<tr>
<td>Week</td>
<td><strong>Summary:</strong></td>
<td>Chapters 1-18</td>
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<tr>
<td>15</td>
<td>Reviewing the relevant literatures</td>
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<td></td>
<td>Presenting the results effectively as APA format</td>
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<tr>
<td></td>
<td>Presenting the results effectively as poster format</td>
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<tr>
<td>16</td>
<td><strong>Exam #2</strong></td>
<td>None</td>
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</tbody>
</table>
Course: PSY 521  
Instructor: TBD  
Course Section: TBD  
Office:  
Class Time: TBD  
Office Phone:  
Class Location: TBD  
Office Hours:  
E-mail:  

**Course Description:** This course provides an overview of the concepts, issues, areas of research and research methods that typify the subdomains comprising the biological and basic processes. The subdomains covered in this course include physiological psychology, sensation/perception, behavioral psychology, cognitive psychology, evolutionary psychology, psycholinguistics, motivation and emotion. Representative topics include brain function, pattern recognition, conditioning, memory, sexual selection, language, consciousness and motivation.

**Evaluation:**

*Exams:* Students will receive two non-cumulative essay exams during the semester worth 35% of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

*Paper:* Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.

*Presentation:* Twice during the semester, each student will be responsible for summarizing one of the week’s required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards 30% of the overall grade in the course.

**Policies:**

*Examinations and Homework:* Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

*Special Considerations:* Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

*Independent Work:* I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing
information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

**Class Materials:**

*Readings:*
A course packet will be made available consisting of representative publications in each topic area discussed during the semester. It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

*Moodle:*
The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

**SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>READINGS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1,2</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>Weeks 3,4</td>
<td>Sensation and Perception</td>
<td></td>
</tr>
<tr>
<td>Weeks 5,6</td>
<td>Behavioral Psychology</td>
<td></td>
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<tr>
<td>Weeks 7,8</td>
<td>Cognitive Psychology</td>
<td></td>
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<tr>
<td>Weeks 9,10</td>
<td>Psycholinguistics</td>
<td></td>
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<tr>
<td>Weeks 11,12</td>
<td>Evolutionary Psychology</td>
<td></td>
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<tr>
<td>Weeks 13,14</td>
<td>Motivation and Emotion</td>
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</tbody>
</table>

*Each class session (two sessions per week), the class will read and discuss one or two empirical articles and one or two theoretical/review articles published in a peer-reviewed, scholarly journal and addressing the topics indicated. These articles will be selected by the professor and will be included in the required course packet. Thus, Weeks 1 and 2 will include four classes that address the area of physiological psychology, and the readings will include between 4 and 8 empirical articles and between 4 and 8 theoretical articles over the two-week period.*
Proseminar in Social and Behavioral Processes

Course: PSY 531  
Instructor: TBD  
Course Section: TBD  
Office:  
Class Time: TBD  
Office Phone:  
Class Location: TBD  
Office Hours:  
E-mail:  

Course Description: This course provides an overview of the concepts, issues, areas of research, and research methods that typify the subdomains comprising social and behavioral processes. The subdomains covered in this course include social psychology, individual differences and personality, developmental psychology, community psychology, behavioral analysis and psychopathology, health psychology, and cross-cultural psychology. Representative topics include social influence, persuasion, personality traits, intelligence, parent-child relationships, sense of community and public health outcomes, behavioral assessments of narcissistic personality disorder, personality correlates of coronary heart disease, cross-cultural similarities and differences in post-traumatic growth.

Evaluation:  
**Exams:** Students will receive two non-cumulative essay exams during the semester worth 35% of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.  
**Paper:** Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.  
**Presentation:** Twice during the semester, each student will be responsible for summarizing one of the week’s required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards 30% of the overall grade in the course.

Policies:  
**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).  
**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.
**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

**Class Materials:**

**Readings:**
A course packet will be made available consisting of representative publications in each topic area discussed during the semester. It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

**Moodle:**
The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

**SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT and READINGS</th>
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<tbody>
<tr>
<td><strong>Weeks 1,2</strong></td>
<td>Social Psychology</td>
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| **Weeks 3,4**  | Individual Differences and Personality |


**Weeks 5,6  Developmental Psychology**


**Weeks 7,8  Community Psychology**


**Weeks 9,10  Behavioral Analysis and Psychopathology**


**Weeks 11,12  Health Psychology**


**Weeks 13,14  Cross-Cultural Psychology**


Neuroanatomy, Brain Development, and Neural Plasticity

**Course**: PSY 624  
**Instructor**: Keith Williams  
**Office**: 224 Pryale Hall  
**Office Phone**: 248-370-2308  
**Office Hours**: TBD  
**E-mail**: william9@oakland.edu

**Course Description**: This course will explore the biological foundations of behavior and introduce the student to the field of neuroscience. Foundation topics include neural signaling and neuroanatomy, brain development, and neural plasticity. Exploration topics may include language, sleep, emotion, sexual behavior, and memory.

**Evaluation**

*Exams*: Students will receive 3 non-cumulative exams during the semester. The exams will primarily consist of short answer/essay questions. The exams will be worth 35% of the overall course grade.

*Literature Review Paper*: Students will be required to write a literature review paper (approx. 15-20 pages) on a topic of interest using the neuroscience perspective to explain behavior. You will need at least 10 recent peer-reviewed empirical articles to complete this paper. The paper will be worth 35% of the overall course grade.

*Oral Presentation*: Students will be required to choose a journal article from the literature review paper and give a 15-20 min oral presentation of the article. The article will be presented in a conference style format as though you were the author of the paper. Thus, you will need a detailed understanding of the article, its potential flaws, and present ideas for future directions of research. The oral presentation will be worth 20% of the overall course grade.

*Participation*: On certain days, we will have planned discussion of selected journal articles. I will ask you to turn in 3 written questions on the journal article(s). The quality of your questions and your contributions to all discussion will contribute to the participation component. The participation component will be worth 10% of the overall course grade.

**Policies**

*Examinations and Homework*: Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam.
**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services.

**Academic Conduct:** Students are expected to conduct themselves in a manner conducive to an environment of academic integrity and respect for the educational process and the safety and well-being of all members of the community. Adherence to the Student Code of Conduct will be expected; violations of this code (e.g., plagiarism, cheating) will be reported to the Dean of Students. The Code of Academic and Student Conduct can be found at [http://www4.oakland.edu/?id=68&sid=75](http://www4.oakland.edu/?id=68&sid=75).

**Attendance Policy:** Although I will not take a “roll call”, class attendance is encouraged and part of your grade depends upon the quality of your participation in class discussion. Consequently, students are expected to come to class each day prepared to contribute to class discussion of the material.

**Class Materials:**

*Required Texts*


Journal readings will be distributed as PDF articles posted on Moodle.

*Moodle:*

The Moodle resources will be used in this class. On the Moodle site, students can access course documents (e.g., syllabus), class readings, grades, etc.

**Tentative Topic/Course Schedule**

**Neural Signaling and Neuroanatomy**

Chapter Readings:

- 2. Electrical Signals of Nerve Cells
- 3. Voltage-Dependent Membrane Permeability
- 4. Channels and Transporters
- 7. Molecular Signaling within Neurons
- 5. Synaptic Transmission
- 6. Neurotransmitters, Receptors, and Their Effects
- 9. The Somatic Sensory System
- 17. Upper Motor Neuron Control of the Brainstem and Spinal Cord
- 18. Modulation of Movement by the Basal Ganglia

**Exam 1**

**Brain Development and Neural Plasticity**

Chapter Readings:

- 22. Early Brain Development
- 23. Construction of Neural Circuits
- 8. Synaptic Plasticity
24. Modification of Brain Circuits as a Result of Experience
25. Repair and Regeneration in the Nervous System

Exam 2

Complex Brain Functions
Chapter Readings:
  27. Speech and Language
  28. Sleep and Wakefulness
  29. Emotions
  30. Sex, Sexuality, and the Brain
  31. Memory

Oral Presentations (during last week of class)

Exam 3 (on final exam date determined by OU course schedule)
Evolutionary Psychology and Animal Behavior

Course: PSY 652
Course Section: TBD
Class Time: TBD
Class Location: TBD

Instructor: Todd K. Shackelford
Office: 112 Pryale Hall
Office Phone: 248-370-2285
Office Hours: TBD
E-mail: XXX@oakland.edu
Web: www.ToddKShackelford.com

Course Description: This course is an investigation of the key concepts, questions, and research issues related to the evolution of the mechanisms of mind and behavior in humans and non-humans. Topics investigated include mating, parenting, social exchange, and violence. Students are expected to take an active role in presenting, discussing, and developing the topics under consideration.

Evaluation:
Exams: Students will receive two non-cumulative essay exams during the semester worth 35% of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

Paper: Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards 35% of the overall grade in the course.

Presentation: Twice during the semester, each student will be responsible for summarizing one of the week’s required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards 30% of the overall grade in the course.

Policies:
Examinations and Homework: Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within one week of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.
**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

**Class Materials:**

*Required Texts*


It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

**Moodle:**
The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

**Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT (chapter title)</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course; discussion sign-up</td>
<td>None</td>
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<tr>
<td>Week 2</td>
<td><strong>Darwin’s dangerous idea, part I:</strong></td>
<td>Dennett, chapters 1-4</td>
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<td>Tell me why</td>
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<td></td>
<td>An idea is born</td>
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<td></td>
<td>Universal acid</td>
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<td></td>
<td>The tree of life</td>
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<tr>
<td>Week</td>
<td>Reading Material</td>
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</table>
| **Week 3** | **Darwin’s dangerous idea, part II:**  
The possible and the actual  
Threads of actuality in design space  
Priming Darwin’s pump  
Biology is engineering |
| **Week 4** | **Darwin’s dangerous idea, part III:**  
Searching for quality  
Bully for Brontosaurus  
Controversies contained |
| **Week 5** | **Darwin’s dangerous idea, part IV**  
The cranes of culture  
Losing our minds to Darwin  
The evolution of meanings |
| **Week 6** | **Darwin’s dangerous idea, part V:**  
The emperor’s new mind, and other fables  
On the origin of morality  
Redesigning morality  
The future of an idea |
| **Week 7** | Exam #1 |
| **Week 8** | **Foundations of evolutionary psychology, part I:**  
The emergence of evolutionary psychology  
Conceptual foundations of evolutionary psychology  
Life history theory and evolutionary psychology  
Domain specificity and intuitive ontology |
| **Week 9** | **Foundations of evolutionary psychology, part II:**  
Methods of evolutionary sciences  
Controversial issues in evolutionary psychology  
Survival:  
Locating places  
Adaptations to predators and prey  
Adaptations to dangers from humans |
Week 10  **Mating:**  Buss, Chapters 10-13
- Fundamentals of human mating strategies
- Physical attractiveness in adaptationist perspective
- Adaptations to ovulation
- Female infidelity and sperm competition
- Sexual coercion

Week 11  **Parenting & kinship:**  Buss, Chapters 15-19
- Cooperation and conflict among kin
- Evolution of paternal investment
- Parental investment and parent-offspring conflict

Week 12  **Group living, part I:**  Buss, Chapters 20-23
- Neurocognitive adaptations for social exchange
- Aggression
- Managing in group and outgroup relationships
- Dominance, status, and social hierarchies

Week 13  **Group living, part II**  Buss, Chapters 25-26
- The evolution of cognitive bias
- The evolution of morality

Week 14  **Evolutionizing traditional areas of psychology,**  Buss, Chap 27-30
  **part I:**
  - Cognitive psychology
  - Social psychology
  - Developmental psychology
  - Personality psychology

Week 15  **Evolutionizing traditional areas of psychology,**  Buss, Chapters 31-34
  **part II:**
  - Biological function and dysfunction
  - Evolutionary psychology and mental health
  - Literature and evolutionary psychology
  - Evolutionary psychology and the law
  - Review paper/research proposal due

Week 16  **Exam #2**  None
Advanced Topics in Statistics for Psychological and Behavioral Research:
Multivariate Analysis of Variance

Course: PSY 711
Course Section: TBD
Class Time: TBD
Class Location: TBD

Instructor: Debra McGinnis
Office: 119 Pryale Hall
Office Phone: 248-370-2319
Office Hours: TBD
E-mail: XXX@oakland.edu

Course Description: This course addresses advanced Analysis of Variance procedures typical of experimental approaches in Psychology: Multivariate Analysis of Variance, Analysis of Covariance, and Repeated Measures Analysis of Variance (two factor, three factor), extending conceptual and computational knowledge obtained in Statistics I (Psy 511) and Statistics II (Psy 512). Covered extensively are the analyses of main effects, simple effects, interactions, error, and power.

Required Texts

Evaluation

Labs: Students will receive 8 laboratory assignments designed to enhance comprehension of the mathematical computation of ANOVA procedures; the use of these procedures in research; the interpretation of statistical outcomes (e.g., main effects, interactions, and the meaning of various relevant quantities commonly produced by statistical software). Labs will be completed using Statistical Software (e.g., SPSS, SAS, R, or Data Desk). Lab assignments will be graded on a 0-100 scale, and will comprise 20% of each student’s overall grade.

Paper: Students will prepare an APA style review paper describing recent publications relevant to a topic included in this course. Examples of suitable topics are power and multivariate analysis of variance, post hoc comparisons, or an analysis of a particular multivariate approach to address issues in a specific subdomain in psychology. Students should plan on reading extensively in Quantitative Psychology journals (e.g. Multivariate Behavioral Research, Applied Psychological Measurement, Psychometrika, and/or The British Journal of Mathematical and Statistical Psychology). The paper will be at least eight pages in length. Students will prepare a Power Point Presentation, so they can share their findings and perspectives with their classmates. The paper will be graded on a 0-100 scale, and it will count towards 30% of the overall grade in the course, with 5% of the 30% reflecting the quality of the class presentation.
**Exams:** There will be three exams, requiring data analysis and interpretation. Tests may include questions requiring the use of Statistical Software or manual computations. Each of the three exams will be graded on a 0-100 scale, and will count towards 45% of each student’s overall grade.

**Policies**

**Due Dates:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to laboratory and paper assignments.

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

**Independent Work:** All of the work submitted must reflect each student’s own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by Oakland University’s Academic Conduct Committee. Students are referred to the policies available by viewing the Student Handbook online. [http://www.oakland.edu/handbook/](http://www.oakland.edu/handbook/)

**Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course; Review of Experimental Design</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Variance estimates, estimating treatment magnitude, power, effect sizes</td>
<td>Chapter 2, 3, 4</td>
</tr>
<tr>
<td>Week 3</td>
<td>Analytical comparisons, orthogonal comparisons, orthogonal polynomials</td>
<td>Chapter 6, 8</td>
</tr>
<tr>
<td>Week 4</td>
<td>Factorial designs, estimating population and treatment quantities</td>
<td>Chapter 9, 10</td>
</tr>
<tr>
<td>Week 5</td>
<td>Detailed analyses of main effects and simple effects</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 6</td>
<td><em>Exam #1</em></td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>Week 7</td>
<td>Interactions, analyzing partial interactions, unequal sample sizes</td>
<td>12, 13</td>
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<tr>
<td>Week 8</td>
<td>Randomized Blocks, Analysis of Covariance, Choosing between RB and ANCOVA</td>
<td>14</td>
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<tr>
<td>Week 9</td>
<td>Within Subjects Designs: Computing WS ANOVAs, Estimating treatment effects mathematically, removing practice effects from the error term</td>
<td>15, 16</td>
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<td>Week 10</td>
<td>Mixed Two-Factor Within Subjects Design: Overall ANOVA, simple effects involving the repeated factor, and simple effects involving the nonrepeated factor, analysis of interaction comparisons</td>
<td>17, 18</td>
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<tr>
<td>Week 11</td>
<td>Exam #2</td>
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<tr>
<td>Week 12</td>
<td>Higher Order Factorial Experiments: Three-way factorial designs, estimating treatment magnitude, analyzing simple interactions, interaction contrasts</td>
<td>19, 20</td>
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<tr>
<td>Week 13</td>
<td>Additional Higher-Order Design Topics: Treatment effects in higher order designs, designating error terms</td>
<td>21, 22</td>
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*Multivariate ANOVA literature review due*

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<thead>
<tr>
<th>Week 14</th>
<th>Student Presentations of Multivariate ANOVA topics</th>
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<tr>
<td>Week 15</td>
<td>Student Presentations of Multivariate ANOVA topics</td>
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<tr>
<td>Week 16</td>
<td>Exam #3</td>
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*Note: Exam Content will include information from Student Presentations*
Appendix B: Faculty Qualifications

Faculty in the Department of Psychology have been successful in publishing peer-reviewed work and in securing external funding to support this research. In addition, faculty have received numerous prestigious awards recognizing research productivity and contributions to psychological science, including election as Fellows of the Association for Psychological Science and the American Association for the Advancement of Science. Faculty have published over 430 peer-reviewed articles and have secured over $4,500,000 in external grants and contracts.

A brief summary of each faculty member’s professional activities are provided below. Additional information about faculty academic and professional activities can be found in the “faculty annual report manager” at the Oakland University website for Academic Affairs [www.oakland.edu/?id=4488&sid=175](http://www.oakland.edu/?id=4488&sid=175) or at the Oakland University website for the Department of Psychology [www.oakland.edu/?id=15736&sid=380#FullTime](http://www.oakland.edu/?id=15736&sid=380#FullTime).

**Ranald D. Hansen, Professor**
Ranald Hansen’s research on social cognition and emotion has been funded by both the National Science Foundation and the National Institutes of Health and recognized for research excellence. Recently he has focused on processes for promoting innovation and entrepreneurism.
Ranald Hansen has had experience in graduate education at both the M.S. and Ph.D. levels, serving on multiple dissertation and thesis committees.

**Andrea T. Kozak, Assistant Professor**
Andrea Kozak’s research is oriented toward determining whether low distress tolerance (i.e., the inability to withstand aversive physiological and emotional states) contributes to weight gain before and after weight loss treatment. She is interested in the relationship between body mass index and health-related quality of life (HRQoL), and has begun to examine the association between HRQoL and heart failure, a cardiovascular disease in which the heart becomes enlarged and is unable to pump blood adequately.

**Mary B. Lewis, Associate Professor**
Mary Lewis’s research is focused on examining parent-adolescent relationships as contexts for adolescent development. Her research examines the way in which prosocial behavior is socialized in the framework of the family environment and the role of parental separation anxiety in adolescent socioemotional development during the transition to college.
Mary Lewis has had experience in graduate education at the M.S. level, serving on thesis committees.

**Sylvie Adeline Lombardo, Associate Professor**
Sylvie Lombardo’s work is centered on conducting community-based research and delivering services in a variety of settings, including the juvenile justice system, homeless shelters, grass root organizations, school-based mental health programs, and inpatient and outpatient hospital settings. Her research focuses on the measurement of sexual and
reproductive health, the impact of relationship contexts on sexual health, and the similarities in sexual health-related issues and service utilization across several aspects of sexual orientation.

**Debra Q. McGinnis, Associate Professor**
Debra McGinnis explores language comprehension in adulthood, with an emphasis on comparing adults around 70 years (young-old) with those around 80 years (old-old). Her research has explored the role of inferential processes during comprehension and how age differences in inferential processes may affect comprehension, particularly when young-old adults are compared to old-old adults. In addition, she has examined metacomprehension, proverb comprehension, and epistemic cognition in undergraduates.

**Scott M. Pickett, Assistant Professor**
Scott Pickett’s research interests include identifying risk factors and consequences of psychological trauma. He employs experimental paradigms to investigate cognitive and behavioral vulnerabilities for psychopathology, emotion regulation, and sleep disruption as mechanisms of risk and resiliency for those exposed to psychological trauma. His research is aimed at further understanding the development and maintenance of anxiety disorders and improving treatments for these disorders.

**Dean G. Purcell, Professor**
Dean Purcell’s research examines cognitive influences on very early visual perception. These include the detection of meaningful stimuli such as faces and 3-dimensional objects, and the early visual processing of emotional faces. He is a fellow of the American Association for the Advancement of Science and of the Association for Psychological Science.

**Michele Parkhill Purdie, Assistant Professor**
Michele Parkhill Purdie’s primary research interests concern the social psychological processes involved in the relationship between alcohol and sexual assault perpetration, victimization, and AIDS-risk behaviors. She has established a program of research that focuses on both survey and experimental methodologies in examining how alcohol influences past sexual assault perpetration, the likelihood of engaging in sexual assault perpetration in the future, and the likelihood of engaging in sexual intercourse without a condom.

**Lakshmi Raman, Assistant Professor**
Lakshmi Raman’s research focuses on children and adults’ theories of health. One line of research examines the causal factors children and adults entertain in the manifestation of physical illnesses. A second line of research examines children’s and adults’ understanding of the impact of nutrition on health.

**Todd K. Shackelford, Professor**
Todd Shackelford’s research addresses sexual conflict between men and women, with a special focus on testing hypotheses derived from sperm competition theory. Within the area of sexual conflict, Shackelford has investigated jealousy, infidelity, intimate partner
violence, sexual coercion, and homicide. In another area of research, Shackelford also investigates the evolutionary origins of religion and religious beliefs. Todd Shackelford has had extensive experience with graduate education at both the M.S. and Ph.D. levels as a program director, major thesis and dissertation advisor, and committee member for numerous graduate students.

**Cynthia M. Sifonis, Associate Professor**
Cynthia Sifonis’s research interests can be broadly construed as examining the interaction between category knowledge and category use. Of specific interest is how people use their knowledge of the world to generate new ideas. This interest is manifested in examining how the representation of existing knowledge interacts with the representation of the problem domain during analogical problem solving and idea generation to affect the creativity and practicality of generated solutions to a problem.

**Robert B. Stewart, Jr., Professor**
Robert Stewart’s research has focused on attachment relationships within the family. He has investigated the ontogeny of sibling attachment bonds, the similarities and differences in sibling, best friend, and significant other bonds, and the role of sibling relationships across the life-span. His most recent research is centered on an investigation of enduring intimate relationships. Robert Stewart has had significant experience with graduate education at the M.S. level as a thesis advisor, and committee member for multiple graduate students.

**Kanako Taku, Assistant Professor**
Kanako Taku has conducted quantitative and qualitative research on how people may or may not change psychologically, cognitively, socially, and spiritually after a traumatic event. Her research has centered on the construct of posttraumatic growth, personal growth experienced as a result of the struggle with major life crises or traumatic events. She has published a Japanese version of the Posttraumatic Growth Inventory. Her recent research interests include the ways posttraumatic growth is manifested or observed in different cultural backgrounds. Kanako Taku has had experience in graduate education at the M.S. level, serving on thesis committees.

**Jennifer Vonk, Assistant Professor (start Fall, 2011)**
Jennifer Vonk’s several programs of research are tied together by the common goal of understanding the phylogeny and ontogeny of human cognitive processes. Her primary research focuses on the extent to which non-humans share the human capacity for abstract thought, in the absence of human-like language. Additional research investigating early fraction learning is funded by the National Science Foundation. Jennifer Vonk has had significant experience with graduate education at both the M.S. and Ph.D. levels as a major thesis and dissertation advisor, and committee member for multiple graduate students.
Keith L. Williams, Associate Professor
Keith Williams’ research is focused on using rodent models to bridge the gap between the behavioral and biological components that modulate alcohol consumption and addiction. His interests include the pharmacological and behavioral mechanisms of drug reinforcement, drug craving, and drug discriminative stimulus properties. He is also interested in the influence of exercise and hormones on drug self-administration and contribution of food intake mechanisms on drug consumption.

Virgil Zeigler-Hill, Assistant Professor (start Fall, 2011)
Virgil Zeigler-Hill’s research interests include self-concept, fragile self-esteem, narcissism and interpersonal relationships. His recent work has focused on links between self-esteem and narcissism. Virgil Zeigler-Hill has had extensive experience with graduate education at both the M.S. and Ph.D. levels as a major thesis and dissertation advisor, and committee member for numerous graduate students.