

**GRADUATE PROGRAM PROPOSAL**

**M.S. in Psychology**

**Ph.D. in Psychology**

**Submitted by the faculty of the Department of Psychology**

**College of Arts and Sciences Governance**

**CAS Graduate Committee on Instruction**

**Date Submitted: February 18, 2011**

**Date Approved: March 3, 2011**

**CAS Assembly**

**Date Submitted: March 9, 2011**

**Date Approved: April 12, 2011**

**University Governance**

**Date Submitted: August 11, 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: (1) 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 (2) successful admission to and completion of a Ph.D. program in psychology. The Ph.D. degree will prepare 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 M.S. degree advantages students seeking entry into these careers or advancement in 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: (1) biological and basic processes and (2) 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 students for academic positions that provide the opportunity to conduct and publish original research and to instruct 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 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 intradisciplinary boundaries that are becoming progressively less 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, therefore, is well positioned 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 entrepreneurship 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 research 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 10-year period 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 considered alongside the findings indicating that national production of Ph.D.s in psychology has remained flat for the past five years, implies 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 interdisciplinary research initiatives. This would be particularly true of a program, such as that proposed here, which embraces interdisciplinary 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 a variety of industry careers. The demand for well-trained people, holding M.S. and Ph.D. degrees in psychology, is 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 is expected 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, healthcare, 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 program 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 M.S. degree program and 4 applicants into the Ph.D. degree program (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 program is reached at the onset of the third year; full initial capacity of 12 students (6 in each concentration) for the Ph.D. program is reached at the onset of the third year.

The proposed graduate program was designed to achieve maximum efficiency while maintaining flexibility. This largely results from (1) leveraging commonalities across the M.S. and Ph.D. courses of study (2) the design of exposure to the core curriculum (PSY 501 – PSY 531), and (3) 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 a 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
PSY 631-39/51-59	SBP Seminar	PSY 631-39/51-59	SBP Seminar
PSY 631-39/51-59	SBP Seminar	PSY 631-39/51-59	SBP 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, doctoral 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.

**(2) Catalog Copy****DEPARTMENT OF PSYCHOLOGY**

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**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 faculty offices, student facilities and most laboratories of the Department of Psychology, are housed in Pryale Hall. The faculty members in Psychology are engaged in a wide variety of research programs spanning (1) basic and biological processes as well as (2) social and behavioral processes.

## **• 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) biological and basic 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 Concentration** 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 intradisciplinary boundaries that are becoming progressively less defined. When it is appropriate to a student's plan of study or program of research, the student will be encouraged to complete coursework in adjacent disciplines (e.g., biological sciences, mathematics, engineering). The program prepares graduates for a position in academia in which they will conduct and publish original research, in addition to instructing 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 study and 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 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 ensure each applicant's background is sufficient for admission.

This review will emphasize applicants' academic exposure to the content of psychological science as well as the research methods and statistical analyses used in psychological science. Weight also will be given to academic performance in closely related areas such as biological and social sciences. Students with an undergraduate major outside of psychology in a closely related area, such as biological science or social science, and documented aptitude for graduate work in psychology, will be considered for admission. In some cases, admission or degree completion may be contingent upon completion of additional coursework in another social science, biological science, mathematics and statistics, or psychology. 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 the major and in upper division courses. Applicants should have a minimum cumulative G.P.A. of 3.0. 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 masters 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 Program 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 (B) 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 M.S. thesis, and successful completion and oral defense of a dissertation. 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.

## Course Requirements (80)

### a. Core requirements (28)

PSY501	Adv. Methods for Psych. and Behavioral Research 1	4
PSY511	Adv. Stat. for Psych. and Behavioral Research 1	4
PSY502	Adv. Methods for Psych. and Behavioral Research 2	4
PSY512	Adv. Stat. for Psych. and Behavioral Research 2	4
PSY521	Proseminar in Biological and Basic Processes	4
PSY531	Proseminar in Social and Behavioral Processes	4
PSY691	Master of Science Thesis	4

### b. 600-Level Concentration Distribution Requirement (20)

#### *Biological & Basic Processes Concentration:*

Four (4) in-concentration 600-level courses  
(PSY621-PSY624, PSY651-PSY656\*) 16

One (1) out-concentration 600-level course  
(PSY631-PSY634, PSY651-PSY656\*) 4

#### *Social & Behavioral Processes Concentration:*

Four (4) in-concentration 600-level courses  
(PSY631-PSY634, PSY651-PSY656\*) 16

One (1) out-concentration 600-level course  
(PSY621-PSY624, PSY651-656\*) 4

### c. Electives (16)

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

PSY 790	Doctoral Dissertation Research (1-12 per semester)	at least 16
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\* 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. Within the first two years, each student will be expected to identify an Advising Committee (faculty advisor plus two additional faculty members). 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. The Advising Committee may serve as the student's Dissertation Committee.

**Comprehensive Examination**

Typically, with the consent of their Advising Committee, students will sit for the comprehensive examination in the second or third year of the program. If two of the three members of the Advising Committee approve (P) the student's performance on the comprehensive examination, the student will be considered as having successfully completed the examination. If the student does not pass the examination, the Advising 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. Ordinarily, students will not sit for the comprehensive examination in the same term that they complete and defend their Master of Science (M.S.) thesis.

**Master of Science Thesis**

Typically, with the consent of their Advising Committee, students will complete and defend a Master of Science (M.S.) thesis in the second or third year of 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 masters 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. Ordinarily, students will not sit for the comprehensive examination in the same term that they complete and defend their Master of Science (M.S.) thesis.

Acceptance of the thesis by Graduate Study and Lifelong Learning requires favorable recommendations by the Advising Committee and the Department of Psychology 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 members from the Department of Psychology. When it is appropriate to the student's plan of study and approved by the student's major advisor, an outside scholar or expert may be substituted for one of the faculty members from the Department of Psychology. The Dissertation Committee will guide the student's dissertation research and creation of the dissertation. A majority 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 (P) the candidate's defense of the dissertation by a majority vote.

## **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 the Department of Psychology 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 for at least 1 credit each semester in the academic year to maintain active graduate student status. This includes semesters in which the comprehensive exam is

taken, defense of the M.S. thesis, 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 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 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. M.S. students are strongly encouraged to maintain a course load of at least two courses in each term.

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

employment 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 study and 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 ensure each applicant's background is sufficient for admission. This review will emphasize applicants' academic exposure to the content of psychological science as well as the research methods and statistical analyses used in psychological science. Weight also will be given to academic performance in closely related areas such as biological and social sciences. Students with an undergraduate major outside of psychology in a closely related area, such as biological science or social science, and documented aptitude for graduate work in psychology, will be considered for admission. In some cases, admission or degree completion may be contingent upon completion of additional coursework in another social science, biological science, mathematics and statistics, or psychology. 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 the major and in upper division courses. Applicants should have a minimum cumulative G.P.A. of 3.0. 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 above. Courses graded Pass/Fail or Credit/Non-Credit are not transferable. Only courses designated graduate 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 as determined 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). With the permission of the student's Masters Committee (see below), a student may complete a Master of Science Thesis (PSY 691) rather than a Master of Science Project (PSY 690). 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.

### **Masters Committee**

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

### **Course Requirements (36)**

#### **a. Core requirements (24)**

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PSY501	Adv. Methods for Psych. and Behavioral Research 1	4
PSY511	Adv. Stat. for Psych. and Behavioral Research 1	4
PSY502	Adv. Methods for Psych. and Behavioral Research 2	4
PSY512	Adv. Stat. for Psych. and Behavioral Research 2	4
PSY521	Proseminar in Biological and Basic Processes	4
PSY531	Proseminar in Social and Behavioral Processes	4

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#### **b. 600-Level Concentration Requirements (8)**

Two (2) 600-level seminar courses (PSY621-PSY656)	8
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**c. Master of Science Project/Thesis (4)**

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PSY 690	Master of Science Project	4
or		
PSY 691	Master of Science Thesis	4

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**Additional Requirements**

Students will be encouraged to participate in research teams involving faculty, other graduate 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.

## 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, and factor analysis. Students are expected to use statistical software, take an active role in data exploration, and 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, and 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 successful 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)**

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 include theory of mind, causal reasoning, memory, metacognition, self-recognition, tool use, planning, cooperation, and social learning. Research discussed covers 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 intensive 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 similarities and differences in trauma experiences. Topics include the universal and culture-specific aspects of trauma, coping strategies, 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 Masters Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

**Prerequisite: Permission of Masters Committee**

**PSY 691 Master of Science Thesis (4)**

Research approved by Advising or Masters Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

**Prerequisite: Permission of Advising or Masters Committee**

**PSY 701 Advanced Topics in Methods of Psychological and Behavioral Research Design (4)**

Intensive examination of design and methodological issues specific to advanced research problems in psychological science.

**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 psychological science.

**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 broad inter- and intra-disciplinary experience and knowledge as well as expertise in a particular subdiscipline addressing how social and biological factors combine to influence behavior. Graduates will also receive training emphasizing openness to exploring new ideas and new methods of conducting research. The combination of knowledge and training will provide the graduates with the flexibility to 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, 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 conduct 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 the social and behavioral sciences 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). They will also learn 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 applied to and, if so, were accepted into a Ph.D. program and, if so, whether they feel they received the skills and knowledge 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 Masters level) or as a research psychologist (e.g., conducting behavioral research or statistical analyses for a corporation) and whether they felt they received the skills and knowledge necessary to succeed at their jobs.

The survey sent to Ph.D. graduates will ask whether they secured an appointment in an academic position. The survey will also ask whether they feel 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 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 biological and 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, methodological approach taken, interpretation of the results, etc. are appropriate and 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 mentor undergraduates in a research setting. For 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 responsible for the research lab will also submit an evaluation of the graduate student's performance mentoring students in the research lab.

**Performance teaching undergraduate courses:** Graduates' performance as instructors in undergraduate courses will be assessed through end-of-semester student evaluations.

**Performance in Teaching of Psychology Course:** Graduate student performance in the (elective) Teaching of Psychology course will 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 an author will be monitored to assess 1) the student's progress as a researcher 2) the degree to which they engage in inter- or intra-disciplinary research, 3) they degree to which they have developed and maintained expertise in a content area, and 4) 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 Committee.

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 Assessment Committee will then prepare a report summarizing the results.

Assessment of the Masters projects/theses and Ph.D. dissertations and student publications/presentations will be the responsibility of the faculty member advising the student and at least one other faculty member with expertise in the research area relevant to the project/thesis or dissertation. The Assessment Chair will be responsible for collection and analyses of these data.

Assessment of performance in the faculty research labs, undergraduate instruction, and work in the (elective) Teaching of Psychology course will be the responsibility of the Assessment Committee. Evaluations of performance in faculty research laboratories and instruction of undergraduate courses will 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 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 Assessment 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**



**Kresge Library**  
Rochester, Michigan 48309-4401

*A teaching library with an outstanding student-centered  
information literacy program*

## 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**

<b>SCImago Subject Area</b>	<b>Library's Holdings - Top 50 Most- Cited Titles</b>	<b>Library's Holdings - Top 25 Most- Cited Titles</b>
Experimental and Cognitive Psychology	80%	80%
Neurological and Physiological Psychology	53%	60%
General Psychology	75%	84%
Social Psychology	60%	72%
Developmental and Educational Psychology	78%	88%

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* (18<sup>th</sup> 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* (5<sup>th</sup> 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**

Title	Publisher/Access
Acta Psychologica	Elsevier(ScienceDirect)
Adaptive Behavior	Sage
Adolescence (ceased publication)	Libra Publishers
Advances in Child Development and Behavior	Elsevier(ScienceDirect)
Advances in Cognitive Psychology	PubMed Central
Advances in Experimental Social Psychology	Elsevier(ScienceDirect)
Advances in the Study of Behavior	Elsevier(ScienceDirect)
Aggressive Behavior	Wiley-Blackwell
American Journal of Community Psychology	Springer
American Journal of Orthopsychiatry	American Psychological Association
American Journal of Psychiatry	American Psychiatric Publishing
American Journal of Psychology	University of Illinois Press
American Psychologist	American Psychological Association
Annals of Behavioral Medicine	Lawrence Erlbaum Associates
Annual Review of Psychology	Annual Reviews
Applied Cognitive Psychology	Wiley-Blackwell
Applied Ergonomics	Elsevier(ScienceDirect)
Applied Psycholinguistics	Cambridge UP
Applied Psychological Measurement	SAGE
Attention, Perception and Psychophysics	Psychonomic Society
Behavior Genetics	Springer
Behavior Therapy	Elsevier(ScienceDirect)
Behavioral and Brain Sciences	Cambridge University Press
Behavioral Neuroscience	American Psychological Association
Behavioral Sciences and the Law	Wiley-Blackwell
Behaviour Research and Therapy	Elsevier(ScienceDirect)
Biological Psychology	Elsevier(ScienceDirect)
Brain and Cognition	Elsevier(ScienceDirect)
Brain and Language	Elsevier(ScienceDirect)
British Journal of Educational Psychology	British Psychological Society/Wiley-Blackwell
British Journal of Mathematical and Statistical Psychology	British Psychological Society/Wiley-Blackwell
British Journal of Psychiatry	Royal College of Psychiatrists/Highwire
British Journal of Psychology	British Psychological Society/Wiley-Blackwell
British Journal of Social Psychology	British Psychological Society/Wiley-Blackwell
Canadian Journal of Experimental Psychology	APA PsycArticles
Canadian Psychology, Psychologie Canadienne	Canadian Psychological Assoc./APA PsycArticles
Child Abuse and Neglect	Elsevier(ScienceDirect)
Child Development	Wiley-Blackwell
Childhood Education	Assoc. for Childhood Ed. Intrntnl/Academic OneFile
Clinical Psychology Review	Elsevier(ScienceDirect)
Cognition	Elsevier(ScienceDirect)
Cognitive Development	Elsevier(ScienceDirect)
Cognitive Linguistics	Mouton de Gruyter
Cognitive Psychology	Elsevier(Elsevier(ScienceDirect))
Cognitive Science	Wiley-Blackwell
Cognitive Systems Research	Elsevier(ScienceDirect)

Computers in Human Behavior	Elsevier(ScienceDirect)
Consciousness and Cognition	Elsevier(ScienceDirect)
Counseling Psychologist	SAGE
Criminal Justice and Behavior	SAGE
Criminology	Wiley-Blackwell
Current Psychology Letters: Behaviour, Brain and Cognition	Open access
Development and Psychopathology	Cambridge University Press
Developmental Psychology	American Psychological Association
Developmental Review	Elsevier(ScienceDirect)
Early Childhood Research Quarterly	Elsevier(ScienceDirect)
Educational and Psychological Measurement	SAGE
Educational Psychology Review	Springer
Emotion, Space and Society	Elsevier(ScienceDirect)
Evolution and Human Behavior	Elsevier(ScienceDirect)
Exceptional Children	Council for Exceptional Children/WilsonSelect
Experimental and Clinical Psychopharmacology	American Psychological Association
Experimental Psychology	APA PsycArticles
Forum der Psychoanalyse	Springer
Gesture	Communication & Mass Media Complete
Health Psychology	American Psychological Association
Human Development	McGraw-Hill - Dushkin
Human Resource Management	Wiley-Blackwell
Infant Behavior and Development	Elsevier(ScienceDirect)
Intelligence	Elsevier(ScienceDirect)
International Journal of Human Computer Studies	Elsevier(ScienceDirect)
International Journal of Psychoanalysis	Institute of Psychoanalysis/Wiley-Blackwell
International Journal of Psychology and Psychological Therapy	Open access
International Journal of Psychophysiology	Elsevier(ScienceDirect)
Journal of Abnormal Psychology	American Psychological Association
Journal of Applied Behavior Analysis	Society for the Experimental Analysis of Behavior
Journal of Applied Behavioral Science	SAGE
Journal of Applied Psychology	American Psychological Association
Journal of Applied Social Psychology	Wiley-Blackwell
Journal of Autism and Developmental Disorders	Springer
Journal of Behavioral Medicine	Springer
Journal of Child Psychology and Psychiatry (and Allied Disciplines)	Wiley-Blackwell
Journal of Classification	Springer
Journal of Clinical Psychiatry	Physicians Postgraduate Press
Journal of Clinical Psychology	Wiley-Blackwell
Journal of Community Psychology	Wiley-Blackwell
Journal of Comparative Psychology	American Psychological Association
Journal of Consulting and Clinical Psychology	American Psychological Association
Journal of Counseling Psychology	American Psychological Association
Journal of Cross-Cultural Psychology	SAGE
Journal of Educational Measurement (JEM)	Wiley-Blackwell
Journal of Educational Psychology	American Psychological Association
Journal of Educational Research	Heldref Publications
Journal of Environmental Psychology	Elsevier(ScienceDirect)

Journal of Experimental Child Psychology	Elsevier(ScienceDirect)
Journal of Experimental Education	Heldref Publications
Journal of Experimental Psychology: Animal Behavior Processes	American Psychological Association
Journal of Experimental Psychology: Applied	American Psychological Association
Journal of Experimental Psychology: General	American Psychological Association
Journal of Experimental Psychology: Human Perception and Performance	American Psychological Association
Journal of Experimental Psychology: Learning, Memory, and Cognition	American Psychological Association
Journal of Experimental Social Psychology	Elsevier(ScienceDirect)
Journal of General Psychology	Heldref Publications
Journal of Genetic Psychology	Heldref Publications
Journal of Health and Social Behavior	American Sociological Association/SAGE
Journal of Humanistic Psychology	SAGE
Journal of Mathematical Psychology	Elsevier(ScienceDirect)
Journal of Memory and Language	Elsevier(ScienceDirect)
Journal of Motor Behavior	Heldref Publications/WilsonSelect
Journal of Multicultural Counseling and Development	American Counseling Association/print
Journal of Neuroscience, Psychology, and Economics	APA PsycArticles
Journal of Organizational Behavior	Wiley-Blackwell
Journal of Personality	Wiley-Blackwell
Journal of Personality and Social Psychology	American Psychological Association
Journal of Psychology: Interdisciplinary and Applied	Heldref Publications
Journal of Religion and Health	Springer
Journal of Research in Personality	Elsevier(ScienceDirect)
Journal of School Psychology	Elsevier(ScienceDirect)
Journal of Social Issues	Wiley-Blackwell
Journal of Social Psychology	Heldref Publications
Journal of the American Academy of Child and Adolescent Psychiatry	Lippincott Williams and Wilkins/MD Consult
Journal of the American Psychoanalytic Association	American Psychoanalytic Association/SAGE
Journal of the Experimental Analysis of Behavior	Society for the Experimental Analysis of Behavior
Journal of the History of the Behavioral Sciences	Wiley-Blackwell
Journal of Vocational Behavior	Elsevier(ScienceDirect)
Journals of Gerontology. Series B: Psychological Sciences and Social Sciences	Gerontological Society of America/Oxford UP
Leadership Quarterly	Elsevier(ScienceDirect)
Learning and Individual Differences	Elsevier(ScienceDirect)
Learning and Instruction	Elsevier(ScienceDirect)
Learning and Motivation	Elsevier(ScienceDirect)
Memory and Cognition	Psychonomic Society/Springer
Memory Studies	Sage
Merrill-Palmer Quarterly	Wayne State University Press/Project Muse
Mind	Oxford University Press
Monographs of the Society for Research in Child Development	Wiley-Blackwell
Nebraska Symposium on Motivation	University of Nebraska Press/print
Neurobiology of Learning and Memory	Elsevier(ScienceDirect)
Neuropsychologia	Elsevier(ScienceDirect)
Neuropsychology	American Psychological Association

Neuropsychology Review	Springer
Organizational Behavior and Human Decision Processes	Elsevier(ScienceDirect)
Pastoral Psychology	Springer
Perceptual and Motor Skills	Ammons Scientific
Personality and Social Psychology Bulletin	SAGE
Personality and Social Psychology Review	SAGE
Personnel Psychology	Wiley-Blackwell
Physiology and Behavior	Elsevier(ScienceDirect)
Professional Psychology: Research and Practice	American Psychological Association
Psychiatric Clinics of North America	Elsevier(ScienceDirect)/MD Consult
Psychoanalytic Psychology	American Psychological Association
Psychological Assessment	American Psychological Association
Psychological Bulletin	American Psychological Association
Psychological Medicine	Cambridge University Press
Psychological Record	Psychological Record/Academic OneFile
Psychological Reports	Ammons Scientific
Psychological Review	American Psychological Association
Psychological Science	SAGE
Psychology and Aging	American Psychological Association
Psychology in the Schools	Wiley-Blackwell
Psychology of Learning and Motivation	Elsevier(ScienceDirect)
Psychology of Men and Masculinity	APA PsycArticles
Psychology of Women Quarterly	SAGE
Psychology Today	Sussex Publishers
Psychometrika	Psychometric Society/Springer
Psychonomic Bulletin and Review	Psychonomic Society/Springer
Psychophysiology	Wiley-Blackwell
Psychosomatic Medicine	Lippincott Williams and Wilkins
Psychotherapy: Theory, Research, Practice, Training	American Psychological Association
Quarterly Journal of Experimental Psychology	Psychology Press (Taylor and Francis)
School Psychology Review	Natl. Assoc. of School Psychologists/Acad. OneFile
Sex Roles	Springer
Social Cognitive and Affective Neuroscience	Oxford UP
Social Problems	University of California Press/JSTOR
Social Psychology Quarterly	American Sociological Association/SAGE
Social Science and Medicine	Elsevier(ScienceDirect)
Systems Research and Behavioral Science	Wiley-Blackwell
Transactions on Applied Perception	ACM Digital Library
Trends in Cognitive Sciences	Elsevier(ScienceDirect)
Youth and Society	SAGE

Appendix B									
Journals Needed to Support MS/PhD in Psychology									
Title	Publisher	Indexed in PsycInfo	Indexed in Web of Science	In Magazines for Libraries	ACRL Most Held	SCImago area/ranking	2011 Price	2012 Est. Price	Notes
Applied Neuropsychology	Taylor & Francis	✓		no	no	Neuro - 17	\$ 622	\$ 672	
Basic and Applied Social Psychology	Taylor & Francis	✓	✓	no	no	Social - 10	\$ 712	\$ 769	
Behavior Research Methods	Psychonomic Society	✓	✓	✓	✓	Exp/Cog - 17; Gen - 38	\$ 358	\$ 387	
Biology Letters	Royal Society	no	✓	no	no	no	\$ 1,588	\$ 1,715	requested by dept.; 1-year embargo in PubMed Central
Cognitive, Affective, & Behavioral Neuroscience	Psychonomic Society	✓	✓	no	no	no	\$ 356	\$ 384	
Developmental Neuropsychology	Lawrence Erlbaum/T&F	✓	✓	✓	✓	Exp/Cog - 18; Dev/Ed - 8	\$ 1,538	\$ 1,661	
Journal of Cognitive Neuroscience	MIT Press	✓	✓	✓	✓	no	\$ 871	\$ 941	
Journal of Social and Clinical Psychology	Guilford	✓	✓	no	no	Social - 9	\$ 785	\$ 848	requested by dept.
Learning and Behavior	Psychonomic Society	✓	✓	no	✓	no	\$ 283	\$ 306	
Self and Identity	Psychology Press/T&F	✓	✓	no	no	no	\$ 497	\$ 537	requested by dept.
Social and Personality Psychology Compass	Wiley-Blackwell	✓	no	no	no	no	\$ 1,093	\$ 1,180	requested by dept
Teaching of Psychology	Sage	✓	✓	✓	✓	no	\$ 500	\$ 540	
							\$ 8,581	\$ 9,267	

Appendix C					
Budget for Library Materials to Support Proposed PhD/MS in Psychology					
	Year 1	Year 2	Year 3	Year 4	Year 5
HaPI database (1 user) <sup>1</sup>	\$ 900	\$ 972	\$ 1,050	\$ 1,134	\$ 1,224
Reference books	\$ 3,000	\$ -	\$ -	\$ -	\$ -
Monographs <sup>2</sup>	\$ 2,000	\$ 2,100	\$ 2,205	\$ 2,315	\$ 2,431
New journal subscriptions <sup>1</sup>	\$ 9,267	\$ 10,008	\$ 10,809	\$ 11,674	\$ 12,608
Funding to support current resources <sup>1</sup>	\$ 3,000	\$ 3,240	\$ 3,499	\$ 3,779	\$ 4,081
	\$ 14,267	\$ 15,348	\$ 16,513	\$ 17,768	\$ 19,120
<sup>1</sup> Presumes 8% annual inflationary increase					
<sup>2</sup> 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 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** (see [www.oakland/2020](http://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 interdisciplinary 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 basic and applied interests. The proposed graduate program will increase the visibility of these activities and enhance the capabilities to attract visible and highly productive researchers to the faculty as well as the most qualified 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 the 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 flow 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) reveals two patterns of degree program structure. First, the research extensive institutions (Michigan State University, University of Michigan, Wayne State University) offers 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.

Institution	Degree(s) & Area(s) of Study	Credit hours
Bowling Green State University <a href="http://www.bgsu.edu/departments/psych/page31035.html">www.bgsu.edu/departments/psych/page31035.html</a>	Ph.D. Psychology (Clinical, Developmental, I-O, Neural & Cognitive Sciences)	90
	M.A. Psychology	30
Central Michigan University <a href="http://www.cmich.edu/chsbs/x18841.xml">www.cmich.edu/chsbs/x18841.xml</a>	Ph.D. Psychology (Clinical, I-O, Applied Experimental, Integrated Neuroscience)	90
	M.S. Psychology (Experimental, I-O, Integrated Neuroscience)	36
Eastern Michigan University <a href="http://www.emich.edu/psychology/programs-grad.html">www.emich.edu/psychology/programs-grad.html</a>	Ph.D. Psychology (Clinical)	90
	M.S. Psychology (General Experimental)	30
	M.A. Psychology (Clinical/Behavioral)	30

Northern Illinois University <a href="http://www.niu.edu/psyc/graduate/index.shtml">www.niu.edu/psyc/graduate/index.shtml</a>	Ph.D. Psychology (Clinical, Cognitive-Instructional- Developmental-School, I-O)	90
	M.A. Psychology	30
Northern Michigan University <a href="http://www.psychology.nmu.edu">www.psychology.nmu.edu</a>	Ph.D. none	
	M.S. Psychology (Experimental; Training, Development and Performance)	32
University of Detroit- Mercy <a href="http://www.liberalarts.udmercy.edu/programs/depts/psychology/graduate/index.htm">www.liberalarts.udmercy.edu/programs/ depts/psychology/graduate/index.htm</a>	Ph.D. Psychology (clinical)	96
	M.A. Psychology (Clinical, Experimental)	45
University of Michigan-Dearborn <a href="http://www.casl.umd.umich.edu/666001">www.casl.umd.umich.edu/666001</a>	Ph.D. none	
	M.S. Psychology (Clinical-Health, Health)	48
University of Toledo <a href="http://www.psychology.utoledo.edu/showpage.asp?name=graduate">www.psychology.utoledo.edu/ showpage.asp?name=graduate</a>	Ph.D. Psychology (Clinical, Experimental)	92
	M.S./M.A. none	
University of Windsor <a href="http://www.uwindsor.ca/psychology/graduate">www.uwindsor.ca/psychology/graduate</a>	Ph.D. Psychology (Applied Social, Community, Health, I-O, Clinical)	70
	M.A. (Social Data Analysis)	36
Western Michigan University <a href="http://www.wmich.edu/psychology/grad-programs.html">www.wmich.edu/psychology/grad-programs.html</a>	Ph.D. Psychology (Clinical, Behavior Analysis)	78
	M.A. Psychology (Behavioral Analysis, I-O)	36

## (8) Six-Year Budget

	Acct.	Budget Year 0	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
<b>Revenue Variables:</b>							
MS Headcount		0	12	24	36	36	36
PhD Headcount		0	4	8	12	12	12
Average credits per year per MS student		0	24	18	18	18	18
Average credits per year per PhD student		0	24	20	18	18	18
<b>Total Credit Hours</b>		<b>0</b>	<b>9216</b>	<b>10976</b>	<b>15552</b>	<b>15552</b>	<b>15552</b>
Graduate		0	288	432	648	648	648
Doctoral		0	96	160	216	216	216
<b>Total FYES</b>		<b>0.00</b>	<b>18.00</b>	<b>28.00</b>	<b>40.50</b>	<b>40.50</b>	<b>40.50</b>
Graduate (cr.:24)		0.00	12.00	18.00	27.00	27.00	27.00
Doctoral (cr.:16)		0.00	6.00	10.00	13.50	13.50	13.50
<b>Tuition Rate Per Credit Hour</b>							
Undergraduate (lower)		\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50
Undergraduate (upper)		\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25
Graduate		\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50
<b>Revenue</b>							
MS Tuition		\$ -	\$ 155,664	\$ 233,496	\$ 350,244	\$ 350,244	\$ 350,244
PhD Tuition		\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748	\$ 116,748
<b>Total Revenue</b>		<b>\$ -</b>	<b>\$ 207,552</b>	<b>\$ 319,976</b>	<b>\$ 466,992</b>	<b>\$ 466,992</b>	<b>\$ 466,992</b>
<b>Compensation</b>							
<b>Salaries/Wages</b>							
Faculty Inload Replacements	6301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Salaries	6101	\$ -	\$ -	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000
Faculty Overload	6301	\$ 4,550	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative - IC	6221	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical	6211	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistantship Stipend	6311	\$ -	\$ 56,000	\$ 112,000	\$ 168,000	\$ 168,000	\$ 168,000
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Casual/Wages	6401	\$ 5,760	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520
<b>Total Salaries/Wages</b>		<b>\$ 10,310</b>	<b>\$ 76,620</b>	<b>\$ 217,620</b>	<b>\$ 273,620</b>	<b>\$ 273,620</b>	<b>\$ 273,620</b>
Fringe Benefits	6701	\$ -	\$ -	\$ 37,400	\$ 37,400	\$ 37,400	\$ 37,400
<b>Total Compensation</b>		<b>\$ 10,310</b>	<b>\$ 76,620</b>	<b>\$ 255,020</b>	<b>\$ 311,020</b>	<b>\$ 311,020</b>	<b>\$ 311,020</b>
<b>Operating Expenses</b>							
Supplies and Services	7101	\$ 17,000	\$ 28,000	\$ 35,666	\$ 35,666	\$ 29,666	\$ 11,500
Graduate Assistant Tuition	7726	\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748	\$ 116,748
Travel	7201	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 3,000	\$ 3,000
Telephone	7301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ 10,000	\$ 25,000	\$ 20,000	\$ 10,000	\$ 5,000	\$ 5,000
Library	7401	\$ -	\$ 14,267	\$ 15,348	\$ 16,513	\$ 17,768	\$ 19,120
<b>Total Operating Expenses</b>		<b>\$ 37,000</b>	<b>\$ 124,155</b>	<b>\$ 162,494</b>	<b>\$ 183,927</b>	<b>\$ 172,182</b>	<b>\$ 155,368</b>
<b>Total Expenses</b>		<b>\$ 47,310</b>	<b>\$ 200,775</b>	<b>\$ 417,514</b>	<b>\$ 494,947</b>	<b>\$ 483,202</b>	<b>\$ 466,388</b>
<b>Net</b>		<b>\$(47,310)</b>	<b>\$ 6,777</b>	<b>\$(97,538)</b>	<b>\$ (27,955)</b>	<b>\$ (16,210)</b>	<b>\$ 604</b>

## **(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 program and 4 applicants 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 graduate assistants 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, but this person should be a senior faculty member. 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 includes funds for this person. The budget also includes funds for a Graduate Program Coordinator as well as additional staff funding to support the Graduate Program Coordinator.

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**

College of Arts and Sciences  
Department of Psychology  
Oakland University

### **Advanced Methods for Psychological and Behavioral Research 1**

**Course:** PSY 501  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:**  
**Office Phone:**  
**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*

Babbie, E. R. (2010). *The Practice of Social Research*, Twelfth Edition. Belmont, CA: Wadsworth, Cengage Learning.

Whitney, B. E. (2002). *Principles of Research in Behavioral Science*, Second Edition. New York: McGraw Hill.

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

College of Arts and Sciences  
Department of Psychology  
Oakland University

## **Advanced Methods for Psychological and Behavioral Research 2**

**Course:** PSY 502

**Course Section:** TBD

**Class Time:** TBD

**Class Location:** TBD

**Instructor:** TBD

**Office:**

**Office Phone:**

**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*

Tabachnick, B. B., & Fidell, L. S. (2007). *Experimental Designs Using ANOVA*. Belmont, CA: Duxbury.

Babbie, E. R. (2010). *The Practice of Social Research, Twelfth Edition*. Belmont, CA: Wadsworth, Cengage Learning.

Whitney, B. E. (2002). *Principles of Research in Behavioral Science, Second Edition*. New York: McGraw Hill.

It is highly recommended that students possess the *Publication Manual of the American Psychological Association* (6<sup>th</sup> 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, 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

College of Arts and Sciences  
Department of Psychology  
Oakland University

### **Advanced Statistics for Psychological and Behavioral Research 1**

**Course:** PSY 511

**Course Section:** TBD

**Class Time:** TBD

**Class Location:** TBD

**Instructor:** TBD

**Office:**

**Office Phone:**

**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.

**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*

1. Field, A. (2009). *Discovering Statistics Using SPSS 3<sup>rd</sup> edition*. London: Sage Publications.
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**

DATE	SUBJECT (chapter title)	READINGS
Week 1	<b>Introduction to course:</b> SPSS overview; Review of model fit	Chapter 1
Week 2	<b>How to treat missing values and outliers:</b> How to treat different levels of measurement and variables Randomization How to treat skewed distribution	Chapters 2-3
Week 3	<b>Exploring data with graphs:</b> Scatter plot with regression lines Grouped frequency chart or bar chart	Chapter 4

Week 4	<b>Normality check:</b> P-P plot $Z_{\text{skewness}}$ Kolmogorov-Smirnov test Levene's test Transforming data (Log transformation)	Chapter 5
Week 5	<b>Correlations:</b> Non-parametric correlations Biserial correlations Partial correlations	Chapter 6
Week 6	<b>Regression, part I:</b> Simple regression Assessing goodness of fit ( $R^2$ ; F; $SS_M$ ; $MS_M$ ) Multiple regression (Forced entry)	Chapter 7
Week 7	<b>Regression, part II:</b> Hierarchical regression (Residuals, DFFit) Stepwise multiple regression Multicollinearity VIF	Chapter 7
Week 8	<i>Exam #1</i>	
Week 9	<b>Factor analysis, part I:</b> Principal component analysis Exploratory factor analysis Confirmatory factor analysis	Chapter 17
Week 10	<b>Factor analysis, Part II:</b> Communality Eigenvalues Rotation KMO	Chapter 17
Week 11	<b>Reliability analysis:</b> Item-Total analysis Cronbach's alpha coefficient	Chapter 17
Week 12	<b>Validity check:</b> Internal validity and external validity Factorial validity Content validity	Chapter 17

Week 13	<b>Applying the fictional data set, part I:</b> Developing a fictional scale relevant to own project Conducting a normality check Running a factor analysis	Chapters 1-7 & 17
Week 14	<b>Applying the fictional data set, part II:</b> Conducting a reliability check Developing a model Running a multiple regression analysis	Chapters 1-7 & 17
Week 15	<b>Summary:</b> Reviewing the relevant literatures Presenting the results effectively as APA format Presenting the results effectively as poster format	Chapters 1-7 & 17
Week 16	<i>Exam #2</i>	None

College of Arts and Sciences  
Department of Psychology  
Oakland University

## Advanced Statistics for Psychological and Behavioral Research 2

**Course:** PSY 512

**Course Section:** TBD

**Class Time:** TBD

**Class Location:** TBD

**Instructor:** TBD

**Office:** TBD

**Office Phone:** TBD

**Office Hours:** TBD

**E-mail:** [XXX@oakland.edu](mailto: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).

**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*

1. Field, A. (2009). *Discovering Statistics Using SPSS 3<sup>rd</sup> edition*. London: Sage Publications.
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**

<u>DATE</u>	<u>SUBJECT (chapter title)</u>	<u>READINGS</u>
Week 1	<b>Introduction to course:</b> Reviewing t-test and simple regression analysis	Chapter 9
Week 2	<b>One-way ANOVA and Multiple Regression:</b> Post-hoc comparisons in one-way ANOVA Beta coefficient for multiple regression	Chapters 10
Week 3	<b>Curvilinear Model:</b> Polynomial contrast Trend analysis	Chapter 10

Week 4	<b>ANCOVA and Hierarchical Regression:</b> Post-hoc comparisons in ANCOVA Differences in R squared in hierarchical regression	Chapter 11
Week 5	<b>Factorial ANOVA:</b> Exploring interaction effects Simple effects analysis	Chapter 12
Week 6	<b>One-way Repeated-measures ANOVA:</b> SE and error bars for repeated measures designs Sphericity Mauchly's test Huynh-Feldt correction	Chapter 13
Week 7	<b>Factorial Repeated-measures ANOVA:</b> Mixed design ANOVA	Chapter 14
Week 8	<i>Exam #1</i>	
Week 9	<b>Non-parametric test, part I:</b> Mann-Whitney test Wilcoxon rank-sum test Wilcoxon signed-rank test	Chapter 15
Week 10	<b>Non-parametric test, part II:</b> Kruskal-Wallis test Friedman's ANOVA	Chapter 15
Week 11	<b>Chi-square test:</b> Residual analysis Odds ratio	Chapter 18
Week 12	<b>MANOVA:</b> Box's test Pillai's Trace Discriminant function analysis	Chapter 16
Week 13	<b>Path Analysis:</b> Interpreting R squared and F value Developing a path model	TBD
Week 14	<b>Structural Equation Modeling:</b> Interpreting model fitness values (e.g., RMSEA) Latent variables Measurement model and causal model	TBD

Week 15	<b>Summary:</b> Reviewing the relevant literatures Presenting the results effectively as APA format Presenting the results effectively as poster format	Chapters 1-18
Week 16	<i>Exam #2</i>	None

College of Arts and Sciences  
 Department of Psychology  
 Oakland University

**Proseminar in Biological and Basic Processes**

**Course:** PSY 521

**Course Section:** TBD

**Class Time:** TBD

**Class Location:** TBD

**Instructor:** TBD

**Office:**

**Office Phone:**

**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**

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

\*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.

College of Arts and Sciences  
 Department of Psychology  
 Oakland University

### **Proseminar in Social and Behavioral Processes**

**Course:** PSY 531  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:**  
**Office Phone:**  
**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**

### DATE            SUBJECT and READINGS

#### **Weeks 1,2    Social Psychology**

Kruglanski, A.W. & Sleeth-Keppler, D. (2007). The principles of social judgment. In

Kruglanski & Higgins (Eds.), *Social Psychology: Handbook of Basic Principles*, 2nd edition (pp. 116-137). New York: Guilford Press.

Taylor, S. (1998). The social being in social psychology. In Gilbert, Hall, & Lindzey (Eds), *Handbook of Social Psychology*, 4th edition (pp. 58-76). Boston: McGraw-Hill.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

Boninger, D.S., Krosnick, J.A., & Berent, M.K. (1995). Origins of attitude importance: Self-interest, social identification, and value relevance. *Journal of Personality and Social Psychology*, 68, 61-80.

#### **Weeks 3,4    Individual Differences and Personality**

Mishra, S., Lalumiere, M. L., & Williams, R. J. (2010). Gambling as a form of risk-taking: Individual differences in personality, risk-accepting attitudes, and behavioral preferences for risk. *Personality and Individual Differences*, 49, 616-621.

Shaw, T. H., Matthews, G., Warm, J. S., Finomore, V. S., Silverman, L., Costa, P. T. Jr. (2010). Individual differences in vigilance: Personality, ability and states of stress. *Journal of Research in Personality, 44*, 297-308.

Kwan, V. S. Y., John, O. P., Kenny, D. A., Bond, M. H., & Robins, R. W. (2004). Reconceptualizing individual differences in self-enhancement bias: An interpersonal approach. *Psychological Review, 111*, 94-110.

Blonigen, D. M. (2010). Explaining the relationship between age and crime: Contributions from the developmental literature on personality. *Clinical Psychology Review, 30*, 89-100.

### **Weeks 5,6      Developmental Psychology**

Baltes, P.B., Lindenberger, U, & Staudinger, U.M (2006). Life-span Theory in Developmental Psychology. In W. Damon (Series Ed.) & R.M. Lerner (Volume Ed.) *Handbook of Child Psychology Vol. 1: Theoretical Models of Human Development 6<sup>th</sup> Ed.* (pp. 569-664). NY: Wiley.

Gelman, S. A. & Kalish, C. (2006). Conceptual Development. In W. Damon, R. M. Lerner, D. Kuhn and R.S. Siegler (Eds.), *Handbook of Child Psychology, Vol. 2: Cognition, Perception, and Language 6th Ed.* (pp. 687-734) NY: Wiley.

Dolores de Hevia, M. & Spelke, E. S. (2010). Number-Space Mapping in Human Infants. *Psychological Science, 21*, 653-660.

Fawcett, C. A. & Markson, L. (2010). Children reason about shared preferences. *Developmental Psychology, 46*, 299-309

### **Weeks 7,8      Community Psychology**

Perkins, D. D., Florin, P., Rich, R. C., & Wandersman, A. (1990). Participation and the social and physical environment of residential blocks: Crime and community context. *American Journal of Community Psychology, 18*, 83-115.

Izzo, C. V., Weissberg, R. P., Kaspro, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *American Journal of Community Psychology, 27*, 817-839.

Wandersman, A., & Nation, M. (1998). Urban neighborhoods and mental health: Psychological contributions to understanding toxicity, resilience and interventions. *American Psychologist, 53*, 647-656.

Kennedy, M.G., Mizuno, Y., Hoffman, R., Baume, C., & Strand, J. (2000). The effect of tailoring a model HIV prevention program for local adolescent target audiences. *AIDS Education and Prevention, 12*, 225-238.

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

Friedman, R. S., & Forster, J. (2010). Implicit affectional cues and attentional tuning: An integrative review. *Psychological Bulletin, 136*, 875-893.

Mitte, K. (2008). Memory bias for threatening information in anxiety and anxiety disorders: A meta-analytic review. *Psychological Bulletin, 134*, 886-911.

Amir, N., Beard, C., Talyer, C. T., Klumpp, H., Elias, J, Burns, M., & Chen, X. (2009). Attention training in individuals with generalized social phobia: A randomized controlled trial. *Journal of Consulting and Clinical Psychology, 77*, 962-973.

Teachman, B. & Woody, S. (2003). Automatic processing in spider phobia: Implicit fear associations over the course of treatment. *Journal of Abnormal Psychology, 112*, 100-109.

### **Weeks 11,12 Health Psychology**

Morris, D.S., Rooney, M.P., Wray, R.J., & Kreuter, M.W. (2009). Measuring Exposure to Health Messages in Community-Based Intervention Studies: A Systematic Review of Current Practices. *Health Education & Behavior, 36*, 979-998.

Dedert, E.A., et al. (2010). Posttraumatic stress disorder, cardiovascular, and metabolic disease: a review of the evidence. *Annals of Behavioral Medicine, 39*, 61-78.

Bowen D.J., & Powers D. (2010). Effects of a mail and telephone intervention on breast health behaviors. *Health Education & Behavior, 37*, 479-489.

Maticka-Tyndale E.J. (2010). Sustainability of gains made in a primary school HIV prevention programme in Kenya into the secondary school years. *Adolescence, 33*, 563-573.

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

Ambwani, S., Warren, C. S., Gleaves, D. H., Cepeda-Benito, A., & Fernandez, M. C. (2007). Culture, gender, and assessment of fear of fatness. *European Journal of Psychological Assessment, 24*, 81-87.

Gudykunst, W. B., & Nishida, T. (2001). Anxiety, uncertainty, and perceived effectiveness of communication across relationships and cultures. *International Journal of Intercultural Relations, 25*, 55-71.

Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, *108*, 291-310.

Ricciardelli, L. A., McCabe, M. P., Williams, R. J., & Thompson, J. K. (2007). The role of ethnicity and culture in body image and disordered eating among males. *Clinical Psychology Review*, *27*, 582-606.

College of Arts and Sciences  
 Department of Psychology  
 Oakland University

### Neuroanatomy, Brain Development, and Neural Plasticity

**Course:** PSY 624

**Course Section:** TBD

**Class Time:** TBD

**Class Location:** TBD

**Instructor:** Keith Williams

**Office:** 224 Pryale Hall

**OfficePhone:**248-370-2308

**Office Hours:** TBD

**E-mail:**[william9@oakland.edu](mailto: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>.

**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*

Purves, Dale, Augustine, George J., Fitzpatrick, David (Eds), *Neuroscience*, 4<sup>th</sup> ed., 2008.

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)**

College of Arts and Sciences  
Department of Psychology  
Oakland University

### **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](mailto:XXX@oakland.edu)  
**Web:** [www.ToddKShackelford.com](http://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*

1. Dennett, D. C. (1995). *Darwin's dangerous idea: Evolution and the meanings of life*. New York: Simon & Schuster.
2. Buss, D. M. (Ed.) (2005). *The handbook of evolutionary psychology*. New York: Wiley.

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**

<u>DATE</u>	<u>SUBJECT (chapter title)</u>	<u>READINGS</u>
Week 1	Introduction to course; discussion sign-up	None
Week 2	<b>Darwin's dangerous idea, part I:</b> Tell me why An idea is born Universal acid The tree of life	Dennett, chapters 1-4

Week 3	<b>Darwin's dangerous idea, part II:</b> The possible and the actual Threads of actuality in design space Priming Darwin's pump Biology is engineering	Dennett, chapters 5-8
Week 4	<b>Darwin's dangerous idea, part III:</b> Searching for quality Bully for Brontosaurus Controversies contained	Dennett, chap 9-11
Week 5	<b>Darwin's dangerous idea, part IV</b> The cranes of culture Losing our minds to Darwin The evolution of meanings	Dennett, chap 12-14
Week 6	<b>Darwin's dangerous idea, part V:</b> The emperor's new mind, and other fables On the origin of morality Redesigning morality The future of an idea	Dennett, chap 15-18
Week 7	<i>Exam #1</i>	
Week 8	<b>Foundations of evolutionary psychology, part I:</b>  The emergence of evolutionary psychology Conceptual foundations of evolutionary psychology Life history theory and evolutionary psychology Domain specificity and intuitive ontology	Buss, Intro & Chapters 1-3
Week 9	<b>Foundations of evolutionary psychology, part II:</b>  Methods of evolutionary sciences Controversial issues in evolutionary psychology Survival: Locating places Adaptations to predators and prey Adaptations to dangers from humans	Buss, Chapters 5-8

Week 10	<p><b>Mating:</b></p> <p>Fundamentals of human mating strategies  Physical attractiveness in adaptationist perspective  Adaptations to ovulation  Female infidelity and sperm competition  Sexual coercion</p>	Buss, Chapters 10-13
Week 11	<p><b>Parenting &amp; kinship:</b></p> <p>Cooperation and conflict among kin  Evolution of paternal investment  Parental investment and parent-offspring conflict</p>	Buss, Chapters 15-19
Week 12	<p><b>Group living, part I:</b></p> <p>Neurocognitive adaptations for social exchange  Aggression  Managing in group and outgroup relationships  Dominance, status, and social hierarchies</p>	Buss, Chapters 20-23
Week 13	<p><b>Group living, part II</b></p> <p>The evolution of cognitive bias  The evolution of morality</p>	Buss, Chapters 25-26
Week 14	<p><b>Evolutionizing traditional areas of psychology,</b></p> <p><b>part I:</b>  Cognitive psychology  Social psychology  Developmental psychology  Personality psychology</p>	Buss, Chap 27-30
Week 15	<p><b>Evolutionizing traditional areas of psychology,</b></p> <p><b>part II:</b>  Biological function and dysfunction  Evolutionary psychology and mental health  Literature and evolutionary psychology  Evolutionary psychology and the law  <i>Review paper/research proposal due</i></p>	Buss, Chapters 31-34
Week 16	<i>Exam #2</i>	None

College of Arts and Sciences  
Department of Psychology  
Oakland University

**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](mailto: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**

Keppel, G. (2004). *Design and Analysis: A Researcher's Handbook*. Upper Saddle River, New Jersey: Prentice Hall.

**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/>

### **Course Schedule**

<b>DATE</b>	<b>SUBJECT</b>	<b>READINGS</b>
Week 1	Introduction to course; Review of Experimental Design	Chapter 1
Week 2	Variance estimates, estimating treatment magnitude, power, effect sizes	Chapter 2, 3, 4
Week 3	Analytical comparisons, orthogonal comparisons, orthogonal polynomials	Chapter 6, 8
Week 4	Factorial designs, estimating population and treatment quantities	Chapter 9, 10
Week 5	Detailed analyses of main effects and simple effects	Chapter 11
Week 6	<i>Exam #1</i>	



Week 7	Interactions, analyzing partial interactions, unequal sample sizes	Chapter 12, 13
Week 8	Randomized Blocks, Analysis of Covariance, Choosing between RB and ANCOVA	Chapter 14
Week 9	Within Subjects Designs: Computing WS ANOVAs, Estimating treatment effects mathematically, removing practice effects from the error term	Chapter 15, 16
Week 10	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	Chapter 17, 18
Week 11	<i>Exam #2</i>	
Week 12	Higher Order Factorial Experiments: Three-way factorial designs, estimating treatment magnitude, analyzing simple interactions, interaction contrasts	Chapter 19, 20
Week 13	Additional Higher-Order Design Topics: Treatment effects in higher order designs, designating error terms	Chapter 21, 22
	<i>Multivariate ANOVA literature review due</i>	
Week 14	<i>Student Presentations of Multivariate ANOVA topics</i>	
Week 15	<i>Student Presentations of Multivariate ANOVA topics</i>	
Week 16	<i>Exam #3</i> <i>Note: Exam Content will include information from Student Presentations</i>	

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## **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 entrepreneurship.

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.