

Academic Program Review

Panel Report



Psychology
(B.S. and minor)
Fall 2017

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Program Name, Description, and History

Program Name

The Psychology Program at Ferris State University, which offers a Bachelor of Science degree and minor.

Program Description

The Psychology Program requires that students be exposed to a broad range of topics, including basic principles of psychology and its major theories, concepts, and methods. As a result, students are expected to take courses representing core areas of the discipline. Outside of these requirements, students are free to take courses that are of special interest to them. Thus, students have a great deal of freedom when determining what psychology courses to take and can tailor their program experiences to suit interests and career aspirations. This is important given that psychology is a very broad and diverse scientific field. The Program also requires that students obtain hands-on exposure to psychology by engaging in research, internships, and/or practicum. Both the course-related and direct practical experience requirements are designed to prepare students for graduate school and ready them for careers as clinicians, researchers, educators, and more.

Program History

The Psychology Program's history of providing courses to meet the needs of other programs on campus continues to impact its structure even today. Until 2000, when the major was established, psychology courses were only offered to fulfill general education requirements. As the Program has evolved over time, ongoing discussions among the faculty have been the basis for curricular development. The Program has continued its rich tradition of collaborating with other academic units to meet the various needs of Ferris students, while also striving to cultivate a curriculum that enables it to provide a thorough and up-to-date education in psychology. Thus, the Program remains connected to its past but also relevant to its students' futures.

University, College, Department, and Program Missions

Ferris State University Mission Statement

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

College of Arts and Sciences Mission Statement

Through academic programs, general education, and outreach activities, the College of Arts and Sciences provides a learning-centered education that prepares students to contribute to a complex and diverse world.

Department of Social and Behavioral Sciences Mission Statement

The Social and Behavioral Sciences Department prepares students to navigate in a diverse and globalized world by providing them with knowledge of themselves and others. Students will

learn critical thinking skills through exposure to the scientific method and its applications. We educate students to be socially responsible, engaged, and prepared for work, life, and continuing education.

Psychology Program Mission Statement

The Psychology Program's mission is to prepare students for graduate education and a variety of entry-level positions involving research and data manipulation, social services, and business settings.

Incorporating the Mission

Our belief is that the Program's mission is congruent with the missions of the University, College, and Department. For example, the Program's specific goals for achieving its mission (formally presented in the following section) are very consistent with the portion of the University mission that emphasizes the preparation of students "... for successful careers...and life-long learning." The Program's mission is consistent with the College's mission to provide students with a "...learning-centered education..." Finally, the Program's mission is consistent with the Department's mission to prepare students to "...navigate in a diverse and globalized world by providing them with knowledge of themselves and others." The Psychology Program provides hands-on exposure to scientific theory, research, and practice to support this mission.

Although the majority of program majors intend to make a solid commitment to the field of psychology through extended training in graduate school (more detail provided later in this report), many do not. For these students, as well as our minors, the Program aims to provide effective preparation for the workforce. The Program faculty actively promotes the benefits of training all students in their courses to apply psychological principles analytically to personal, social, and organizational issues within the contexts in which they will be employed.

Preparing students for life-long learning and successful careers is the impetus behind any changes within the Psychology Program. This includes alterations of the curriculum, assessment processes, and hiring. This focus is clearly communicated during faculty discussions, both in committee work and in general meetings. The impacts of such changes on program goals, as measured with our assessment process, are also openly discussed in faculty meetings.

Program Goals

In accordance with its stated mission, the Psychology Program has adopted the following goals:

- a. Students will critically and scientifically examine human behavior, social issues, and psychological research. For example, they will discriminate between "pop" psychology and scientific psychology.
- b. Students will demonstrate a broad knowledge of the field of psychology, including major theories, schools of thought (e.g., historical trends), empirical findings, research methodology, and the use of statistical techniques.
- c. Students will discover ways in which psychological principles connect to their everyday lives.

d. Students will effectively communicate psychological concepts and theories, along with evidence in support of them.

The goals of the Program were adapted from the latest set of assessment guidelines (version 2.0) from the American Psychological Association (APA). These guidelines denote a national effort to develop and maintain quality undergraduate psychology programs. The Program's four goals connect with the goals from the previous review, which was a result of a program-wide discussion concerning assessment and our measurement of student learning outcomes.

Incorporating Program Goals

The Program's goals have been presented to all faculty and staff in regular department meetings. The Social and Behavioral Sciences Department Planning Committee oversees these goals. The program goals are considered over time by the program faculty, in coordination with the Department Chair. Their analysis and suggestions, in light of any changes to the APA's assessment guidelines, are brought to the department faculty during scheduled meetings for discussion. Since the last program review, the language in some of our program goals has been slightly revised to include action verbs for significant learning outcomes that the Faculty Center for Teaching and Learning (FCTL) has recommended.

Short-term and Long-term Strategic Plans

The Psychology Program's short-term strategic plan is to better serve the needs of our majors. In other words, the Program aims to optimize the competitiveness of its graduates in ultimately finding places in the workforce. This refers to providing program students with more opportunities to improve their readiness for graduate school, professional school, and post-baccalaureate employment. For example, we continue to experience a bottleneck with our internship/practicum offering. This is attributed to both a large demand from our students and the fact that there has been only one clinical psychology faculty member to conduct the supervision. To address this issue, we are currently seeking an additional clinical psychology faculty member to assist in supervising interns. In addition, having another clinical psychology faculty member in the Program will allow us to offer a greater diversity of upper-level courses (e.g., courses in criminal behavior), not only for our majors and minors, but for many other students at the University. Another means of better serving the needs of our majors involves appropriating more laboratory space to conduct research, which allows faculty to remain current in their respective fields and train students in research methods to prepare them for graduate study. Currently, there are only two spaces available to conduct research with human subjects that faculty must share, which makes it challenging for multiple faculty members to collect data during the same semester. Because of the lack of available resources, it is difficult to provide adequate research opportunities for interested students.

The Program's long-term strategic plan is to become more distinctive from programs at other institutions. Currently, we stand out from many other programs by offering an undergraduate internship as a requirement for the B.S. degree. This aims to make our graduates more competitive when applying to graduate programs. However, while many of our majors subsequently enter graduate programs, we are just as committed to those who ultimately do not. Our Program wants to afford these students better preparation for employment opportunities with a B.S. degree. As an initial step in the Program's long-term strategic plan, we have put forth a

plan to create a cognate for the B.S. and a minor specialization in forensic psychology. We believe that this can also support other academic units at the University in important ways. For example, the minor would help strengthen the Criminal Justice program in that it would allow their majors to be better trained for careers involving psychological assessment. We also believe that this would provide substantial support to the Department of Biological Sciences. For example, many new Pre-pharmacy students eventually pursue careers in other fields and enter other degree programs, such as Forensic Biology. Our proposed minor specialization would be a great complement to better prepare those students for work at law enforcement and other agencies. As another example of attempting to achieve greater uniqueness relative to programs at other institutions, we are exploring a concentration in Applied Behavioral Analysis (ABA) that could lead to more career opportunities for those choosing to obtain only an undergraduate degree in psychology before entering the workforce. We believe that these initiatives fit very well with the University's focus on preparing all students for successful careers after graduation. Finally, the Program has recently begun working with the College to create a unique Living-Learning Community (LLC) experience for First Time in Any College (FTIAC) psychology majors. Research suggests that LLCs improve undergraduate educational experiences, thereby leading to positive effects on outcomes such as retention and overall GPA. A systematic review of the websites for all four-year public and private institutions in Michigan suggests that Ferris may be the only institution in the State to offer a psychology-specific LLC. We believe offering this would further distinguish our program from those at other institutions. The psychology LLC is tentatively on track for the 2018-19 academic year.

The Psychology Program's short-term and long-term strategic plans are summarized in 'Appendix A - Strategic Plans for the Psychology Program'. These strategic plans are evaluated over time by the program faculty, in coordination with the Department's Chair and Planning Committee. Their analysis and suggestions are brought to the department faculty during scheduled meetings for discussion.

Goal Attainment

Data regarding the Program's success at achieving its stated goals should be gathered from those who are most knowledgeable of the Program (i.e., faculty and students). A psychology faculty survey was administered to assess faculty members' perceptions of the overall effectiveness of the Program in achieving its stated goals (see 'Appendix B - Surveys'). In addition, we believe that both the student exit survey and alumni student survey (see 'Appendix B - Surveys') are very informative methods of gathering perceptions concerning program effectiveness.

The program faculty perceptions survey was administered in Spring 2017. Surveyed faculty included the seven tenure-track or tenured professors and the two full-time non-tenure faculty of the Psychology program. Completed questionnaires were received from 8 of the 9 faculty surveyed. The results of this survey are summarized on the next two pages.

Psychology Program Faculty Survey

Quantitative Attitude/Perception Items

1 (Strongly Disagree) - 7 (Strongly Agree)

Item	Mean	Std. Dev.	Range
1. The Psychology Program encourages students to understand and appreciate diversity.	6.00	0.76	5-7
2. The professors of the Psychology Program are up-to-date in their knowledge of psychology.	6.25	0.71	5-7
3. The Psychology Program prepares students to critically examine human behavior.	6.63	0.52	6-7
4. The Psychology Program offers an adequate range of psychology courses.	4.50	1.69	2-7
5. The Psychology program prepares students to examine social issues objectively and scientifically.	5.50	1.33	5-7
6. The Psychology Program exposes students to the necessary concepts and theories of psychology.	6.00	0.76	5-7
7. Because of the Psychology Program, students are able to apply psychological principles to themselves and others.	6.38	0.74	5-7
8. The Program offers good advising and guidance.	6.25	0.71	5-7
9. The Psychology Program teaches students to use information resources and find answers on their own.	6.00	0.54	5-7
10. The Program teaches students to tolerate the ambiguity associated with the complexities of human psychology.	6.13	0.64	5-7
11. Psychology majors are prepared to use the scientific method when dealing with problems and/or looking for answers.	6.38	0.74	5-7
12. The Psychology Program prepares students for graduate school.	6.38	0.74	5-7
13. The Psychology Program prepares students for the job market.	5.88	0.99	4-7
14. Psychology students are taught to communicate their ideas in a clear and organized manner.	5.75	0.71	5-7

Notes. 'Std. Dev.' = standard deviation. 'Range' = observed range; possible range was 1-7 for each item. $N = 8$

Program Comparison (to Other Undergraduate Psychology Programs)

1 (Compares Very Unfavorably) - 7 (Compares Very Favorably)

Area	Mean	Std. Dev.	Range
Research space & equipment	2.50	1.51	1-6
Teaching Load	2.75	1.75	1-6
Advising Load	2.13	1.36	1-5
Number of courses available for psychology majors	3.00	1.51	1-6
Class size	2.63	1.30	1-5
Research opportunities for students	3.50	1.77	2-7
Internship/practicum opportunities for students	5.13	1.36	3-7

Qualitative Items (as Coded into Categories)

Additional Requested Courses

Course	Frequency
Advanced Research Methods/Statistics	3
Sports Psychology	2
Environmental Psychology	2
Evolutionary Psychology	2
Health Psychology	1

Miscellaneous Remarks

Comment	Frequency
Understaffed and under-resourced	3
More courses offered from program catalog	2
Change level for course (PSYC 241 & PSYC 280)	2
Have students take PSYC 280 before PSYC 210	1

Overall, the psychology faculty's perception is that the Program is meeting its APA-derived goals. This is evidenced by the high average ratings for the items specifically tied to program goals (i.e., Goal A: items 3 and 5, Goal B: item 6, Goal C: item 7, and Goal D: item 14). The overall mean score derived from these five items is 6.05, a score well above the 7-item scale midpoint. The data also suggests that faculty believe program students are generally well advised and prepared for graduate school.

Data from the program comparison items suggest a number of concerns. In every case but one, the mean values obtained are below—in most cases well below—the midpoint of the scale. Apparently, the faculty believes that only the internship/practicum opportunities available to students are favorable when compared to other institutions. They perceive an unfavorable comparison to other programs in all other areas (although “research opportunities for students”

comes closest to the scale midpoint). These same concerns were noted in the previous program review. Finally, faculty recommended that a variety of courses be added to the curriculum, including advanced statistics and research methods courses (both commonly mentioned by students). However, it is believed that the Program is currently understaffed and lacks adequate resources to offer additional courses and research opportunities.

The student exit survey is administered near the end of the semester in the PSYC 482 - Senior Seminar course. Students in this course must have completed or be currently enrolled in the PSYC 280 - Research Methods course, a central component of all psychology programs. Students in the capstone course (i.e., PSYC 482 – Senior Seminar) have had many psychology courses in a variety of content areas. The survey was administered in all of the course sections over the evaluation period (although 2014 data is missing). The results of the survey, based on 122 respondents, are summarized on the next two pages.

Psychology Program Student Exit Survey

Quantitative Attitude/Perception Items

1 (Strongly Disagree) - 7 (Strongly Agree)

Item	Mean	Std. Dev.	Range
1. The Psychology Program encourages students to understand and appreciate diversity.	5.79	1.18	1-7
2. The professors of the Psychology Program are up-to-date in their knowledge of psychology.	6.31	0.94	2-7
3. The Psychology Program prepares students to critically examine human behavior.	6.09	1.01	2-7
4. The Psychology Program offers an adequate range of psychology courses.	5.64	1.26	2-7
5. I am prepared to examine social issues objectively and scientifically.	5.87	1.01	1-7
6. The Psychology Program exposes students to the necessary concepts and theories of psychology.	6.20	0.88	2-7
7. Because of the Psychology Program, I am able to apply psychological principles to myself and others.	6.12	1.05	1-7
8. I have received good advising and guidance as a Psychology student.	5.46	1.66	1-7
9. The Psychology Program taught me to use information resources and find answers to my own questions.	5.91	1.21	1-7
10. I am able to tolerate the ambiguity associated with the complexities of human psychology.	6.10	0.95	3-7
11. I am prepared to use the scientific method when dealing with problems and/or looking for answers.	6.11	0.96	2-7
12. The Psychology Program has prepared me for graduate school.	5.53	1.26	1-7
13. The Psychology Program has prepared me for the job market.	5.09	1.41	1-7
14. I am able to communicate ideas in a clear and organized matter.	6.14	0.94	1-7

Notes. 'Std. Dev.' = standard deviation. 'Range' = observed range; possible range was 1-7 for each item. N = 122

Contextual/Demographic Items

Transfers:

- 50 (40.98%) reported transferring from another university/college
 - 41 reported transferring from a community college
 - 31 of those reported transferring for Ferris Psychology Program
- 43 (35.24%) reported transferring from another major at Ferris
 - 7 reported transferring from Biology (general, applied, or forensic)
 - 10 reported transferring from Pre-Pharmacy
 - 26 reported transferring from other majors

Plans after Graduation:

- 56 (45.90%) reported plans to enter a Master's program
 - 38 did not identify a specific program of study
 - 16 specifically identified social work
 - 2 specifically identified marriage/family counseling
- 28 (22.95%) reported plans to enter a Doctoral Program
 - 16 for clinical/counseling psychology
 - 7 for school psychology
 - 5 for experimental psychology
- 25 (20.49%) reported plans to enter the job market
 - 13 did not specify job area
 - 10 for human resources
 - 2 for law enforcement
- 2 reported plans to enter law school
- 1 reported plans to enter medical school

Open-Ended Questions (as Coded into Categories)

Requested Courses

Advanced Counseling Course	8
Sports Psychology Course	8
Lab-based/Applied Research Methods Course	7
Gender/Diversity Courses	7
Forensics Psychology Course	6
Diagnostics/Assessment Course	5
Advanced Statistics Course	5
Positive Psychology Course	4
Other	18

Constructive Remarks

Praise for the Faculty/Program	15
Request for more occupational/graduate school guidance	9
Request for offering more courses	5
Critique of advising	3
Praise of advising	1
Request for more GRE preparation	1
Other	15

Overall, graduating students over the evaluation period seemed very satisfied with the Program. For instance, some of the most common remarks reflected positive perceptions about the faculty and the Program. Importantly, student responses to the items tapping program goals were favorable. Specifically, their general perceptions were that they could critically examine human behavior (Goal A: items 3 and 5), that they had learned the information necessary for psychology majors (Goal B: item 6), that they could apply what they had learned in the Program (Goal C: item 7), and that they could communicate what they had learned effectively (Goal D: item 14). The overall mean score derived from these five items is 6.08, a score well above the 7-item scale midpoint.

Relative to the other item values, items related to advising, readiness for graduate school, and preparedness for the job market were low, but still well above the midpoint of the scale. This sentiment is possibly reflected by the fact that concern about graduate school and job market guidance was the second most common open-ended remark. However, according to the psychology faculty survey results, the program faculty generally perceives graduating students not planning to attend graduate school as well prepared for many entry-level occupations.

Finally, the top two requested courses are not surprising. Because most students planning to attend graduate school intend to study counseling/clinical or school psychology, they would like greater exposure to relevant courses at the undergraduate level. There has also been growing interest in the field of sports psychology. Although there are few graduate programs aimed specifically at such training, it is likely that more will be developed if demand continues to grow. The PSYC 470 – Counseling Theories and Techniques course was offered this last Spring semester and is scheduled for next Spring as well. The inclusion of this course in the curriculum may alleviate at least some of our future students' concerns regarding the range of courses that the Program offers. However, the Program currently struggles to compete with other institutions due to limited faculty. Note that graduating students' evaluation of whether the Program offers an adequate range of psychology courses was relatively low. This is congruent with the program faculty's assessment and supports the notion that the Program is stretched thin. Additional faculty could also provide more lab-based courses as commonly requested in the survey.

The alumni student survey was administered online in the Spring of 2017. For the previous program review, the Alumni Association provided 67 email addresses. However, the response rate was unacceptably low (i.e., 9 percent). For the current program review, an alternative approach was used involving the recruitment of individuals online by means of a Facebook alumni group page. This method led to the recruitment of 23 survey respondents. The alumni survey comprised two versions; individuals currently or previously attending a graduate or professional program completed 'Version 1', whereas those without graduate or professional training completed 'Version 2'. The results of these surveys are summarized on the next five pages.

Psychology Program Alumni Student Survey - Version 1

Quantitative Attitude/Perception Items

1 (Strongly Disagree) - 7 (Strongly Agree)

Item	Mean	Std. Dev.	Range
1. Overall, the Psychology Program at Ferris prepared me well for graduate/professional study.	6.06	1.48	1-7
2. Based on my experience with graduate/professional study so far, the Ferris Psychology professors are up-to-date in their knowledge of Psychology.	6.24	1.48	1-7
3. The Program offered me good advising and guidance concerning graduate/professional school.	5.65	1.41	1-7
4. The Psychology Program offered an adequate range of psychology courses.	6.41	1.00	3-7
5. The Psychology Program adequately prepared me for the subject test of the Graduate Records Examination (GRE).	4.65	1.46	2-7
6. The Psychology Program exposed me to the necessary concepts and theories of psychology.	6.47	0.51	6-7
7. The Psychology Program prepared me to use information resources and find answers on my own as needed in graduate/professional school.	6.59	0.71	5-7
8. The Program prepared me to tolerate the ambiguity associated with the complexities of human psychology.	6.59	0.71	5-7
9. The Program prepared me to use the scientific method when dealing with problems and/or looking for answers.	6.41	0.71	5-7
10. The Psychology Program prepared me to communicate in a clear and organized manner.	6.41	0.95	5-7
11. The Psychology Program provided me with the critical thinking necessary for post-undergraduate education.	6.11	0.62	5-7
12. The research and internship opportunities were beneficial to my graduate/professional studies.	6.47	0.71	4-7

13. The Psychology Program prepared me to examine social issues objectively and scientifically.	6.29	0.92	4-7
14. The Program prepared me to understand problems and look for answers via the scientific method.	6.41	0.51	6-7
15. Overall, the Program has helped prepare me to acquire knowledge at the graduate/professional level.	6.59	0.62	5-7

Notes. 'Std. Dev.' = standard deviation. 'Range' = observed range; possible range was 1-7 for each item. $N = 17$

Background Items

Type of Program

Master's	9
Ph.D.	4
Other	4

Program Funding/Assistance

Research Assistantship	3
Teaching Assistantship	6
Fellowship	3
Grant	2
Other	3

Open-Ended Questions (as Coded into Categories)

Program Area

Counseling Psychology (e.g., marriage/family, mental health)	6
School Psychology	5
Clinical Psychology	3
Social Work	2
Social Psychology	1

Additional Plans for Graduate/Professional Education

Pursue a Doctorate Degree	6
Pursue a Specialist's Degree	2
Pursue Additional Master's Degree	1

Suggested Courses for the Ferris Psychology Program

Lab-based/Advanced Research Methods Course	3
Neuroscience Course	3
Advanced Statistics Course	2
Diagnostics/Assessment Courses	2

Courses/Experiences at Ferris Most Useful

Statistics/Research Methods Courses	7
Behavior Modification Course	5

Abnormal Psychology Course	4
Counseling Techniques Course	4
Internship/Practicum	4
Directed Research	2
Senior Seminar	2
Other	4

Constructive Remarks

Praise for the Faculty/Program	8
Request for more graduate school guidance	2
Request for more resources (e.g., faculty, courses)	2
Praise of internship	1

Psychology Program Alumni Student Survey - Version 2 – (Alumni without Graduate/Professional Training)

Quantitative Attitude/Perception Items

1 (Strongly Disagree) - 7 (Strongly Agree)

Item	Mean	Std. Dev.	Range
1. The Program offered good advising and guidance concerning work/careers related to psychology.	4.67	1.50	3-7
2. The Psychology Program offered an adequate range of psychology courses.	5.50	1.22	4-7
3. The Psychology Program exposed me to the necessary concepts and theories of psychology.	6.50	0.55	6-7
4. The scientific approach taken by the Program has prepared me to effectively analyze and gather information for work-related problems.	5.50	1.76	2-7
5. The Psychology Program prepared me to communicate in a clear and organized manner.	6.33	0.52	6-7
6. The Psychology Program provided me with the critical thinking necessary for successful problem-solving.	6.50	0.55	6-7
7. The Program's research and internship opportunities have been helpful with my work/career.	5.50	1.87	2-7
8. The Program prepared me to understand problems and look for answers via the scientific method.	5.67	1.37	3-7
9. The Psychology Program prepared me to learn what I needed to learn for my current position.	5.83	0.41	5-6
10. The Psychology Program prepared me to work effectively with others.	5.67	1.03	4-7
11. The Psychology Program prepared me to understand and appreciate diversity in the workplace.	5.50	1.76	2-7
12. Overall, the coursework offered by the Psychology Program prepares	5.00	1.67	3-7

students for work in a variety of settings.			
13. Overall, the Psychology Program prepared me well for the job market.	4.33	1.37	3-6

Notes. 'Std. Dev.' = standard deviation. 'Range' = observed range; possible range was 1-7 for each item. $N = 6$

Contextual Item

Type of Graduate/Professional Program Considering, if Applicable

Master's	5
N/A	1

Open-Ended Questions (as Coded into Categories)

Program Area Considering, if Applicable

Social Work	2
I/O Psychology	1
Clinical Psychology	1
Higher Education (i.e., Student Affairs)	1

Career Goals

Counselor	2
Human Resources Manager	1
Unsure	2

Suggested Courses for the Ferris Psychology Program

Advanced Statistics/Research Methods Courses	1
Additional Counseling Courses	1

Courses/Experiences at Ferris Most Useful

Statistics/Research Methods Courses	3
Counseling Techniques Course	2
Abnormal Psychology Course	1
Behavior Modification Course	1
Internship/Practicum	1

Constructive Remarks

Praise for the Faculty/Program	4
Request for more graduate school guidance	1
Request for more resources (e.g., faculty, courses)	2
Praise of internship	1

Although a larger sample size was obtained for the alumni survey than the previous program review, a sample size of 23 ($N = 17$ for 'Version 1' and $N = 6$ for 'Version 2') is still inadequate. This limited sample size makes it very difficult to make any meaningful inferences. Greater

efforts will be made to connect with our alumni, such as informing all graduating students of the alumni social media page and encouraging them to join. With that stated, overall alumni responses to the items most closely related to the program goals were favorable. Specifically, their general perceptions were that they could critically examine human behavior (Goal A: 'Version 1' items 11 and 13, 'Version 2' item 6), that they had learned the information necessary for psychology majors (Goal B: 'Version 1' item 6, 'Version 2' item 3), that they could apply what they had learned in the Program (Goal C: 'Version 1' item 15, 'Version 2' item 9), and that they could communicate what they had learned effectively (Goal D: 'Version 1' item 10, 'Version 2' item 5). The overall mean scores derived from these items on 'Version 1' and 'Version 2' are 6.37 and 6.29, respectively, both well above the 7-item scale midpoint.

Alumni moving on to graduate or professional school had generally positive perceptions regarding their undergraduate experience at Ferris. 'Version 1' respondents reported having continued to a psychology Ph.D. or master's program and a social work master's program. Although these respondents rated the Program's preparation for the subject test of the GRE as relatively low overall, this is likely the result of those students not being required to take the subject test when they applied to graduate school, and thus having no information regarding the adequacy of their preparation for the subject exam. All other indices were well above the midpoint, indicating general satisfaction. Alumni without graduate or professional training who entered the workforce (i.e., 'Version 2' respondents) also were generally satisfied with the program, but to a lesser degree and more variably than those who entered a graduate or professional program. Although the average was above the midpoint of the scale, these alumni indicated they were least satisfied with advising concerning work/careers related to psychology. Currently, as well as historically, our majors are informed that without graduate training, job opportunities are more limited. This information, as well as information regarding possible post-baccalaureate opportunities, and information about how to market skills/knowledge obtained in a B.S. Psychology program will continue to be emphasized by faculty, the Program Coordinator, and the Department Chair whenever advising program students.

Curriculum

Program Check Sheets

Check sheets for the Psychology Bachelor of Science and Minor are found in 'Appendix C – Psychology Program Check Sheets'. The Program Coordinator, Department Chair, and faculty advisors serve as the primary communicators of program requirement information to both prospective and current students. This information is also made available to current students, prospective students, and other stakeholders via the Program web page:

<http://www.ferris.edu/arts-sciences/departments/social-sciences/psychology-bachelor.htm>.

Syllabi for Program Courses

Syllabi for Psychology Program courses are found in 'Appendix D – Syllabi for Psychology Program Courses'.

General Education Requirements

In most cases (e.g., Scientific Understanding, Cultural Enrichment, Social Awareness, Global Consciousness), the Psychology Program has not required specific courses to meet a student's general education needs (see 'Appendix C - Psychology Program Check Sheets'). In the past, BIOL 109 - Basic Human Anatomy and Physiology was a prerequisite for both PSYC 360 – Physiological Psychology and PSYC 365 – Sensation and Perception, and SOCY 121 - Introductory Sociology was required to fulfill the Social Awareness requirement. Following considerable discussion, it was decided that BIOL 109 and 101 would be recommended to students, and SOCY 121 would no longer be required. For the Global Consciousness requirement, the program recommends ANTH 122 - Cultural Anthropology because of the overlap between the disciplines. Thus, the majority of general education credits are left open for students to choose with the guidance of their academic advisors. We believe that this flexibility makes it easier for students to obtain their degrees within 4 years. In addition, this may also make it easier for internal and external transfer students to join the Program without loss of time.

Curricular Changes

Some modifications to the curriculum have been implemented over the last five years. At the time of our last program review, we had recently added PSYC 350 - Introduction to Forensic Psychology and PSYC 470 - Counseling Theories and Techniques as regular course offerings. We have recently completed the process of adding PSYC 335 - Police Psychology, which had been offered multiple times as an experimental course, to the regular curriculum. This was done to help meet the needs of our majors and minors, as well as provide an added option for students in other programs (e.g., Criminal Justice). In addition, we have recently begun the formal process of creating new courses in Criminal Psychology and Forensic Child Psychology.

Assessment of Student Learning

Assessment is somewhat difficult for the Psychology Program because of our role of providing foundational support for so many other programs, so consequently many of our students, across a wide array of courses, are not program students. In many psychology courses (e.g., PSYC 150 - Introduction to Psychology, PSYC 325 - Social Psychology), the majority of students are not psychology majors or minors. Furthermore, our program students are given considerable latitude in the selection of courses (i.e., our program students are offered choices in which course to take to fulfill a required area). Much of what we want to assess in our majors requires that they have completed most of the mandated courses (e.g., PSYC 210 - Statistics for Psychology, PSYC 280 - Research Methods). Therefore, we have leaned heavily on the student exit survey data gathered in our PSYC 482 - Senior Seminar course. This capstone course has been required for all majors entering after Fall 2006.

In addition to assessment activities involving TracDat, which are delineated in the following subsection, members of the program faculty often meet to discuss their assessment and evaluation of student learning. We have found this to be an effective way to address concerns in a timely manner. For example, multiple faculty members have worked to increase knowledge of APA-style writing for our majors.

Assessment of Program-level Student Learning Outcomes

a. Students will critically and scientifically examine human behavior, social issues, and psychological research. For example, they will discriminate between “pop” psychology and scientific psychology.

i. Average course grade in PSYC 280 - Research Methods. In this course, students are required to successfully demonstrate critical thinking skills in assessing research methodologies and the conclusions presented in psychological research. The course grade is based on homework assignments, exams, and a research proposal (see course syllabus in ‘Appendix D – Syllabi for Psychology Program Courses’). Average course grades for academic years 2012-2013 through 2015-2016 were well above average (82.78, 82.73, 81.87, and 79.63, respectively). This data suggests that, in general, our program students are achieving this learning outcome.

ii. Score and percentile rank on Educational Testing Service (ETS) Major Field Test ‘Measurement and Methodology’ section. ETS provides national comparative data to assess relative standings of individual programs. Percentile scores for the ‘Measurement and Methodology’ measure have been 76th, 68th, 71st, 80th, and 64th for the years 2012-2016, respectively. This provides additional evidence that our majors are achieving this learning outcome. Furthermore, the data indicates that Ferris psychology students are performing very well relative to students in other programs across the nation, and thus, validates the accuracy of the course grades faculty are assigning to students in these courses.

iii. Questions 3 (“The Psychology Program prepares students to critically examine human behavior”) and 5 (“I am prepared to examine social issues objectively and scientifically”) from the Senior Exit Survey. Responses for these items range from 1 (Strongly Disagree) - 7 (Strongly Agree). Average ratings over the evaluation period, apart from missing 2014 data, were very high for both item 3 (6.09) and item 5 (5.87). This suggests that our students also believe that they are meeting this learning outcome.

b. Students will demonstrate a broad knowledge of the field of psychology, including major theories, schools of thought (e.g., historical trends), empirical findings, research methodology, and the use of statistical techniques.

i. Overall institutional score and percentile from the ETS Major Field Test. This data is used to assess our majors’ general knowledge in psychology. The test features 140 multiple-choice questions spread over broad subdisciplines (e.g., ‘Learning, Cognition, Memory’, ‘Perception, Sensation, Physiology’). As mentioned previously, national comparative data is provided by ETS to assess relative standings of individual programs. Program students’ percentile scores for the overall score on the Major Field Test have been 70th, 57th, 70th, 70th, and 53rd over the last five years. The scores indicate that program students are achieving this learning outcome and, in fact, are consistently better at gaining broad knowledge of the field than a majority of other psychology students across the nation that have completed this assessment.

ii. Question 6 (“The Psychology Program exposes students to the necessary concepts and theories of psychology”) from the Student Exit Survey. Responses for this item range from

1 (Strongly Disagree) - 7 (Strongly Agree). The average rating for this item over the evaluation period, apart from missing 2014 data, is very high (6.20). This data suggests that program students believe that they are achieving this learning outcome.

c. Students will discover ways in which psychological principles connect to their everyday lives.

i. Question 1 ("Had or learned appropriate knowledge") from the Student Intern Evaluation Survey (see 'Appendix B – Surveys'). Responses for this item range from 1 (Below Expected Level) - 4 (Far Above Expected Level). This evaluation form is completed by site supervisors at the end of the PSYC 491 – Human Services Internship/Practicum experience. The interns are closely monitored and their work includes a broad range of tasks (e.g., shadowing client interaction, assisting in research and/or administrative tasks). The goal of this internship is exploratory, allowing students to develop an understanding of how the principles that are presented in the classroom are applied to psychological and human services professions. The average rating for this item over the last 3 years is fairly high (3.32). This suggests that internship supervisors generally believe that program students are achieving this learning outcome.

ii. Question 7 ("Because of the Psychology Program, I am able to apply psychological principles to myself and others") from the Student Exit Survey. Responses for this item range from 1 (Strongly Disagree) - 7 (Strongly Agree). The average rating for this item over the evaluation period, apart from missing 2014 data, is very high (6.12). This suggests that program students believe that they are achieving this learning outcome.

d. Students will effectively communicate psychological concepts and theories, along with the evidence in support of them.

i. The average of two measures of writing ability with possible scores ranging from 1-5. These assessment measures are administered and scored by the PSYC 482 - Senior Seminar capstone course instructor. The scores are based on a scale of 1 (Not College Level) - 5 (Very Ready for Graduate School). For these activities, students must construct arguments clearly and concisely using evidence-based psychological concepts and theories. Average evaluation ratings for academic years 2012-2013 through 2015-2016 were 3.31, 3.56, 3.26, and 3.66, respectively. Although these values are above the mid-point of the scale, the Program is interested in more effectively helping students improve their scientific-related communication abilities (i.e., analyzing and communicating results of primary scientific literature). This is a concern not unique to the Psychology Program, and preliminary steps have been taken recently to attempt to address this. For example, the Program coordinator is currently working with the Chair of the Department of English, Literature, and World Languages to offer our majors a course in scientific writing as an additional option for the 300-level 'ENGL' general education requirement. The primary focus of this course would be on the formal preparation of a review of empirical research. The program faculty advisors could recommend this course to program students over other, seemingly less relevant course options (e.g., ENGL 321 - Advanced Composition, ENGL 325 - Advanced Business Writing). It should be noted that with class sizes averaging 40 students per section in most of our courses, faculty are somewhat limited in their ability to offer substantial writing assignments with an iterative

component to give students an opportunity to implement feedback on their writing and practice the skills required for good scientific writing.

ii. Question 14 (“I am able to communicate ideas in a clear and organized manner”) from the Student Exit Survey. Responses for this item range from 1 (Strongly Disagree) - 7 (Strongly Agree). The average rating for this item over the evaluation period, apart from missing 2014 data, is very high (6.14). This data suggests that our students believe that they are meeting this learning outcome.

TracDat results are found in ‘Appendix E – TracDat Four Column Report’. As revealed in the above descriptions, the Program continues to use the data to monitor Program-level student learning outcomes, which provides input to inform decisions regarding potential improvements (i.e., determining strategic plans). For example, allocating more laboratory space and increasing support of faculty-student scholarly partnerships (which are outlined as contributing steps toward the Program’s current short-term strategic goal) can presumably help to improve the scientific-related communication abilities of program students. Overall, the Psychology Program seems to be successful at meeting its stated goals despite the limited resources available.

The core courses of the B.S. in Psychology were mapped onto the course outcomes. A review of all psychology course syllabi (see ‘Appendix D – Syllabi for Psychology Program Courses’) was conducted to identify the types of assessment measures used to assess student learning. Over the last several years, program faculty members have met to discuss how course-specific outcomes are measured (e.g., examinations, term papers, projects, presentations) and how these outcomes align with the Program-level goals. A curriculum map, which outlines how program goals are addressed throughout the curriculum, was created as a result (this is found in ‘Appendix F – Psychology Program Curricular Map’). As the curriculum map reveals, every Program-level goal is introduced, reinforced, and mastered at some point in the curriculum.

Program Profile

Annual Applications, Number Admitted, and Number Enrolled

Year	Applications	Admitted	Enrolled
Fall 2014*	347	262	34
Fall 2015**	296	227	48
Fall 2016**	362	266	37

*Includes Pre-Psychology

**Includes A.A.

Evaluation of the Annual Applications, Number Admitted, and Number Enrolled Trends Within the Program

This is an issue of concern to the Psychology Program. The number of applications is strong, but most of these applicants ultimately fail to enroll in the Ferris Program. Although it is not clear

why this occurs, one possible reason is that applications to Ferris are used for back-up purposes. That is, prospective students apply to Ferris so that they have a place to go in the event their preferred programs do not accept them.

In the past, program faculty members have worked with admissions to place calls and send emails to admitted students. There is no evidence that these efforts have improved enrollment. Because of the relatively healthy application and enrollment figures, the Program has not actively marketed itself since its inception. In addition, a successful attempt to increase enrollment will further stretch limited resources necessary to providing a quality educational experience.

Enrollment - Headcounts

PSYC B.S. Enrollment (Headcounts): On-Campus, Off-Campus, On-Line, & Total

Term	Status	On-Campus	Off-Campus	On-Line	Total
Fall 2011	Freshman	37	0	0	37
	Sophomore	28	0	0	28
	Junior	30	0	0	30
	Senior	39	0	0	39
	Masters	0	0	0	0
	1 st Professional	0	0	0	0
Fall 2012	Freshman	19	0	0	19
	Sophomore	37	0	0	37
	Junior	28	0	0	28
	Senior	50	0	0	50
	Masters	0	0	0	0
	1 st Professional	0	0	0	0
Fall 2013	Freshman	18	0	0	18
	Sophomore	33	0	0	33
	Junior	37	0	0	37
	Senior	35	0	0	35
	Masters	0	0	0	0
	1 st Professional	0	0	0	0
Fall 2014	Freshman	20	0	0	20
	Sophomore	26	0	0	26
	Junior	32	0	0	32
	Senior	48	0	0	48
	Masters	0	0	0	0
	1 st Professional	0	0	0	0
Fall 2015	Freshman	22	0	0	22
	Sophomore	37	0	0	37
	Junior	31	0	0	31
	Senior	42	0	0	42
	Masters	0	0	0	0
	1 st Professional	0	0	0	0

As was the case during our last review, we believe that the Psychology Program is stretched too thin. Between its commitments to general education, and to the Psychology major and minor, our program struggles to regularly offer courses deemed necessary for a quality undergraduate psychology program. In addition, one of the basic functions of a psychology program, research experience, is hamstrung by a lack of space, research-related resources (e.g., computers and

other necessary equipment), and time, especially when compared to other institutions viewed as our direct competition (this issue will be addressed in greater detail within the 'Competitive Programs' subsection of this report). The Psychology Program must maintain its active research agendas. For example, the animal cognition laboratory has served as a tremendous resource for our students and must be continued. Additional resources are needed in the areas of human research. Faculty members have worked with students on research design, data collection, and analysis in several areas of psychological research. However, as mentioned previously, as the research in these areas progresses it is becoming increasingly difficult to proceed without additional resources (e.g., laboratory spaces). This lack of resources is compounded by the considerable teaching load placed upon a faculty dutifully involving students in real, publishable research. Although our program has a number of strengths (e.g., strong commitment to students, knowledgeable and experienced faculty, courses not taught by graduate students, relatively small introductory sections), there are substantial areas of growth that must be addressed. These potential areas for growth include increased space and practical resources (including release time) to devote to research, which allows faculty to train students in research methods, prepare them for graduate study, and remain current in their respective fields. Because of the lack of available resources, it is difficult to provide adequate opportunities for interested students.

The Program's dedication to general education opportunities comes at a heavy cost to our major and minor. It has continued to be very difficult to provide adequate upper-level course offerings to our program students. It is clear that we do not have the resources, in terms of faculty, to offer courses that we believe our majors and minors need. Much of this problem can be attributed to the need to offer many sections of our general education courses. Additional faculty members are needed to better serve psychology majors and minors while maintaining general education offerings to the University community. With the appropriate resources (e.g., faculty lines and human research laboratory space), the Program could more effectively compete with schools that offer many more courses and provide a wider array of research opportunities.

Despite the concerns described above, the Psychology Program does not intend to reduce service to students that are not in our major or minor. Psychological science offers an understanding of mental processes and behavior essential for any student, as well as teaching critical thinking and information literacy skills that are essential to successfully navigating an ever-changing world. The Program is dedicated to improving students' understanding of themselves and others.

Evaluation of the Overall Enrollment – Headcounts Trends within the Program

Overall, the program has maintained very healthy enrollment numbers over the evaluation period. In August 2011, a total of 134 students (all on-campus) were enrolled in the B.S. program. In August 2015, the enrollment was 132 students (all on-campus). At this time, the faculty does not feel compelled to increase enrollment from their current numbers. Of course, as with all programs at Ferris and other institutions in the State of Michigan, efforts to recruit students more actively in the future may be necessary because of the projected decline in high school students. The long-term strategic plan of becoming a more distinct program will presumably help in attracting students to Ferris in the future.

Student Credit Hour Trends

Student Credit Hours

Academic Year	Summer	Fall	Spring	Fall & Spring
2012-13	189.00	4,023.00	3,967.00	7,990.00
2013-14	155.00	4,050.00	3,384.00	7,434.00
2014-15	45.00	3,957.00	3,747.00	7,704.00

In terms of Student Credit Hours (SCH), the Psychology Program has maintained healthy numbers over the past few years. It should be noted that SCH was down during the Summer of 2015. This is attributed to the lack of course offerings during that semester. The Program wishes to consistently offer a greater number and diversity of courses in future Summer semesters.

Productivity

SCH/FTEF

Academic Year	Summer	Fall	Spring	Fall & Spring
2012-13	252.00	435.39	425.19	860.53
2013-14	206.67	446.04	407.02	854.77
2014-15	180.00	446.03	305.78	729.36

SCH/FTEF - University

Academic Year	Summer	Fall	Spring	Fall & Spring
2012-13	147.68	234.53	227.86	462.53
2013-14	141.26	238.18	230.82	469.11
2014-15	143.74	236.02	224.22	460.26

Based on the data available, this is a highly productive area of instruction with an average 814.89 SCH/Full-Time Equated Faculty (FTEF). Productivity numbers for faculty in the Psychology Program have been fairly consistent over time, and our averages are much higher than the University averages. On the most current ranked listing of SCH/FTEF available, Psychology is the ninth highest-ranked program at the University.

Enrollment – Residency

Psychology B.S. Enrollment: Residency, Age, FSU GPA, & ACT

Term	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Avg. ACT
Fall 2011	130	1	2	20	3.02	22.49
Fall 2012	127	5	1	21	3.05	22.30
Fall 2013	116	6	1	21	3.11	22.57
Fall 2014	112	10	4	21	3.12	22.48
Fall 2015	120	0	11	20	3.12	22.56

The data show little variability from the 3.08 GPA and 22.48 ACT 5-year average. For our last program review, the 5-year averages for GPA and ACT were 3.03 and 22.17, respectively. There has been a very slight increase in both measures. Year-to-year data do not reveal any discernable trends. These two measures have remained stable since the Program's inception. Not surprisingly, as Ferris is a regional university, the vast majority of program majors are Michigan residents.

Enrollment – Gender, Ethnicity, and Enrollment Status

PSYC B.S. Enrollment: Sex, Ethnicity & Enrollment Status

Gender

Term	Male	Female	Unknown
Fall 2011	41	93	2
Fall 2012	46	88	4
Fall 2013	44	79	4
Fall 2014	44	82	2
Fall 2015	38	94	2

Ethnicity

Term	Black	Hispanic	Native	White	Hawaiian	Multi	Foreign
Fall 2011	16	5	3	103	0	2	0
Fall 2012	18	5	0	103	0	2	0
Fall 2013	16	6	0	90	0	4	0
Fall 2014	14	5	1	93	0	7	2
Fall 2015	9	3	1	110	0	4	2

Full/Part Time

Term	Full Time	Part Time
Fall 2011	124	10
Fall 2012	118	16
Fall 2013	111	12
Fall 2014	106	20
Fall 2015	118	14

The gender and ethnicity data reported are typical of Midwestern universities. In particular, the larger proportion of female students in the Program is a common phenomenon in psychology programs across the nation. Regarding the ethnic composition of our students, because much of

our mission relates to the complexities of human psychology and the appreciation of diversity, a more diverse set of students would be welcomed. The Program will continue to support recruiting efforts aimed at targeting underrepresented populations, such as African-American and Hispanic-American students from urban areas. Lastly, the vast majority of majors in the Program are full-time students.

Retention

Psychology Students Enrolling in a Second Year in the Program

Term Entering	N	Year 2%
Fall 2011	27	67
Fall 2012	16	81
Fall 2013	16	69
Fall 2014	17	71
Fall 2015	19	79

Although there is variability from year to year, the percentage of students who chose to enroll in a second year in the Program after having completed their first has averaged 73.4% over the five-year period. The attrition rate seems rather high. One possible reason is that many students enroll in the PSYC 210 - Statistics for Psychological Science course during their second semester. Although students are educated that psychology is a scientific field from the beginning, learning the skills to truly understand and conduct research is a daunting task and may cause students to reconsider their major. All psychology programs face this issue, as FTIAC students typically possess misconceptions regarding what the field of psychology involves as well as the difficulty of the science-oriented coursework. In addition, it is possible that some of our students have transferred to other universities for the better resources available (e.g., greater breadth of courses offered, more research opportunities, larger number of faculty).

As has been the case for some time, the Psychology Program requires additional faculty to effectively compete with comparable institutions. In particular, students need to have access to more sections of important courses, especially those required for graduation (e.g., PSYC 482 - Senior Seminar, which is available only once a year). Additional members of the faculty will also afford students a wider array of courses that are obtainable elsewhere (e.g., advanced/applied research methods, applied behavior analysis). This concern is specifically addressed in the Program's short-term strategic plan of better serving the needs of program students.

Student retention is obviously an issue for all programs at the University. The strategic plan for the College of Arts and Sciences focuses, in part, on improving retention. The Psychology Program will therefore be involved in efforts by the College to improve retention. Specific strategies are currently being developed.

Program Graduate Numbers

Psychology B.S. Graduate Headcount

Academic Year	On-Campus	Off-Campus	On-Line	Total
2011-2012	26	0	0	26
2012-2013	36	0	0	36
2013-2014	28	0	0	28
2014-2015	42	0	0	42
2015-2016	28	0	0	28

The number of students graduating with the B.S. in Psychology has remained very healthy over the evaluation period. These numbers have continued to grow since the last program review. For example, the graduation numbers ranged from 20-26 over the previous review period, whereas they range from 26-42 over the current review period. As mentioned previously, it is believed that the Program will require additional resources (e.g., faculty, research space) to accommodate any additional increase in growth.

Six-Year Graduation Rate

Of the 19 FTIAC students who enrolled in the Program in the fall of 2010, 7 (39%) graduated from the Program in six years. As alluded to in the 'Retention' subsection, new students are often unprepared for the level of rigor that the Program requires. To address this issue (that is inherent to all psychology programs), faculty members have discussed strategies to improve student understanding of the rigor required for the major early on (e.g., having specific discussions with students during the first advising or program change meeting). Again, it is also possible that some of our students have transferred to other universities with more course offerings. An element of the Program's short-term strategic plan is to address bottlenecks to upper-level courses. Hiring additional psychology faculty to assist in offering courses currently in the curriculum, as well as creating new courses, is likely to help address retention rates. Despite the seemingly low six-year graduation rate, it is important to keep in mind that the overall number of graduates has grown since the last program review.

Graduate Average GPA

Average FSU GPA of Psychology Program Graduates

Academic Year	Avg. GPA
2010-2011	3.42
2011-2012	3.33
2012-2013	3.17
2013-2014	3.31
2014-2015	3.42

The GPA data show little variability from the 5-year average (3.33). The average GPA for the evaluation period during the last program review was 3.25. Thus, there has been a slight increase in this outcome measure. Year-to-year data do not reveal any discernable trends. These two

measures have remained fairly stable since the program's inception. Because of this, there does not seem to be any action needed from the Program regarding average GPA.

Graduate Average ACT

Average ACT of Newly Enrolled Students and Program Graduates

Academic Year	Newly Enrolled	Graduates
2010-2011	22.49	24.19
2011-2012	22.30	22.27
2012-2013	22.57	21.68
2013-2014	22.48	22.67
2014-2015	22.56	22.76

As is the case for GPA, the ACT data show little variability from the 5-year averages for newly enrolled students and program graduates (22.48 and 22.71, respectively). The averages during the last program review were 22.17 and 21.77. As with GPA, there has been a slight increase in these outcome measures. These two measures have also remained stable since the program's inception. There does not seem to be any needed action from the Program regarding average ACT.

Program Value beyond Productivity and Enrollment Numbers

The Psychology Program serves the Department, College, and University in a number of ways including governance and development. Listed below are just some examples of how the Program is having a positive impact:

- 1) The program faculty serve on many different committees, and a number serve as committee chairs.
- 2) Program faculty often assist other programs and divisions (e.g., the counseling center).
- 3) The Program offers many general education courses, which typically meet or exceed section caps.
- 4) Psychology Program faculty are actively involved in teaching development (e.g., FCTL)
- 5) Members of the Psychology Program have engaged in efforts toward student recruitment (e.g., calling/emailing applicants).
- 6) Psychology Program faculty frequently attend relevant conferences for Program/Department/College/University development (e.g., development of undergraduate research conference).

The external activities engaged in by the faculty serve a marketing function for the University, help make connections that may later assist the Program and its students (e.g., the development of internship opportunities), and offer assistance to community members that might not

otherwise receive professional help. Listed below are just some examples of how the Program is having a positive impact on the community and other external stakeholders:

- 1) Members of the Psychology Program have presented research at teaching and professional conferences. They have also served as moderators of research symposia at these conferences.
- 2) Program faculty members assist human service organizations (e.g., the Family Independence Agency).
- 3) The Program also supports students' community service efforts (e.g., Women's Information Service, My Brother's Keeper).
- 4) Psychology faculty members currently serve, or have served, as chairs for both the Institutional Review Board and the Institutional Animal Care and Use Committee, which ensure that all research at the University complies with state and federal regulations.
- 5) Psychology faculty hold memberships, and are very active, in a variety of professional associations (e.g., Association for Psychological Science, Midwestern Psychological Association).
- 6) Members of the Psychology Program have served as reviewers of research journal manuscripts.

Program Flexibility and Access

Currently, there are no course offerings at offsite locations and our program has no plans to offer any in the near future. Our online course offerings are limited but expanding. The courses that are now regularly offered online are PSYC 150 – Introduction to Psychology (offered every semester, including Summer) and PSYC 370 – Principles of Learning (now offered every Spring). Occasionally, an online section of PSYC 345 – Psychology of Death and Dying has been offered. Our program is interested in offering additional courses in an online format in the near future, as it would likely help accelerate time to degree for many students. We do not currently offer any courses on the weekends. The only course that is taught regularly during the evening hours is PSYC 150 – Introduction to Psychology, as it is a high-demand general education course.

Because psychology is such a broad and diverse field, the Program's curriculum has a great deal of flexibility. This makes the Psychology Program very accessible to students. Compared to many programs at Ferris, Psychology Program courses have few prerequisites making it easy for students to obtain necessary credits, almost at any point during their enrollment in the major. In addition, although the Program requires that students take courses from core areas of psychology, in most cases, each core area comprises more than one choice. For example, students can choose between three courses (PSYC 226 – Lifespan Human Development, PSYC 341 – Child Psychology, or PSYC 342 – Adolescent Psychology) to complete the Program's human development area requirement. The Program's required major directed electives can be met with any PSYC course not counted toward a core area, a specific SCWK course, and a specific SOCY course. In addition, the Program has not required specific courses to meet a student's general education needs. Except in a few cases, psychology majors are not locked into a specific sequence

of courses. We believe that may make it easier for students to obtain their degrees within 4 years. While many students enter into the Program as FTIACs, there are many that transfer in from other programs on campus or from other institutions. Program flexibility has also made it easier for internal and external transfers to join the Psychology Program without loss of time.

Over the evaluation period, student enrollment in psychology courses has remained high and we attempt to offer new courses to target large segments of potential students. However, we are very limited in our ability to do so because of the lack of resources described previously. Since the last program review, one new course has been added as an elective option (PSYC 335 – Police Psychology). This course was created to align with the career interests of many of our students (both majors and minors). The Program hopes to be able to create, and subsequently offer, additional new courses (e.g., Consumer Psychology, Deviant Behavior) in the future, as they would likely appeal to a wide range of students at the University.

Program Visibility and Distinctiveness

Perhaps the most salient feature that sets the Ferris Psychology Program apart from those at other institutions is the research/internship requirement (PSYC 491 – Human Services Internship/Practicum). To the best of our knowledge, very few undergraduate psychology programs offer the range of internship/practicum experiences that our program offers. The Psychology Program requires that students be exposed to hands-on experience in psychology through either research or internship. Most students choose internships; many choose both. Many programs make these an option, but they are not typically an integral part of the curriculum. Continued support and development of these options is needed. This support should include some recognition of the work required to develop and maintain these opportunities (e.g., release time).

Competitive Programs

Although every state-funded university offers a psychology major, our main competitor appears to be Grand Valley State University (GVSU). This is likely driven by perceptions of similarity and location. (See 2016-2017 Fact Book, pg. 81, for related transfer data.)

Most psychology programs offer similar courses and experiences. However, most programs are afforded greater resources as demonstrated by laboratory space and number of faculty members. GVSU is an excellent example of this. At GVSU, each core area of psychology is represented by laboratory space, which includes two-way mirrors, computers, and classroom desks for survey work. Our program has limited laboratory space. This hinders our ability to get students the hands-on research experience they need for graduate work and makes it very difficult to teach the science of psychology. GVSU's program also has many more faculty members (43 listed on the department website as of 6/2/2017) and a 3:3 teaching load. This allows the GVSU program to offer many more courses and research opportunities than Ferris. At the time of this report, Ferris struggles to offer a broad set of classes on a regular basis. This is jointly the result of a numerically limited faculty and the Program's commitment to both its program students and general education.

Although the Program is successful in terms of its enrollment, it requires greater investment by the University to adequately compete with GVSU and other institutions and provide students with the opportunities that they require. The Psychology Program is relatively inexpensive given that it currently serves approximately 140 primary majors, 80 minors, and has only 7 tenure-line or tenured faculty members (and 2 full-time temporary faculty). These positions currently include a 75% release time assignment for department chair, 25% release time for program coordinator, and 25% release time for the University Animal Care and Use Committee. With such a limited number of faculty, the Program struggles to offer a broad base of courses and hands-on experiences. Faculty members frequently have 3 course preparations per semester. A non-tenure faculty member often teaches two of the mandatory courses for the major (PSYC 210 - Statistics for Psychological Science and PSYC 280 - Research Methods). The Program's dedicated faculty has managed to provide several additional upper-level courses (e.g., PSYC 390 - Psychology of Relationships, various honors courses) over the past five years to add breadth to our offerings. The Program is also currently offering research involvement opportunities in new areas. Again, the Program truly requires additional faculty and laboratory space/equipment to compete with comparable institutions in terms of offering research opportunities.

Preeminent Program

We do not believe that there is any preeminent psychology program that is similar enough to compare to ours. For one, most psychology programs in the U.S. are housed within their own department. Also, the preeminent programs at public universities in the nation (e.g., Stanford University, Columbia University) as well as state (e.g., University of Michigan) focus primarily upon the research efforts of their faculty. The undergraduate courses there tend to be large and graduate students teach many of them. At private institutions, the preeminent psychology programs in the nation (e.g., Wellesley College, Amherst College) as well as state (e.g., Hope College) are more focused upon the liberal arts. These institutions lean towards creating “well-rounded” students rather than being career-oriented. The Ferris Psychology Program attempts to strike a balance between research and teaching. The reality is that the Program cannot hope to match the amount of research activity that takes place at the preeminent programs. However, we believe that having a greater emphasis on teaching and undergraduate internship opportunities, as we have in our program, facilitates student learning.

Demand

Most majors in the Program plan to pursue a career within psychology or a related field. The previously mentioned student exit surveys administered in the capstone course (see ‘see Appendix B - Surveys’) revealed that 41% of program students reported transferring from another institution (the majority from a community college) and 35% reported transferring from another program at Ferris. The majority of students (71%) reported plans to continue their education in the near future. Specifically, about 46% of the sample reported plans to enter a master’s-level program, including social work and marriage/family counseling. In addition, 23% reported plans to immediately enter doctoral-level programs, including areas within school, counseling, clinical, and experimental (e.g., social, developmental, industrial-organizational) psychology. Nearly 21% of graduating students reported seeking employment in the field of

human resources or law enforcement. Another 3% reported plans to enter either law school or medical school (see summary of results in the 'Program Goals' section).

The U.S. Department of Labor's 2015 Bureau of Labor Statistics report projects employment of psychologists to grow 19% from 2014 to 2024 (considerably more than the 7% average for all occupations). Predictions vary by application area. Specifically, a 20% increase is projected in the combined areas of clinical/counseling/school psychology. Outside of school psychology, which often requires only a master's or specialist's degree, individuals without doctoral degrees will find it more difficult to find a job given the greater restrictions placed on them. For example, in the State of Michigan, someone holding a Ph.D. or Psy.D. must supervise a master's-level counselor. However, because of rising healthcare costs, some in the field have predicted that companies will increasingly refer prospective clients to masters-level practitioners rather than those holding doctorates, as it is more economical. A 19% increase is predicted for industrial/organizational psychology; all other occupational areas in psychology are predicted to increase by 10%. Presumably, the rising demand in these occupational areas will also be reflected at academic institutions, as professionals in these areas will be needed for training purposes.

Employment Projections Data for Psychologists, 2014-24

Occupational Title	Employment, 2014	Projected Employment, 2024	Numeric Change, 2014-24	Percent Change, 2014-24
All psychologists	173,900	206,400	32,500	19
Clinical, counseling, and school psychologists	155,300	185,900	30,500	20
Industrial-organizational psychologists	2,000	2,300	400	19
All other psychologists	16,600	18,300	1,600	10

SOURCE: U.S. Bureau of Labor Statistics (2015)

The 2016 median annual wages for these occupational areas were as follows:

All psychologists: \$75,230

Clinical, counseling, and school psychologists: \$73,270

Industrial-organizational psychologists: \$82,760

All other psychologists: \$95,710

Typical jobs for individuals holding only bachelor's degrees in psychology include those involving human resources management, data collection and analysis (e.g., survey researcher), and social/human services. The 2016 median annual wages for these occupational areas were as follows:

Human resources specialists: \$59,180

Survey researchers: \$ 54,470

Social and human service assistants: \$31,810

Overall, jobs at this level are projected to grow at or above the national average. Psychology, as a field, has been slow to market the abilities of those below master's-level training. However, this appears to be changing. The Psychology Program faculty believes that psychology majors are as, if not more, prepared for many of the entry-level positions taken by communication, social work, and marketing students. This is because such positions require the application of psychological principles. Nevertheless, the Program faculty and students recognize the relatively limited availability of jobs for graduates with only a bachelor's degree. Both the Program Coordinator and the Department Chair address this issue with every student who transfers into the major. This is also addressed in courses such as PSYC 150 - Introduction to Psychology and PSYC 280 - Research Methods, which are required of all majors.

Advising program majors is largely guided by the current market demands for these occupational areas. As mentioned previously, the majority of students within the Psychology Program plan to continue their education in a graduate (i.e., master's, specialists, doctoral) program. These students are actively directed toward the coursework and extracurricular activities that will best position them for this. Working with program faculty, internship supervisors, and RSOs, program students are provided with a tremendous amount of information regarding career opportunities in psychology and psychology-related areas (e.g., human resources, social work, human services), as well as preparing for graduate school.

Student Achievement

Although the Program does not keep data regarding the specific proportion of students that are members of Registered Student Organizations (RSOs), Student Government, and the Ferris Honors Program, it is believed that many are involved. Program students are encouraged to seek out extracurricular activities, as these experiences likely help to prepare them for successful careers by providing opportunities to engage in community services and become familiar with the application process for graduate/professional school. For example, the Student Psychology Association (SPA) is an organization committed to helping those with an interest in psychology in deciding what field of study to pursue and emphasizing important information regarding graduate education. SPA members create and attend events on campus, utilize committees to execute special interests, and become an outlet for community service. Since the last program review, students and faculty established a Ferris chapter of Psi Chi, the international honor society for psychology, whose purpose is to encourage, stimulate, and maintain excellence in scholarship. Members have engaged in research and volunteer service, gained leadership experience, and have created a greater sense of community with other program students. Additionally, many program students are active in other RSOs, including the National Society of Collegiate Scholars, the Omicron Delta Kappa National Leadership Honor Society, and Active Minds.

Many of our program students are also members of the University's Honors Program. The mission of the Ferris Honors Program is to "...provide intellectual challenges, resources and support to highly able and motivated students, while encouraging service and leadership for the

public good.” Examples of the types of achievements that psychology students have gained in the Honors Program of the evaluation period include:

Tyler Ryan, who was the recipient of the 2017 Outstanding Scholar Award, which is awarded to one student annually who best exemplifies the characteristics of Honors students.

Chelsey Burr, who was awarded a Spring 2017 Outstanding Senior Symposium Award for her project: “Fake it ‘Till You Make It: A Multi-variable Study of the Effects of Sports on Body Image in Student Athletes”. At the Honors Program Senior Symposium, the best poster or posters receive this award for excellence.

Nicole Outman, who was awarded a 2016 Leadership Stole by a committee of faculty and Honors Program staff. Through her demonstrated leadership and service to the Ferris community, Nicole was also the recipient of the 2015 Maude Bigford Scholarship.

Virginia Martinez, who was a finalist for the 2015 Outstanding Scholar Award. Virginia’s Senior Symposium project was also a finalist for the 2015 Outstanding Senior Symposium award.

Madison Herbart, who was a recipient of a 2014 Volunteer Stole for her service to the community.

Leah Kelly, who was the recipient of the 2012 Outstanding Scholar Award.

The Psychology Program awards a senior with the Outstanding Student in Psychology Award during the College of Arts and Sciences Awards Ceremony. In addition, Psychology majors are eligible to be recipients of both the Leon and Jerena Keys Family Scholarship and the Robert and Frances Friar Social Sciences Scholarship. Members of the SPA and Psi Chi E-boards are also eligible for Activity-Based Scholarships, which are provided by the College.

Employability of Graduates

Employment Post-Graduation

The specific number or proportion of program graduates employed within or outside of the field of psychology one year post-graduation is very difficult to accurately report. Based on the only data the University has collected over the evaluation period, the Graduate Follow-up Survey, 82% of respondents reported being currently employed or continuing their education. However, the aggregated response rate for this survey was a disappointingly low 27%. In addition, salary data for program graduates is not included in this report, as many respondents did not report this information. The results of the previously described alumni survey suggest that the majority of students continue their education at graduate and professional schools immediately, or shortly after, graduating from the Psychology Program. Approximately 74% of the sample completed ‘Version 1’, indicating that that they are currently attending, or had attended, graduate or professional school.

Stakeholder Perceptions of the Employability of Graduates

The alumni survey items related to readiness for graduate school ('Version 1'), and preparedness for the job market ('Version 2') were above the midpoint of the scale, although the relatively low sample sizes (17 and 6, respectively) makes it difficult to draw any meaningful inferences. Additionally, the program faculty survey data suggests that the faculty generally perceives graduating students not planning to attend graduate school as well prepared for many entry-level occupations. Employer perception data is unavailable and would likely prove difficult to obtain. The Program does recognize the need to more closely work with the Center for Leadership, Activities, and Career Services (CLACS) in providing enhanced career services to program students who do not plan to continue their education after graduation.

Faculty Composition and Engagement

Organization

There are currently 7 tenure-track/tenured faculty members. As mentioned previously, these positions currently include a 75% release time assignment for Department Chair, 25% release time for Program Coordinator, and 25% release time for the University Animal Care and Use Committee Chair. All 7 faculty members teach their course load on the main campus. There are currently 2 full-time non-tenure faculty members teaching within the Program, both teaching their course load on the main campus. There is one adjunct faculty member teaching two sections of the same course within the Program on the main campus.

Tenure-track and Tenured Faculty

All tenure-track/tenured faculty members typically teach 4 sections per semester, 8 sections a year. In order to meet the needs of students, members of the faculty have often taught courses on an overload basis. The current tenure-track/tenured faculty members are as follows:

Connie Meinholdt, Ph.D. in Social Psychology (Full Professor)

Penney Nichols-Whitehead, Ph.D. in Developmental Psychology (Assistant Professor)

Christopher Redker, Ph.D. in Applied Experimental Psychology (Associate Professor)

Felix Smith, Ph.D. in Clinical Psychology (Associate Professor)

Meral Topcu, Ph.D. in Cognitive Psychology (Full Professor)

Jim Van Treese, Ph.D. in School Psychology (Full Professor)

Janice Weaver, Ph.D. in Experimental Psychology (Full Professor)

Curriculum Vitae for the tenure-track and tenured faculty are found in 'Appendix G – Program Faculty Curriculum Vitae'. It should be noted that the Psychology Program faculty engages in a great deal of instruction outside of the classroom. The majority of this work with students is not formally recognized. Faculty members are active in recruiting and involving students in research projects, many of which are done as either independent study credits or non-credit experience, which do not currently count toward their teaching load.

Full-time Non-tenure Faculty

Both full-time non-tenure faculty members teach 4 sections per semester, 8 sections a year. The current non-tenure full-time faculty members are as follows:

Daniel Boyll, Ph.D. in Applied Experimental Psychology

Bunnita Ouwinga, M.A. in Counseling Psychology

Curriculum Vitae for the full-time non-tenure faculty are found in 'Appendix G – Program Faculty Curriculum Vitae'.

Part-time Adjunct Faculty

The Psychology Program currently has one part-time adjunct faculty member who regularly teaches PSYC 342 - Psychology of Adolescence:

Walter Podufaly, Ed.S. in School Psychology

Walter Podufaly's Curriculum Vitae is found in 'Appendix G – Program Faculty Curriculum Vitae'.

In the 2016-2017 academic year, non-tenure faculty taught 28% of the regular psychology course sections. Non-tenure faculty members have traditionally taught PSYC 150 - Introductory Psychology and PSYC 342 - Psychology of Adolescence. During the last few years, the Program has depended on non-tenure track faculty for coverage of sections of two required courses, PSYC 210 -Statistics Psychological Science and PSYC 280 - Research Methods. The Program desires a tenure-track position to cover these core courses to provide stability for our majors. Without security in employment, it is reasonable to assume that these faculty members will move to more stable positions elsewhere. Non-tenure faculty members are not required to fulfill many of the needs of the Program, including curriculum development, committee service, and advising. However, our non-tenure faculty members have been dedicated individuals who go far beyond their required responsibilities, regularly working to mentor and support program students. The work of these faculty members has been essential to the quality of the Program.

Perceptions of the Quality and Composition of Faculty

The Program currently has faculty that covers most of the necessary core and applied areas of psychology. The tenure-track/tenured members of the faculty have the necessary degrees and are actively involved in their respective fields. It is hoped that the Program will soon be given the opportunity to hire additional faculty members. It should be noted that there is currently the same number of tenure-line faculty members in the Program as when the Psychology B.S. was created. As described previously, based on the results of the student exit survey, program students generally leave the Program with a very favorable view of the faculty, in terms of their knowledge of the field and their ability to lead students to a mastery of learning goals. Based on the psychology faculty survey data, the program faculty members perceive each other in the same terms.

Evaluations of Psychology Program faculty (both tenured/tenure-track and non-tenure) were assessed by reviewing available data from both the Student Assessment of Instruction (SAI) and IDEA Diagnostic Form surveys administered over the past five semesters (i.e., Spring 2015 – Spring 2017) and included a total of 105 course sections. This data was obtained from the Chair

of the Department of Social and Behavioral Sciences (see 'Appendix H – IDEA/SAI Reports'). Specifically, both surveys included an item measuring the extent to which students agree with the statement that the instructor was "...an excellent teacher" on a scale of 1 (Strongly Disagree) - 5 (Strongly Agree). Overall, perceptions of the quality of instruction that the Psychology Program faculty provided was tremendously high for students in these courses (mean of 4.12).

Program Policies and Procedures

The Psychology Program faculty members are provided opportunities to engage in teaching improvement activities, research, and service primarily through the Department's Faculty Development Committee. All tenured and tenure-track faculty are eligible to apply for funding, whereas non-tenure faculty are eligible to apply if they are teaching a full-time load during the semester in which they apply and have reasonable expectations to be teaching at least one course at Ferris during the semester in which the funds are dispersed. Examples of activities that are eligible for funding include the preparation of seminars or presentations aimed at enhancing teaching effectiveness, course or curriculum development projects, research projects that have the potential to provide helpful classroom instruction, and active participation or attendance at professional meetings.

The minimum qualifications for tenure-track faculty within the Program are that they must hold a Ph.D. in psychology specific to the particular area as well as possess relevant teaching experience. The minimum qualifications are the same for Level 3 non-tenure faculty within the Program. All other non-tenure faculty must hold at least a Master's degree in psychology and possess relevant teaching experience.

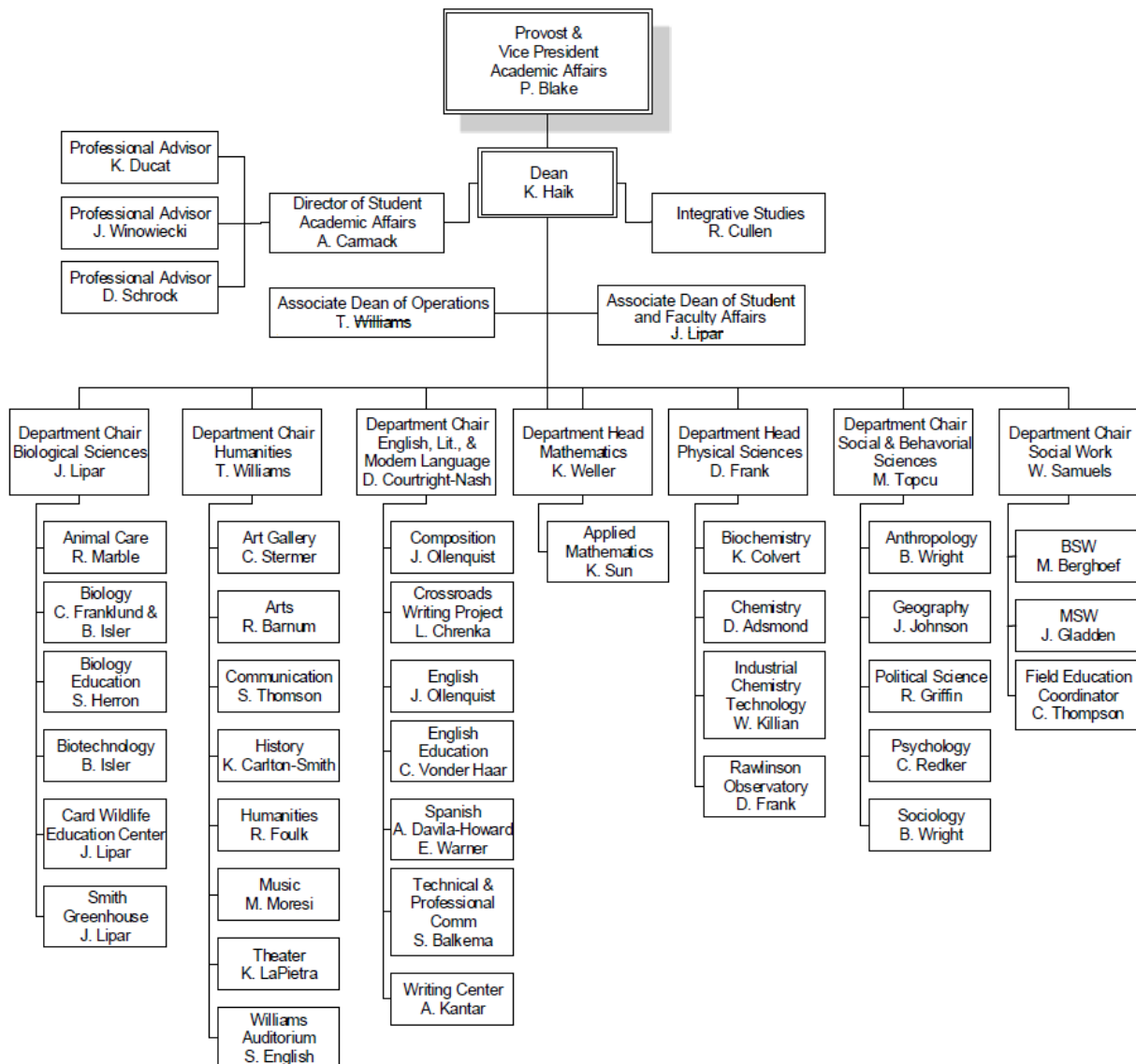
Hiring and Retention

The Program has been successful at hiring outstanding tenure-track and full-time non-tenure faculty members in various areas of psychology that help maintain its quality. Advertisements for open positions are placed in the American Psychological Association's *Monitor* publication, the Association for Psychological Science's *Observer* publication, and various websites including the Chronicle of Higher Education's. The hiring and retention processes are focused on identifying and hiring experienced and talented instructors. All of the Program members serve on hiring committees and take an active part in the interview process by meeting with candidates, observing teaching demonstrations, and joining candidates at meals. Within the Program, faculty members are encouraged to mentor new faculty in order to help them succeed. This has been a largely informal process and research suggests that informal mentoring is more effective than formal mentoring. New faculty members also participate in the FCTL orientation program. The tenure process is delineated in the Department of Social and Behavioral Sciences Bylaws, which are currently being updated by the Planning Committee.

Program Administration and Support

Administration

Organizational Chart for the College of Arts and Sciences



The administrative positions that have program oversight include the Program Coordinator (Christopher Redker, Ph.D. – 3 years), the Department of Social and Behavioral Sciences Chair (Meral Topcu, Ph.D. – 4 years), the Associate Dean of Student and Faculty Affairs (Joseph Lipar, Ph.D. – 1 year), the Associate Dean of Operations (Trinity Williams, M.F.A. – 1 year), and the Dean of the College of Arts and Sciences (Kristi Haik, Ph.D. – 1 year). The Dean, Associate Deans, and Department Chair hold regular meetings that, in part, allow the Chair to communicate information regarding the Program to the Dean. The Chair communicates the Dean’s considerations to the members of the Program in regular department meetings. Additionally, the Dean encourages all faculty members to meet with her whenever it is necessary. The Psychology Program faculty is generally satisfied with the current administrative structure.

Staff

The only access the Program has to clerical support is through the Department of Social and Behavioral Sciences' Secretary. Thus, resources are divided among five programs. Members of the Program believe that the Department Secretary performs her duties efficiently and effectively. Although the Secretary often offers support to the Program Coordinator, this is typically not enough. The program faculty spends a great deal of time away from research and teaching preparation obtaining supplies, making copies, etc., although student workers in the Department office do assist from time to time.

Support Services

Support services provided to the Program are believed to be adequate. An example of the kinds of support services often used by the Program is the instructional technology assistance (e.g., consultations, faculty learning communities, training courses) provided by the FCTL. There are instructional technologists who have assisted program faculty in their use of instructional technologies in classroom-based and online courses. Another example of support services utilized by the Psychology Program is the Academic Support Center's tutoring services. Faculty members in the Program often designate specific students as tutors for their courses, and the Center compensates these tutors. Educational Counseling and Disabilities Services also works closely with program faculty and students in a variety of ways. This includes assisting students with academic-related concerns (e.g., managing stress, improving study skills) and collaborating with faculty in accommodating students with disabilities (e.g., providing note-taking, proctoring exams). As a final example, the Program also collaborates with Personal Counseling Services in offering students counseling for a variety of mental health issues (e.g., anxiety, depression) as well as general support regarding adjustment to college life.

Facilities and Equipment

Space

Space Available to the Psychology Program

Facilities	
Lecture Rooms	Starr: 138, 232, 234, and 236 Science 126 (evenings)
Teaching Lab	ASC 1008
Research Labs	Starr: 125 and 219 Science 153
Office/Meeting Space	ASC: 2062, 2072, 2079, 2082, 2084, 2088, 2096, 2098, and 2100 Science 122
Storage Space	ASC 2023

Overall, the classrooms in which the faculty typically teaches are more than adequate. These rooms include computer stations and projectors for video and computer-mediated presentations. In two rooms, the faculty has access to a Smart Tablet, which allows for drawing and note-taking that is projected onto the screen (and potentially saved within PowerPoint slides). The equipment in Starr 138, the classroom in which the majority of our PSYC 150 – Introduction to Psychology sections are taught, was recently upgraded.

Science 153 is where the Program's animal laboratory, which houses pigeons, is located. Although it is small, and in need of equipment upgrades, it has been very successful. Research is being conducted with students; many students request repeat exposure to this laboratory experience. This laboratory must, obviously, continue being supported. Currently, the Program has two human research rooms, located in Starr 125 and 219. As mentioned previously, the Program still needs adequate space and/or equipment for human research. This is particularly worrisome as the majority of the faculty has human-based research interests (e.g., social cognition, interpersonal relationships). The lack of human research space limits the Program's ability to offer its students needed research experience. Many of our students apply to graduate programs where research experience with humans would enhance their odds of being accepted. In addition, given the scientific basis of psychology, failure to provide students with research experience compromises the mission of the Program. Additional laboratory spaces to provide these experiences are required if we are to continue our level of instruction with an increasing enrollment. This seems especially true for a university that prides itself on career-based, hands-on instruction.

Computers

As mentioned in the previous subsection, computer resources in the classrooms are currently adequate. One of the human research labs (Starr 125) contains 4 desktop computers and the other (Starr 219) contains 3. These computers were upgraded since the last program review. The Program also has a laptop computer for research use; however, it needs to be upgraded to be of any practical use. Computer resources for the faculty offices and the computer lab are also adequate at this time. There is, however, a dearth of computer lab/classroom space for providing hands-on instruction in statistics and research methods.

Perceptions of Overall Quality

Dean's Perceptions

Forthcoming.

Department Chair's Perceptions

I rate the Psychology Program as 80 for the reasons listed below:

First, I will talk about the positive aspects of the Program. Psychology Program mission and goals are in line with the Department, College and University mission statements. Students are high quality and very active in student organizations. Most of the graduates continue their education to masters and Ph.D. level or take entry-level positions. Program faculty have good credentials, engage students in research and get very good evaluations. There is good communication with

the Dean's office and the Program. With limited resources, psychology faculty managed to develop new courses like Introduction to Forensic Psychology and Police Psychology. Measures like exit surveys in the capstone course and ETS major field test show that program level outcomes are met regularly. The Program is doing well in terms of strategic planning. A Forensic Psychology minor is ready to be in the books for Spring 2018. A clinical psychology tenure-track position search will happen in Fall 2017. Because of all these positive aspects of the Program, my rating is 80. In order for it to be 100, we need to address the issues below:

- The Psychology Program has the same number of full-time tenure/track faculty (7) as it did at the creation of the program; however, number of majors increased exponentially. Psychology faculty have 40 advisees on average. We are not even trying to recruit any more majors, because we know we cannot serve more students with our resources. Through retirement and other reasons, the Program lost faculty, but did not receive more faculty to keep up with the demand of the Program. Hopefully, clinical psychologist search in Fall will be successful. We still need another tenure line faculty in the experimental/general psychology area, because statistics and research methods courses always create a bottleneck since all majors have to take them.
- Psychology faculty do research on their own time and involve students in their labs. Many students go to conferences and present their research. Our internship requirement and student involvement in research make up the unique characteristics of the Program. However, we have inadequate human research space. It is amazing how much psychology faculty can do with limited resources.
- The Psychology Program can develop into a very strong and unique program, if given resources. We can create an Applied Behavioral Analysis certificate or minor that would make our graduates more employable with undergraduate degrees. This will make the Program more competitive with the programs around us.

Program Coordinator's Perceptions

My rating of the overall quality of the Psychology Program is 80 out of 100. In terms of our enrollment numbers, the quality of our students and faculty, the value to the University and other stakeholders, and the alignment of the Program's mission with those of the Department, College, and University, the Psychology Program is commendable. However, the ability for our program to maintain and grow is currently limited. As alluded to in this report, the faculty is hard-pressed to offer the amount of experiences (i.e., courses and research opportunities) that are adequate for undergraduate psychology students.

Most psychology classes are at, or near, capacity every semester and, with all other demands, the faculty does not have the ability to continue to grow the curriculum and meet the needs of students. Without additional tenure lines, the current momentum will be hard to sustain. We need to offer a wider range of courses in order to better prepare our students for graduate school, as well as make sure that we are addressing their needs and interests. It would also be beneficial to offer existing upper-level courses with greater frequency in order to better accommodate internal and external transfer students and those that are double majoring.

The other avenue of growth for the Program is to provide more research opportunities in which students are directly involved in data collection, analysis, and the presentation of findings. These

activities facilitate the accomplishment of several important goals. Along with developing in-depth knowledge of the research topic and review of research methods, there is enhancement in critical thinking, growth in scientific literacy, refinement of communication skills, and career development associated with these experiences. This will also allow us to make sure that our majors are provided the proper research background in order to compete when applying to graduate programs. Finally, this will also help ensure that we are at least on a level playing field when competing with other universities for prospective students.

When considering the number of tenure-track/tenured faculty available to support the Program, context is important. In 1992, there were 7 tenure-line faculty members in the service program. Currently, there are 4 tenured professors, 2 tenure-track associate professors, and 1 tenure-track assistant professor in our degree program. In addition, these positions include a 75% release time assignment for Department Chair, a 25% release time for Program Coordinator, and a 25% release time for the Institutional Animal Care and Use Committee Chair. The ability to depend on tenure-track/tenured faculty is vital to function effectively with regard to student support, program assessment, and program review. Hiring additional (at least 2) tenure-line faculty will serve as a means of ensuring that there is a critical mass for serving to increase class offerings and enhancing research opportunities for students.

Perceptions of Member with Special Interest

I am proud to be a part of the Psychology Program at Ferris State University. There is no doubt in my mind that, at least in recent years, the Program has accomplished its mission of providing students with adequate preparation for graduate school and entry-level positions in a variety of settings. The Program is appropriately rigorous, and I believe that its emphasis on the collection and interpretation of scientific evidence enables it to produce graduates who are (and can continue to be) knowledgeable about the field of psychology.

While the Program can be considered somewhat “distinctive” due to its inclusion of an undergraduate internship, the opportunity exists for it to further distinguish itself by adding several valuable and relatively unique offerings to its curriculum, such as courses covering Evolutionary Psychology, Sports Psychology, and/or Environmental Psychology. The addition of these courses would also increase the Program’s already commendable capacity to support and complement other Programs at the University, such as Biology, Professional Tennis Management, and Geography. Thus, the Psychology Program’s curriculum, while adequate in its current state, could certainly be expanded in order to improve both the distinctiveness and the overall quality of the Program.

The Program’s faculty members are well-informed, amicable, diligent, and highly proficient educators. Indeed, I believe that one of the Program’s most valuable assets is the quality of instruction that it provides to its students. It is undeniable that the faculty, as currently composed, are a strength of the Program. However, it is troubling that so few of these faculty members are tenure-track or tenured. This dependence upon adjunct faculty is obviously detrimental to the year-to-year stability of the Program, and it is an unfortunate obstacle in the recruitment and retention of students who constantly face the prospect of having favored instructors leave for more secure positions elsewhere. Additional tenure-track positions are absolutely vital to the future welfare of the Psychology Program at Ferris State University.

In conclusion, I assigned an overall quality rating of 75/100 to the Psychology Program because, while I feel the Program is currently healthy and able to boast of several noteworthy strengths, I have reservations about the diversity of the curriculum and, especially, the stability of the faculty's composition. The commitment of more tenure-line positions to the Program would address both of these limitations.

Perceptions of Member from Outside of the College

I concur with the finding of the Program's report and commend the PRP on thorough and exhaustive analysis. As Director of the Honors Program, I have noticed a notable increase in the number of Honors students in Psychology—from 2006-2013, Honors did not have a single student who declared Psychology at starting. In 2013, we admitted our first. In Fall 2016, we admitted 5 students starting out in Psychology. By cohort, prior to 2013, the largest number of Psychology students in Honors was 8 for Fall 2011. Since 2013, we have had no less than 10-16 for cohort 2013, 12 for 2014, 10 for 2015 and 11 in 2016.

Indeed, our 'Outstanding Scholar' for 2017 was a Psychology major, Tyler Ryan, who started at Ferris in Pre-Pharm. He has gone on to enroll in a Psychology PhD program at Michigan State University. As Tyler has shown, graduates of our Psychology program can compete successfully with the best in the state and region. This is particularly impressive given how relatively young the Program is.

As interest continues to grow—and I have 6 FTIAC students starting Fall 2017 in Psychology—I strongly agree with the finding of the strategic plan that an additional faculty member in clinical psychology who is capable of supervising internships should be added. As the report points out, the requirement of an internship at the undergraduate level is a distinctive feature of our Program, which is consistent with the Mission and Vision of Ferris State University. More support in terms of faculty lines will allow the Program to build on its initial success and grow into the premier destination for undergraduates interested in careers in Clinical Psychology in the State.

I also concur with the need for better support for research. Tyler, as an example, completed a couple of research projects during his undergraduate experience in Psychology, and there is little doubt that these contributed to his success in Graduate School applications. I see a good number of Psychology projects at the annual Senior Symposium, many of which have been done collaboratively with faculty. The Psychology faculty are to be commended for their commitment to engaging undergraduates in research, especially as the resources available to them are limited.

On a scale of 100, I'd give the Psychology Program a 90. They have a distinctive program and a clear emphasis, but the need for increased staffing to support internships is concerning. I look forward to the findings of the committee.

Appendix A - Strategic Plans for the Psychology Program

Strategic Plans for the Psychology Program

Short-term Program Goal	Desired Outcome	Collaboration Needed	Status
Better serve the needs of program students	Students are provided more opportunities to improve their readiness for graduate/professional school as well as post-baccalaureate employment	Academic Affairs, College of Arts and Sciences, Department of Social and Behavioral Sciences, Program faculty, Office of Academic Research, University Curriculum Committee	Posting position in 2017-2018
Strategies	Contributing Step(s)		
1. Address the issue of internship/practicum bottleneck	Hiring an additional clinical psychology faculty member to assist in supervising interns	VPAA, CAS Dean, Department Chair, Program faculty	Baseline phase
2. Offer a greater diversity of upper-level courses	Hiring additional psychology faculty to assist in offering courses currently in the curriculum, as well as creating new courses	VPAA, CAS Dean, Department Chair, Program faculty, Department Planning Committee	Baseline phase
3. Provide a greater amount of extracurricular opportunities	3a. Hiring additional psychology faculty 3b. Allocation of more laboratory space 3b. Increased support of faculty-student scholarly partnerships	VPAA, CAS Dean, Department Chair, Program faculty, OAR, Academic Senate	Baseline phase
Long-term Program Goal	Desired Outcome	Collaboration Needed	
Become a more distinct program	The Program offers students an even greater range of unique experiences, relative to programs at other institutions.	Academic Affairs, College of Arts and Sciences, Department of Social and Behavioral Sciences, Program faculty, other academic units, University Curriculum Committee, Office of Admissions, Office of Housing and Residence Life, University Advancement and Marketing, external partners	
Strategies	Contributing Step(s)		Status
1. Create a forensic psychology cognate for B.S.	1a. Creating specific curriculum for the cognate 1b. Hiring additional psychology faculty	Program faculty, Department Chair, Department Planning Committee, UCC, VPAA, CAS Dean	New course (PSYC 335 – Police Psychology) offered for Fall 2017
2. Create a specialization in forensic psychology for minor	2a. Creating specific curriculum for the cognate 2b. Hiring additional psychology faculty to assist in creating/offering new courses	Program faculty, Department Chair, Department Planning Committee, UCC, VPAA, CAS Dean	New course (PSYC 335 – Police Psychology) offered for Fall 2017
3. Create an Applied Behavioral Analysis cognate for B.S.	3a. Creating specific curriculum for the cognate 3b. Hiring additional psychology faculty to assist in creating/offering new courses 3c. Engagement with external agencies (e.g., Hope Network) and institutions (e.g., Central Michigan University)	Program faculty, Department Chair, Department Planning Committee, UCC, VPAA, CAS Dean, external partners	Baseline phase
4. Create a Living-Learning Community for FTIAC majors	4a. Engagement with other programs (e.g., Humanities, Communication) 4b. Form logistics regarding “living” and “learning” components	Program faculty, faculty of other programs, Department Chair, chairs heads of other departments, CAS Associate Dean of Operations, Director of Student Academic Affairs, Director of Housing and Residence Life, Admissions Office	Currently planning to offer in 2018-2019

Appendix B – Surveys

Psychology Faculty Survey

PSYCHOLOGY PROGRAM REVIEW PROGRAM FACULTY PERCEPTIONS



FERRIS STATE UNIVERSITY

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a member of the Psychology faculty, you are in a unique position to help review the Psychology Program by offering your feedback.

Your answers to the following survey items are very important to this process. Please respond to each item honestly. The data you provide are completely anonymous.

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

	1	2	3	4	5	6	7
	Strongly Disagree		Neither Agree Nor Disagree				Strongly Agree
1. The Psychology Program encourages students to understand and appreciate diversity.	1	2	3	4	5	6	7
2. The professors of the Psychology Program are up-to-date in their knowledge of psychology.	1	2	3	4	5	6	7
3. The Psychology Program prepares students to critically examine human behavior.	1	2	3	4	5	6	7
4. The Psychology Program offers an adequate range of psychology courses.	1	2	3	4	5	6	7
5. The Psychology program prepares students to examine social issues objectively and scientifically.	1	2	3	4	5	6	7
6. The Psychology Program exposes students to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
7. Because of the Psychology Program, students are able to apply psychological principles to themselves and others.	1	2	3	4	5	6	7
8. The Program offers good advising and guidance.	1	2	3	4	5	6	7
9. The Psychology Program teaching students to use information resources and find answers on their own.	1	2	3	4	5	6	7
10. The Program teaches students to tolerate the ambiguity associated with the complexities of human psychology.	1	2	3	4	5	6	7
11. Psychology majors are prepared to use the scientific method when dealing with problems and/or looking for answers.	1	2	3	4	5	6	7
12. The Psychology Program prepares students for graduate school.	1	2	3	4	5	6	7
13. The Psychology Program prepares students for the job market.	1	2	3	4	5	6	7
14. Psychology students are taught to communicate their ideas in a clear and organized manner.	1	2	3	4	5	6	7

COMPARATIVE QUESTIONS

Directions. For each of the following items, please indicate the degree to which you feel the Ferris State University Psychology Program compares favorably or unfavorably to other psychology programs that you are aware of in each of the following areas. Use the following scale. For example, if you believe that the Psychology Program compares favorably, but not to a great degree, you might circle 5 or 6.

In each case, you are encouraged to explain your rating by way of an open-ended response.

1-----2-----3-----4-----5-----6-----7
 Compares Very Unfavorably Seems About the Same as Most Compares Very Favorably

1. Research space & equipment	1	2	3	4	5	6	7
2. Teaching load	1	2	3	4	5	6	7
3. Advising load	1	2	3	4	5	6	7
4. Number of courses available for psychology majors	1	2	3	4	5	6	7
5. Class size	1	2	3	4	5	6	7
6. Research opportunities for students	1	2	3	4	5	6	7
7. Internship/practicum opportunities for students	1	2	3	4	5	6	7

OPEN-ENDED QUESTIONS

1. If you believe that the Psychology Program should offer additional courses, what should those courses be? Why? _____
 Should any current courses be removed or replaced? Again, why? _____

2. Include here any miscellaneous, constructive remarks regarding the Psychology Program. Include here comments regarding your ratings above.

Student Exit Survey

PSYCHOLOGY PROGRAM REVIEW CURRENT STUDENT PERCEPTIONS



FERRIS STATE UNIVERSITY

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a current student, you are in a unique position to help review the Psychology Program by offering your feedback.

Your answers to the following survey items are very important to this process. Please respond to each item honestly. The data you provide are completely anonymous.

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

	1-----	2-----	3-----	4-----	5-----	6-----	7-----
	Strongly Disagree			Neither Agree Nor Disagree			Strongly Agree
1. The Psychology Program encourages students to understand and appreciate diversity.	1	2	3	4	5	6	7
2. The professors of the Psychology Program are up-to-date in their knowledge of psychology.	1	2	3	4	5	6	7
3. The Psychology Program prepares students to critically examine human behavior.	1	2	3	4	5	6	7
4. The Psychology Program offers an adequate range of psychology courses.	1	2	3	4	5	6	7
5. I am prepared to examine social issues objectively and scientifically.	1	2	3	4	5	6	7
6. The Psychology Program exposes students to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
7. Because of the Psychology Program, I am able to apply psychological principles to myself and others.	1	2	3	4	5	6	7
8. I have received good advising and guidance as a Psychology student.	1	2	3	4	5	6	7
9. The Psychology Program taught me to use information resources and find answers to my own questions.	1	2	3	4	5	6	7
10. I am able to tolerate the ambiguity associated with the complexities of human psychology.	1	2	3	4	5	6	7
11. I am prepared to use the scientific method when dealing with problems and/or looking for answers.	1	2	3	4	5	6	7
12. The Psychology Program has prepared me for graduate school.	1	2	3	4	5	6	7
13. The Psychology Program has prepared me for the job market.	1	2	3	4	5	6	7
14. I am able to communicate ideas in a clear and organized manner.	1	2	3	4	5	6	7

CONTEXTUAL/DEMOGRAPHIC ITEMS

1. What is your current status? <i>(Circle one.)</i>	Freshman	Sophomore	Junior	Senior
2. Did you transfer from another university/college?	Yes	No		
Did you transfer from a community college?	Yes	No	<i>(Circle one.)</i>	
If yes, did you transfer with the intention of joining the Psychology Program?	Yes	No		
3. Did you transfer from another FSU program?	Yes	No	<i>(Circle one.)</i>	
If yes, please indicate the program:	_____			
4. What are your plans following graduation?	Masters Program	Doctoral Program	<i>(Circle one.)</i>	
	Law School	Job Market		
	Other: _____			
If you indicated graduate studies, please specify which area:	_____			
If you indicated entering the job market, please indicate the job:	_____			

OPEN-ENDED OPINION ITEMS

1. If you believe that the Psychology Program should offer additional courses, what should those courses be?	_____

2. Include here any miscellaneous, constructive remarks regarding the Psychology Program.	_____



**PSYCHOLOGY PROGRAM REVIEW
PSYCHOLOGY ALUMNI PERCEPTIONS**



FERRIS STATE UNIVERSITY

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a Ferris Psychology Program graduate, you are in a unique position to help review the Psychology Program by offering your feedback.

Please note that the survey has two versions. This version is designed for those former students who have or are attending a graduate/professional program. If this is true for you, please only complete this version.

Your answers to the following survey items are very important to this process. Please respond to each item honestly. Anonymity is maintained.

VERSION 1: GRADUATE/PROFESSIONAL SCHOOL

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale.

1-----2-----3-----4-----5-----6-----7
 Strongly Disagree Slightly Disagree Neither Agree Slightly Agree Strongly Agree
 Disagree Nor Disagree Agree

1. Overall, the Psychology Program at Ferris prepared me well for graduate/professional study.	1	2	3	4	5	6	7
2. Based on my experience with graduate/professional study so far, the Ferris Psychology professors are up-to-date in their knowledge of Psychology.	1	2	3	4	5	6	7
3. The Program offered me good advising and guidance concerning graduate/professional school.	1	2	3	4	5	6	7
4. The Psychology Program offered an adequate range of psychology courses.	1	2	3	4	5	6	7
5. The Psychology Program adequately prepared me for the subject test of the Graduate Records Examination (GRE).	1	2	3	4	5	6	7
6. The Psychology Program exposed me to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
7. The Psychology Program prepared me to use information resources and find answers on my own as needed in graduate/professional school.	1	2	3	4	5	6	7
8. The Program prepared me to tolerate the ambiguity associated with the complexities of human psychology.	1	2	3	4	5	6	7
9. The Program prepared me to use the scientific method when dealing with problems and/or looking for answers.	1	2	3	4	5	6	7
10. The Psychology Program prepared me to communicate in a clear and organized manner.	1	2	3	4	5	6	7

1-----2-----3-----4-----5-----6-----7
 Strongly Disagree Neither Agree Nor Disagree Strongly Agree

11. The Psychology Program provided me with the critical thinking necessary for post-undergraduate education.	1	2	3	4	5	6	7
12. The research and internship opportunities were beneficial to my graduate/professional studies.	1	2	3	4	5	6	7
13. The Psychology Program prepared me to examine social issues objectively and scientifically.	1	2	3	4	5	6	7
14. The Program prepared me to understand problems and look for answers via the scientific method.	1	2	3	4	5	6	7
15. Overall, the Program has helped prepare me to acquire knowledge at the graduate/professional level.	1	2	3	4	5	6	7

VERSION 1 CONTINUED: GRADUATE/PROFESSIONAL SCHOOL

CONTEXTUAL/DEMOGRAPHIC ITEMS

1. What type of graduate/professional program are you in? <i>(Circle one.)</i>	M.A. or M.S. Program Ph.D. Program
	Ed.D. Program Psy. D. Program
	Law School
	Other: _____
Please specify which area: _____	
2. Do you have additional plans for graduate/professional education? If so, describe briefly: _____	

3. Are you or have you been funded or assisted by way of any of the following? <i>(Circle all that apply.)</i>	Research Assistantship Teaching Assistantship
	Grant Fellowship
	Other _____
4. What are your professional plans following your graduate/professional studies? <i>(Circle one.)</i>	Human Services (e.g., counseling, school psychology, etc.)
	Academics (e.g., teaching and/or basic research)
	Applied research (e.g., government, business, etc.)
	Other: _____

VERSION 1 CONTINUED: GRADUATE/PROFESSIONAL SCHOOL

OPEN-ENDED OPINION ITEMS

1. What courses, if any, were missing from the Psychology Program curriculum when you were at Ferris? _____

2. What Psychology courses and/or experiences at Ferris did you find most useful for graduate school/professional training? Explain why. _____

3. Include here any miscellaneous, constructive remarks regarding the Psychology Program. For example, what did you like about the Psychology Program? What did you not like? Etc. _____

Alumni Survey – Version 2

PSYCHOLOGY PROGRAM REVIEW PSYCHOLOGY ALUMNI PERCEPTIONS



FERRIS STATE UNIVERSITY

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a Ferris Psychology Program graduate, you are in a unique position to help review the Psychology Program by offering your feedback.

Please note that the survey has two versions. This version is designed to obtain feedback from former students who are or have been in the workforce. If you have had post-graduation experience in both the workforce and graduate/professional training, please complete version 1 of this survey.

VERSION 2: *WORK/ CAREER*

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

	1	2	3	4	5	6	7
	Strongly Disagree		Neither Agree Nor Disagree				Strongly Agree
1. The Program offered good advising and guidance concerning work/careers related to psychology.	1	2	3	4	5	6	7
2. The Psychology Program offered an adequate range of psychology courses.	1	2	3	4	5	6	7
3. The Psychology Program exposed me to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
4. The scientific approach taken by the Program has prepared me to effectively analyze and gather information for work-related problems.	1	2	3	4	5	6	7
5. The Psychology Program prepared me to communicate in a clear and organized manner.	1	2	3	4	5	6	7
6. The Psychology Program provided me with the critical thinking necessary for successful problem-solving.	1	2	3	4	5	6	7
7. The Program's research and internship opportunities have been helpful with my work/career.	1	2	3	4	5	6	7
8. The Program prepared me to understand problems and look for answers via the scientific method.	1	2	3	4	5	6	7
9. The Psychology Program prepared me to learn what I needed to learn for my current position.	1	2	3	4	5	6	7
10. The Psychology Program prepared me to work effectively with others.	1	2	3	4	5	6	7
11. The Psychology Program prepared me to understand and appreciate diversity in the workplace.	1	2	3	4	5	6	7
12. Overall, the coursework offered by the Psychology Program prepares students for work in a variety of settings.	1	2	3	4	5	6	7
13. Overall, the Psychology Program prepared me well for the job market.	1	2	3	4	5	6	7

VERSION 2 CONTINUED: WORK / CAREER

CONTEXTUAL/DEMOGRAPHIC ITEMS

<p>1. What is your current job, if applicable? _____ _____</p>					
<p>2. What other jobs have you held since graduating from Ferris? _____ _____</p>					
<p>4. Are you considering graduate/professional training? If so, what type of program? _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Masters Program</td> <td style="text-align: center;">Doctoral Program</td> </tr> <tr> <td style="text-align: center;">Law School</td> <td style="text-align: center;">Other: _____</td> </tr> </table>	Masters Program	Doctoral Program	Law School	Other: _____
Masters Program	Doctoral Program				
Law School	Other: _____				
<p>In which specific area(s) do you plan to study? _____ _____ _____</p>					
<p>5. What are your ultimate career/professional goals? _____ _____ _____ _____</p>					

OPEN-ENDED OPINION ITEMS

1. What courses, if any, were missing from the Psychology Program curriculum when you were at Ferris? _____

2. What Psychology courses and/or experiences have you found most useful? Explain why. _____

3. Include here any miscellaneous, constructive remarks regarding the Psychology Program. For example, what did you like about the Psychology Program? What did you not like? Etc. _____



FERRIS STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Social and Behavioral Sciences Department
Student Intern Evaluation Form – PSYC491 – Human Services Internship

Student Name _____

Agency _____

Supervisor _____

Contact Number _____ Contact Email _____

Internship began on : / / and ended on / /

Thank you for placing an internship at your site. In order to improve on the quality of a program and students, we ask for your help in providing feedback to us about the student placed at your site.

Objectives		Excellent (4)	Good (3)	Average (2)	Poor (1)	NA
		Far above expected level	Above average competency and performance	Expected level for an undergraduate student	Below expected level for an undergraduate student	Not relevant to this setting or student.
1	Had or learned appropriate knowledge					
2	Open to new information about their placement and own capabilities					
3	Adaptable and good at dealing with a variety of different situations and problems.					
4	Interpersonal skills with peers, supervisors, and clients.					
5	Able to organize and communicate ideas and information effectively.					
6	Problem solving and critical thinking skills (able to generate novel solutions and think through problems).					
7	Showed appropriate level of initiative.					
8	Conscientious, hardworking, engaged and enthusiastic					
9	Professionalism; punctuality, attendance, reliability, dependability, appropriate dress and behavior.					

Appendix C - Psychology Program Check Sheets

Bachelor of Science

BACHELOR OF SCIENCE IN PSYCHOLOGY

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: Dr. Christopher Redker

PHONE: (231) 591-2576 OFFICE: ASC 2088 E-MAIL: redker@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. 2.3 CUMULATIVE grade point average in all courses.
2. A minimum 2.5 GPA in the psychology courses with no grade lower than a "C" in the major
3. 120 minimum semester credits including general education requirements.
4. Residency requirement: 30 minimum FSU semester credits.
5. Minimum of 40 credits numbered 300 or higher.

Number of 300+ Credits: _____

Program Requirements: for students entering Psychology Fall Semester 2013

REQUIRED	COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS		FSU S.H.	GRADE
MAJOR CORE – 27 CREDIT MINIMUM				
PSYC 150	Introduction to Psychology (F/Sp/Su) *	(by placement)	3	
PSYC 210	Statistics for Psychological Science (F/Sp) (PSYC 150 and C or higher in MATH 115 or higher)		3	
PSYC 280	Psychological Research Methods (Sp)	(PSYC 210)	3	
PSYC 406 or PSYC 410	Cognitive Psychology (Sp) Behavior Modification (F/Sp)	(PSYC 150) (PSYC 150)	3	
PSYC 480 or PSYC 491	Directed Research Experience Human Services Internship/Practicum	(PSYC 280, Jr. standing & consent of instructor) (Jr. standing & consent of instructor)	3	
PSYC 360 or PSYC 365	Physiological Psychology (F) Sensation & Perception (Sp)	(PSYC 150) (PSYC 150)	3	
PSYC 226 or PSYC 341 or PSYC 342	Lifespan Human Development (F) Child Psychology (F/Sp) Adolescent Psychology (F/Sp)	(PSYC 150) (PSYC 150) (PSYC 150)	3	
PSYC 325 or PSYC 331 or PSYC 422	Social Psychology (F/Sp) Psychology of Personality (F) Abnormal Psychology (Sp)	(PSYC 150) (PSYC 150) (PSYC 150)	3	
PSYC 482	Senior Seminar (Sp)	(PSYC 150, Sr. standing or consent of instructor)	3	
MAJOR DIRECTED ELECTIVES – 15 CREDITS (appropriate course work to be approved by advisor) ELECTIVES may be chosen from the categories above (including 3 additional credits of PSYC 480), SOCY 345, SCWK 263 or from the following				
PSYC 241	Exceptional Child (F)	(PSYC 150)		
PSYC 310	Educational Psychology (F/Sp)	(PSYC 150)		
PSYC 326	Industrial/Organizational Psychology (variable)	(PSYC 150)		
PSYC 345	Psychology of Death and Dying	(PSYC 150, or consent of instructor)		
PSYC 350	Introduction to Forensic Psychology (F-EOY)	(PSYC 150)		
PSYC 370	Principles of Learning (variable)	(PSYC 150)		
PSYC 415	Measurement and Assessment in Psyc. (EOY)	(PSYC 210 and PSYC 310, 326, 331, or 422)		
PSYC 430	Interpersonal/Cultural Perspective (EOY)	(PSYC 150)		
PSYC 444	Psychology of Gender (EOY)	(PSYC 150)		
PSYC 470	Counseling Theories and Techniques (variable)	(PSYC 150, Jr. Standing & PSYC major)		
PSYC 472	History & Systems of Psychology (var.)	(PSYC 150, Jr. Standing or consent of instructor)		
PSYC 478	Guided Research with Animals**	(PSYC 280, Jr. Standing or consent of instructor)		
PSYC varies	Independent Study in Psychology**	(PSYC 150)		
			3	
			3	
			3	
			3	
			3	

* F = fall, Sp = spring, Su = summer, EOY = every other year, & variable = no set semester. These are semesters when the associated course is typically offered. You should confer with your advisor to verify when each course is offered during a specific academic year.

**This course can be taken for a second time for a total of 6 credits or one of each may be taken for a total of 6 credits. No combination of PSYC 478 and/or independent study can account for more than 6 credits of major directed electives.

MINOR OR EQUIVALENT – 18 CREDITS MINIMUM (As approved by advisor) Minor equivalents must be 18 credits of conceptually related coursework with at least 9 credits at 300+ level.

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 COMM 121 COMM 221		3	
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab)			
Course	Grade	Credits	
(BIOL 101 recommended)		4	
(BIOL 109 recommended)		4	
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score ≥ 24	Score	
TOTAL			

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credits
200+ level		
TOTAL		
E. SOCIAL AWARENESS 3 Sem Credits		
Second Subject Area		
F. GLOBAL CONSCIOUSNESS		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: (ANTH 122 recommended)		
G. RACE/ETHNICITY/GENDER		
Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: (Circle one) PSYC 150, 331,342, 422, 430 or 444		

Sample Course Sequence: The following chart depicts one strategy to begin program requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR

Fall Semester


ENG 150	3
BIOL 101 or Biology Elective	4
MATH (by placement)	3
PSYC 150	3
COMM	3
TOTAL	16

Spring Semester

Cultural Enrichment elective	3
BIOL 109 (recommended)	4
PSYC elective	3
ANTH 122 (recommended)	3
Cultural Enrichment Elective	3
TOTAL	16

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

 FERRIS STATE UNIVERSITY	Psychology Minor - 18 Credits
Minor	College of Arts and Sciences

Student Name: _____ Student ID: _____

Admission Requirements

- This psychology minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree except those pursuing a B.S. in Psychology.

MAJOR REQUIREMENTS – 3 Credits Required				
PSYC	150	Introductory Psychology	3	
ADDITIONAL REQUIREMENTS – 15 Credits Required (9 credits have to be 300 or higher)				
PSYC	210	Statistics for Psychological Science	3	
PSYC	226	Lifespan Human Development	3	
PSYC	241	Exceptional Child	3	
PSYC	280	Psychological Research Methodology	3	
PSYC	310	Educational Psychology	3	
PSYC	320	Psychology of Interpersonal Relationships	3	
PSYC	325	Social Psychology	3	
PSYC	326	Industrial/Organizational Psychology	3	
PSYC	331	Psychology of Personality	3	
PSYC	335	Police Psychology	3	
PSYC	341	Child Psychology	3	
PSYC	342	Adolescent Psychology	3	
PSYC	345	Psychology of Death and Dying	3	
PSYC	350	Introduction to Forensic Psychology	3	
PSYC	360	Physiological Psychology	3	
PSYC	365	Sensation and Perception	3	
PSYC	370	Principles of Learning	3	
PSYC	406	Cognitive Psychology	3	
PSYC	410	Behavior Modification	3	
PSYC	422	Abnormal Psychology	3	
PSYC	430	Interpersonal/Cultural Perspectives	3	
PSYC	444	Psychology of Gender	3	
PSYC	478	Guided Research with Animals	3	

ADDITIONAL GRADUATION REQUIREMENTS

- At least 50% of the credits of the minor must be numbered 300 or higher
- At least 50% of the credits of the minor must be Ferris State University Credits
- This minor requires a minimum average GPA of 2.0 in these courses
- A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major.
- Students may apply 6 credit hours of overlap between minors
- An academic minor may only be granted in conjunction with, or subsequent to, the granting of a baccalaureate or higher degree.
- Any psychology course can be applied to the minor including new courses and study abroad courses, PSYC 290, 390 or 490.
- Only three credits of Independent Study, PSYC 297, 397 or 497 can apply towards the minor.

Appendix D – Syllabi for Psychology Program Courses

PSYC 150: Introduction to Psychology
Spring 2016
Ferris State University

Professor: Christopher Redker, Ph.D.
Office: ASC 2088
Office Phone: 591 - 2576
E-mail: redker@ferris.edu
Office Hours: M 12:00 – 2:00 pm, W 9:00 – 11:00 am
Class Time: T & TH 9:30 – 10:45 pm (Starr 138)
Sections: 008
Credit Hours: 3

Pre-Requisites: Reading score of 17 ACT or Verbal 430 SAT or READ 106 with grade of C or better.

Required text: Myers, D. G., & DeWall, C. N. (2016). *Exploring psychology in modules (10th ed.)*. New York, NY: Worth Publishers.

Blackboard course website: I will use Blackboard to post grades, announcements, the syllabus, outlines of class lectures, and assignment information. You will also find textbook learning resources (e.g., practice quizzes, flashcards) for each module covered in this course.

Course description: This class introduces students to the scientific discipline of psychology, its tools and techniques, psychological factors influencing behavior, and some applications of psychological principles to understanding behavior patterns and societal problems. Topics include psychological methods, development, learning and memory, motivation and social factors. Other topics will be drawn from biological factors, mental processes, individual differences and mental health.

Course outcomes: At the end of the course, the student should be able to:

1. Define and describe psychology.
2. Discriminate between the different perspectives and theories of psychology.
3. Distinguish the various fields and applications of psychology.
4. Identify the basic terminology, vocabulary, and principles of psychology.
5. Identify basic research methods and ethical principles of psychology.
6. Use critical and scientific thinking skills to assess claims in psychology.
7. Use and apply psychological knowledge to his/her life.

Format: Class sessions will consist of a combination of lectures, discussions, and video presentations. Please note that the following schedule outlined in this syllabus is subject to change. Any changes will be made in class and *the student is personally responsible for all materials (i.e., video presentations) and announcements in class whether he/she is there or not.*

Class attendance: Attendance in this class does not count toward your grade. However, there will be matter covered in class that is not in your textbook. Material from lectures, discussions, videos, and the text will be included on exams. Please do not ask me to review information from a class that you have missed.

Class grade: Your grade for this course will be based on 7 exams (none of them being cumulative) and

a journal assignment. Each exam is worth 13% of your final grade and your journal is worth 9% of your final grade. I believe that your performance on each exam is best measured by comparing it to the performance of your fellow peers. Thus, your letter grade for each will be determined in the following way: the highest exam score obtained by a student in the class will be the reference score for grading on that exam. The student(s) with the highest score will receive a grade of 100%. All other students will receive a percentage grade based upon this highest score. After computing a total score based on your performance on the exams and the assignments, your grade will be assigned based on the following scale:

94% and above = A, 90-93% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-,
77-79% = C+, 73-76% = C, 70-72% = C-, 67-69% = D+, 63-66% = D, 60-62% = D-, 59% or below = E

Exams: Exams in this class will consist of multiple-choice questions. **YOU WILL NEED A #2 PENCIL.**

Optional final exam: If you are dissatisfied with your grade, you may take the final exam, with your score on the final replacing your *two* lowest exam scores. There is no penalty if you take the final and do not improve on your two lowest exam scores. Here's an example: Let's say you did take the final, and received an 85. Assume this score is better than the two lowest exam scores that counted toward your grade (75 and 77). Therefore, those two exam scores would be dropped, and the score of 85 would replace each of them. Note that if you scored 70 on the final, the two lowest exam scores would be better than this, and would count toward your grade instead of the score on the final. Or, if you scored a 76 on the final your lowest exam score (75) would be replaced. Therefore, taking the final cannot hurt your grade.

Psychology journal assignment: Details about this assignment are located on the class website...be sure to make note of it! *The journal assignment is due at the beginning of class on April 27th.*

Make-ups: Make-up exams will only be given with a valid University-approved excuse (i.e., illness, emergency, court, etc.). In the event you have a University-approved excuse to miss an exam, please try to notify me before hand, if possible. Make-ups for any missed exam will be taken at a scheduled time during my office hours for this course. There will be no final exam make-up offered (since it is optional anyways).

Academic misconduct: Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification. Penalties for academic misconduct can include failure of the exam/assignment or course and/or disciplinary action up to and including probation or dismissal from the University. ***During an exam, please do not have anything else besides your writing utensil on your desk. Have everything else (i.e., paper, books, cell phones, iPods, etc.) placed below your seat.*** Also, be sure to show up on time - anyone arriving to an exam session after others have finished and exited the classroom will not be able to take that exam.

Disability services: FSU adheres to the requirements of the Americans with Disabilities Act. If you are

a student with a documented disability who will require accommodations, contact the Disabilities Services at (231) 591-3057 to determine eligibility. Any student registered with Disabilities Services should contact me as soon as possible for assistance in developing a plan to address your academic needs in this course.

COURSE OUTLINE

Tentative schedule: Some topics may be enlarged or reduced, and films, demonstrations, and so on, may be added at a later point.

<u>Date</u>	<u>Module(s)</u>	<u>Topic(s)</u>
Jan. 10, 12	2	Course Introduction
Jan. 17, 19	2, 3	Research Methods; Neuroscience
Jan. 24	exam #1	
Jan. 26	16, 17	Sensation and Perception
Jan. 31, Feb. 2	19, 20, 21	Learning
Feb. 7	exam #2	
Feb. 9	8, 9	Consciousness
Feb. 14, 16	22, 23, 24	Memory
Feb. 21	exam #3	
Feb. 23	25, 27	Thinking and Intelligence
Feb. 28, Mar. 2	29, 30, 31	Motivation and Emotion
Mar. 14	exam #4	
Mar. 16	11	Developmental Psychology
Mar. 21, 23	11; 38, 39	Developmental Psychology; Personality
Mar. 28	exam #5	
Mar. 30	33	Stress and Health
Apr. 4, 6	34; 35	Stress and Health; Social Psychology
Apr. 11	36, 37	Social Psychology
Apr. 18	exam #6	
Apr. 20	40, 41, 42, 43	Psychological Disorders
Apr. 25	44, 45	Therapies
Apr. 27	exam #7 & journal assignment due	

Monday, May 1st @ 10:00 am - optional final exam

Ferris State University

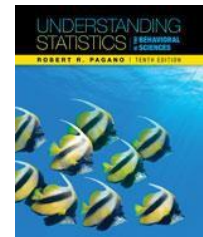
Psyc 210 Statistics for Psychological Science - Spring 2017
 Section 001 – T.Th. 12:00 – 1:15 pm; Starr 232
 Section 002 – T.Th. 1:30 – 2:45 pm; Starr 232

Dr. C. Meinholdt, Professor	Office: 2072 Arts & Sciences Center (ASC)
Psychology Program	Hours: Wednesday 10:00 am – 12:00 pm
Social Sciences Dept.	Thursday 3:00 pm – 5:30 pm or appointment
Ferris State University	Phone: (231) 591-2759
Big Rapids, MI 49307	e-mail: ConnieMeinholdt@ferris.edu

Required FSU Catalog Description: Introduces the use of descriptive and inferential statistics in psychological science. Covers measures of central tendency, variability, probability, confidence intervals, statistical significance and statistical power, as well as Chi-square, correlation coefficients, T-Tests, and Analysis of Variance. Includes the calculation of these statistics using computer software, and their proper interpretation. A sequence of STQM 260 and STQM 322 can be substituted for this course to fulfill the Psychology Major statistics requirement.

Prerequisites: PSYC 150, MATH 115 or MATH 117 or equivalent must be completed. Solid algebra skills are absolutely necessary.

Texts & Materials: Pagano, R. (2013). Understanding Statistics in Behavioral Sciences. (10th edition). Wadsworth/Cengage Learning, Belmont: CA



A calculator with a square-root function is necessary for exams and quizzes; statistical functions are helpful but not necessary.

OBJECTIVES (learning outcomes): This course is an introduction to quantitative methods used in psychological research. The main objective is to introduce descriptive statistics, probability, basic research design and inferential statistics so that students may become more critical consumers of research and have some preparation for conducting their own research in the future. To meet these goals, learning will come from a variety of sources: the text, lectures, attendance, homework, exams and quizzes, papers, Q&A sessions, and class participation.

STUDENT LEARNING OUTCOMES	EVALUATION OF STUDENT ACHIEVEMENT
1. Know the difference between descriptive and inferential statistics	1. Answer homework questions and exam items
2. Summarize data sets and calculate descriptive statistics	2. Complete homework problems and exam items about frequency distributions, percentiles, central tendency, and correlation

STUDENT LEARNING OUTCOMES Con't.	EVALUATION OF STUDENT ACHIEVEMENT
3. Learn statistical probability	3. Solve statistical problems in homework assignments and on exams to determine probability of experimental outcomes
4. Know differences in basic inferential statistics and when each are applicable	4. Select statistics tests to solve homework problems and complete exam items to analyze data from a variety of experimental designs
5. (Conditional) Learn basic use of SPSS (Statistical Package for Social Sciences) for analyzing data	5. Complete assigned homework problems using SPSS

Grading & Assignments: Grades are assigned based on mastery of course material. An A requires competent, correct performance on 90% (and above) of the material; B = 80-89.9% mastery; C = 70-79.9% mastery; D = 60-69.9% mastery; F = failure to perform correctly 60% of the work. I reserve the right to use the FSU criteria for plus (+) and minus (-) grades as appropriate. You have many opportunities to do statistics, but **missed opportunities** (e.g. exams, quizzes & homework) **cannot be made up**. Options for earning missed points are built into the evaluation system. Grades will be determined by your performance on the following

<u>Activity</u>	<u>Percent of Grade</u>
Exam 1	12.5%
Exam 2	12.5%
Exam 3	15%
Exam 4	15%
Quizzes	20%
Homework	15%
Participation	10%
Paper 1	5%
-----	-----
Total	105%

Exams - There are four semester exams and an optional final. Exams primarily test your ability to solve problems similar to those in the text. Multiple choice and fill-in-the-blank items also will be included on exams. **Calculators will be needed.** There are **NO make-up exams**. If you miss a semester exam, you must take the final exam. Also, if you perform badly on a semester exam, you may take the final to replace this grade. Scores on the final will replace your lowest exam score according to the following rules: 1) the final exam is optional, but if you choose to take it, it will substitute for your lowest exam score, 2) this substitution will take place, even if it lowers your grade, and 3) the final exam is comprehensive, covering the entire course. Special exceptions may be considered on a case-by-case basis.

Quizzes – There may be 2 types of quizzes. (1) There are 12 mastery quizzes on Blackboard Connect. Students can take each quiz multiple times outside of class but must have a perfect

score on each quiz before the following quiz is available. (2) Other quizzes may be given in class throughout the semester; one is scheduled and other may be unannounced and random. These quizzes cannot be made-up or repeated. The total of all quiz scores will be weighted to be 20% of the total semester grade.

Homework - Homework and exercises will be assigned weekly but collected and graded randomly during the semester. Late homework is not accepted. The primary benefit of doing the homework will be learning the material, more so than the grade you receive. You are not limited to working on "just the assigned problems." Some homework will require using SPSS available of select computers in FLITE.

Participation - Lectures and text do not present exactly the same material and keeping up with both is your responsibility. Participation grades include my subjective judgment of how well you do this and your class involvement. You can improve my judgment by coming to class prepared and participating. Being prepared means reading the assigned chapters, doing the homework before class, having a calculator & statistical tables in class, and being able to answer questions, or willing to guess. You will lose points by texting, talking with other students or otherwise distracting others from class participation.

Paper - This paper is designed as a make-up assignment for any missed quizzes or homework, or simply extra credit. This is an OPTIONAL assignment, not a requirement. This paper requires you to read a piece of research and answer a few statistical questions about the study. Guidelines will be provided in class and on Blackboard.

Academic Integrity - Please consult the Undergraduate Catalog or schedule of classes. I assume all work handed in is your own work unless you give me reason to believe otherwise. Violations of academic integrity rules will be reported to the appropriate judicial review committees. Enough said.

Privacy Concerns - Your grade and class performance is private information and will be guarded as such. Office appointments are strongly encouraged for discussing individual grades. See the Undergraduate Catalog or schedule of classes for further information.

Tutoring, etc. - It's normal to feel lost and need help, and if you need help, ASK! No one can read you mind. The professor has office hours for helping students understand course materials and free tutoring is available through the Academic Support Center (Arts & Sciences Commons, Rm. 1017 or telephone 231-591-3543).

TENTATIVE SCHEDULE - Changes may be made as needed

Date	Topic	Chapters
1/10/2017	Introduction to statistics & scientific methods	Chapter 1
1/12	Basic Math & Measurement Concepts	Chapter 2
1/17 – 1/19	Displaying Data, Frequency Distribution Intro to SPSS (Statistical Program for Social Sciences)	Chapter 3
1/24 – 1/26	Central Tendency & Variability SPSS - descriptive statistics	Chapter 4
1/31 – 2/2	Normal Curves	Chapter 5
2/7	Exam I	Chapters 1 - 5
2/9 – 2/14	Correlation	Ch. 6
2/16 – 2/21	Linear Regression SPSS calculation	Ch. 7
2/23	Exam II	Ch. 6 & 7
2/28 – 3/2	Random Sampling & Probability	Ch. 8
3/7 – 3/9	Spring Break – no class	
3/14 – 3/16	Binomial Distribution	Ch. 9
3/21 – 3/23	Hypothesis Testing with the Sign Test	Ch. 10
3/28 – 3/30	Sampling Distribution of Mean & Z test	Chapter 12
4/4	Exam III	Ch. 8, 9, 10 & 12
4/6 – 4/11	t-tests - single sample, independent, and dependent groups	Ch. 13 & 14
4/13	Spring Break II – no class	
4/18 - 20	Analysis of Variance (ANOVA)	Ch. 15
4/25	Two-way ANOVA	Ch. 16
4/27	Exam IV All extra credit papers are due	Chapters 13 – 16
Tuesday, May 2 Wednesday, May 3	Cumulative Final / Make-up Exam Section 001, 12:00 – 1:40 pm Section 002, 2:00 pm – 3:40 pm	Chapters 1-15

Notes: _____

PSYC 226: 01 & 02 - Lifespan Human Development Nichols-Whitehead Fall 2016

Professor: Dr. Penney Nichols-Whitehead

Phone: 591-2778

Office: ASC 2079

e-mail: PenneyNichols-Whitehead@ferris.edu

Office Hours: 2:00-3:00 pm MW, & 2:00-4:00 pm T, & 12:00-1:00 pm F, or by appointment.

Best Contact Method: email or Black Board Messaging

Required Text:

Arnett, J. J. (2015), *Human Development: A Cultural Approach*, 2nd Edition, w/Pearson's MyLab & MyVirtualLife Access, Pearson Publishing

Prerequisites: PSYC 150.

Meets General Education Requirements: Social Awareness, Race/Ethnicity/Gender Issues.

General Information

Course Goals: The primary goal of this course is to provide students with a broad survey of topics in human development, from conception to old age and death, including theories, methods, and interpretation of research in human development, as well as developmental norms, milestones, and challenges. A variety of sub-topics such as biological and environmental contributions to development, prenatal development, perception, language acquisition, IQ, attachment, and cognitive, social and moral development will be covered. Students will learn about how developmental research is conducted and interpreted from various theoretical perspectives, as well as how our abilities and limitations change across the life span. Includes a discussion of prenatal development, infancy and childhood, adolescence, adulthood, and the elderly.

1. Students who successfully complete this course should be able to recognize and identify multiple antecedent conditions and events in individual developmental trajectories, as well as the underlying beliefs and assumptions that guide policies and practices that affect developmental outcomes.
2. They should also be able to critically evaluate the validity and reliability of both the evidence upon which those beliefs, practices, and policies are based and the expertise of the individuals promoting those beliefs, practices, and policies.
3. Students should be able to apply course content to real world problems to derive well-reasoned solutions, and to anticipate and address counter arguments.

Knowledge Objectives

1. To demonstrate understanding that human development, on both the individual and species level, is determined by multiple factors, both internal and external, interacting at particular points in time and space.
2. To demonstrate an understanding that life and life events can be explained from multiple perspectives.
3. To identify and consider the operating assumptions and biases that inform and affect the behaviors of individuals and communities.

Skills Objectives

1. To engage in articulate expression through effective speaking *and* writing;

2. To think critically and creatively;
3. To locate, evaluate, and use information effectively;
4. To integrate different areas of knowledge and view ideas from multiple perspectives.

Course Format & Requirements

The format will be a combination of class discussion and lecture, supplemented by online readings, video, assignments, quizzes, etc. The textbook and online materials for this course should be viewed and used as reference resources. While material relevant to activities, discussions, and learning objectives might be covered largely in one chapter of the textbook at times, this will not always be true, and you are encouraged to use the entire textbook from the very beginning of the semester, even skimming through it before the semester begins, to familiarize themselves with its contents and organization.

Learning objectives will be posted on Black Board/MyLab to help guide your reading and preparation efforts. You should be prepared to discuss the material in both large and small group settings.

There are several different requirements designed to achieve the goals of the course. You will have opportunities to present material in both oral and written format. Assignments will be graded on both form and content. Some assignments are also designed to help you develop your scholarship/learning, and information literacy skills. Your mastery of material covered in lecture, discussion, and assignments may also be assessed via quizzes/examinations, which may include both multiple choice and short answer essay questions.

Grading

Grades will be based on

- | | | |
|---|-------------------|--|
| 1) Preparation for & Participation in Class Activities: | 200 points | |
| Large- & Small Group Discussions, Debates, Quizzes, & MyVirtualChild/Life (MVC/MVL) Assignments, etc. | | |
| 2) Exams: Midterm (75) & Final (125) | 200 points | |
| 3) Term Project: Product (50) Presentation (25) Group/Prep work (25) | <u>100 points</u> | |
| 500 points Total | | |

The standard grading scale will be used to assign grades.

Quantitative Criteria

94-100% = 470 – 500 = A	74-76% = 370 – 384 = C
90-93% = 450 – 469 = A-	70-73% = 350 – 369 = C-
87-89% = 435 – 449 = B+	67-69% = 335 – 349 = D+
84-86% = 420 – 434 = B	64-66% = 320 – 334 = D
80-83% = 400 – 419 = B-	60-62% = 300 – 319 = D-
77-79% = 385 – 399 = C+	< 60% = < 300 = F

Qualitative Criteria

A (≥ 90%) = excellent, *truly outstanding*, *exceptionally* high quality, well beyond requirements, professional quality

B (80-89%) = good, above average, high quality, did everything required and did it quite well, though still some room for improvement

C (70-79%) = fair, average, satisfactory quality, did everything required and did it adequately, though still considerable room for improvement

D (60-69%) = poor, below average, substandard/low quality, did not complete minimal requirements **or** did not do them adequately, significant improvement needed

F ($\leq 59\%$) = unacceptable, well below average, unsatisfactory/very low quality, many requirements not met and/or very inadequate quality of those things completed, major improvement needed.

Course Requirements

1. Preparation & Participation: Active participation in class discussions/activities is essential to ensure maximum learning/benefits from the course, and adequate preparation is essential for meaningful participation. Thus, you will need to complete some preparation work for each of the in-class activities we will be completing during the semester. These activities may take several forms, including short essay quizzes, thought paragraphs, large- and small group discussions and small group projects based on the readings, and debates.

Preparation

You are expected to have read/viewed the assigned readings/materials and completed any preparatory assignments *before* coming to class. You should be prepared to ask questions and to discuss, in some detail, the topics covered in the materials. You may be called upon at random to present articles, make opening remarks for discussions, or present group consensus or arguments/evidence for either side of debates. Lack of preparation will make it difficult to fulfill this requirement successfully.

- **Preparation** assignments for most in-class activities are available in the weekly assignment folders on Black Board (BB).
- ***You are responsible for checking Black Board regularly for assignments***
- Preparation assignments are due on the appropriate assignment link on BB by **Noon on the day the activity is scheduled.**
- **All materials should have the appropriate rubric or assignment guide attached and be clearly labeled with the student's name(s) and class section/time. *Materials that are submitted on BB without a completed rubric will not be graded.***
- Print a participation copy of the prep-work (no rubric necessary) and bring it to class to use in the activity. Handwritten papers will not be accepted. These assignments will be the basis for in-class activities, and *if you come unprepared for full, meaningful participation you will not receive full credit for participation in the activity.*
- Be sure to put your name and course/section at the top of the paper.

Participation

- ***Attendance***, while necessary for participation, **is not participation.** Your participation grade will be based on 1) my assessment of your active participation (i.e. contributions to in-class discussions and activities) and 2) the evidence of active participation that you have provided (described below).
- As **evidence of participation**, you will be required to turn in *short* summaries of what occurred during group activities, participation copies of your prep-work, and/or complete evaluations, etc. at the end of the class period for most in-class activities.
- **Participation in these activities cannot be made up**, as such, and you should consider this when making decisions about attending class.
- **If you must be absent, but it is excused because you are participating in a University Sponsored Event/Activity, you should contact me PRIOR to the event to arrange alternative**

assignments to make up for lost participation points. Mid-term & Final Exam

Cumulative mid-term & final exams will be given in-class & during the scheduled final exam session, respectively. These will include both multiple choice and short answer essay items, such as those that appear on the weekly on-line Quizzes, Chapter Exams and in-class activities.

2. Mid-term & Final Exam: Cumulative mid-term & final exams will be given online, via Black Board. These may include both multiple choice and short answer essay items, such as those that appear on the weekly prep-work assignments, Pearson's Chapter Exams, and in-class activities.

3. Term Papers

You will be required to write 1 formal term paper. This will be A 5-7 page paper, in journal format, *describing their experience* in each role of the Elder-Caregiver activity and ***explaining the developmental events/changes underlying each of the simulations*** employed, *as well as your reactions, reflections, and any insights gained.*

Papers will be assessed for both form and content. Papers should be spell-checked and proof read for grammatical and punctuation errors. Only "finished" papers should be turned in to obtain full credit. You are advised to make one or more trips to the writing center and to consult with peers and others to ensure you have completed every aspect of the assignment, including APA style, and that the paper is well written, before turning in your final version of the paper. Further details will be posted on Black Board.

Papers must be submitted on the appropriate assignment link on Black Board by the due date and time indicated in the syllabus and/or on Black Board, unless you elect to use your late allowance.

4. Extra-Credit: Extra credit is not generally available at the end of the semester to make up for lack of performance earlier in the semester. There is, however, a pro-active extra credit opportunity that students may take advantage of.

Pearons's Online Chapter Exams – Extra Credit

- **You are NOT required to take the chapter exams on the Pearson's website, but research consistently shows a fairly strong correlation between the scores on such practice exams and regular course exams. In other words, taking these practice exams will likely benefit your course grade. Additionally, you will receive extra credit points on your midterm and final exam based on the following formula:**
Your average exam score (including zeros on any exams not taken) \div 10 = #XCR Points
Example: $(100 + 100 + 0 + 100 = 300 \div 4 = 75\%$ Average) $\rightarrow 75 \div 10 = 7.5$ XCR points on midterm exam.
- Chapter exams are due by 11:59 pm Sunday of the week you were assigned to read that chapter (weeks go from Monday to Sunday).
- Chapter exams can be retaken (up to 5 times). Scores will be averaged across attempts, so be sure to prepare BEFORE taking the exams the first time.
- Exams will remain available indefinitely, BUT, AFTER the due date/time, scores will be reduced by 10% per week. Thus, the longer you delay taking/re-taking the chapter exams, the more difficult it will become to achieve a good average score.

Although other opportunities for extra credit *may* also be made available, *no guarantee is made either that such opportunities will be available* or that they will be announced in advance. Thus, students who desire additional extra credit should attend class regularly.

General Policies

Due Dates/Late Assignments/Make-ups

- **Two (2) late assignments will be accepted** during the course of the semester, *no explanation needed*. Subsequent late assignments *will not* be accepted *except under extreme circumstances that result in prolonged university approved excused absence*.
- Materials that are turned in late, for any reason, should be submitted *WITHIN 2 WEEKS OF THE ORIGINAL DUE DATE, ONLINE using the LATE assignment link* on the Black Board site for this class, otherwise it will not be accepted/graded.
- Consider the point value of the assignment and the possibility/potential for subsequent late assignments carefully before submitting a late assignment for credit, as you only get 2 late assignment submissions, and then the link becomes non-functional.

Participation in in-class* projects and discussion **cannot be made up.*

- Students who know they will miss an in-class activity for participation in a University sponsored event, may ask for an alternative assignment which must be submitted **prior to the beginning of the class period, using the Special Submission assignment link on Black Board.**
- This link may be used 3 times during the semester, after which it will become non-functional. Please plan accordingly, or see the instructor in advance if you know that university approved activities will prevent you from attending class more than 3 times.

Attendance

Although students are strongly encouraged to attend class regularly, and will receive credit for participation, they **need not contact the instructor regarding absences**, unless they have a documented legitimate excuse and they need to make arrangements regarding a prolonged absence.

- Students should note, however, that a significant portion of the course credit comes from *participation* in class projects and discussions, which cannot be made up.
- Furthermore, students should be aware that their performance in the class might suffer if they fail to attend class regularly.
- Students should consider these factors when making decisions about attending class.

Students with Disabilities or Special Needs

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities. Any student who needs such accommodations should contact the instructor and/or the Disability Support Services, at

Disabilities Services

901 S. State St.

Starr 313

Ferris State University

Big Rapids, Michigan 49307

(231) 591-3057 Fax: (231) 591-3939, to request appropriate accommodations.

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Student Complaints Concerning Faculty Actions

If you have a complaint you should ordinarily try to resolve the matter with the instructor first. If the complaint cannot be resolved to the student's satisfaction by discussing it with the instructor, you should consult the student handbook, which outlines appropriate procedures for handling such matters.

Student Ethics, Academic Integrity, Plagiarism, and Cheating

You are expected to behave ethically and honestly.

You are expected to do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*.

You are expected to adhere to the university's policies on Academic Honesty.

- You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. **Be sure to reference sources at all times.**
- If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see the instructor or an advisor, so we can eliminate that uncertainty.
- To that end, be sure to familiarize yourself with the FSU policy on academic misconduct:
http://www.ferris.edu/htmls/administration/studentaffairs/judicial/faculty_resources/academicmisconduct.htm.

If you are suspected of cheating or plagiarism, I will inform you, and your grade on the assignment, or in the course, may be reduced to an F. I will retain the original copy of the assignment, and report the incident, in writing, to the Department Chair. Other actions may also be taken, as outlined in the student handbook.

Deadline for Withdrawal

The deadline for withdrawing from this course is listed in the College of Arts & Sciences attachment below. Keep in mind that withdrawal may adversely affect your eligibility for financial aid, and your academic progress/standing.

Tentative Course Schedule

Week	Date	Lecture/Discussion Topic	Reading	Assignments/Activities
Week 1	8/29-9/4	Introduction -Syllabus	Syllabus Chapter 1	
		History of Developmental Psychology		<i>Life plan Activin-Wednesday</i>
		Science of Developmental Psychology	Sink or Swim Section 1 & 2	
Week 2	9/5	Labor Day Recess – No class		
	9/6-9/11	Science of Developmental Psychology (continued)	Chapter 2	<i>Syllabus Quiz Monday</i>
Week 3	9/12-9/18	Genetics & Prenatal Development (cont.) Pregnancy, Birth, & the Neonate	Chapter 3	<i>Teratogen Common Effects Wednesday</i>
Week 4	9/19-9/25	Pregnancy, Birth, & the Neonate (cont.)	Chapter 4	<i>Homebirth/Midwife Controversy OR Breastfeeding Controversy</i>
Week 5	9/26-10/2	Infancy - Physical, Cognitive, Emotional & Social Development	Chapter 5	<i>Early Daycare Controversy OR Innate Language Controversy</i>
Week 6	10/3-10/9	Toddlerhood - Cognitive, Emotional & Social Development	Chapter 6	<i>Spanking Controversy OR Homeschooling Controversy</i>
Week 7	10/10-10/16	Early Childhood Development Mid-term Exam	Project Rubrics	Midterm Exam– (Chapters 1-6)–Available online Midnight Monday to Midnight Friday
Week 8	10/17	Middle Childhood		<i>Elder-Caregiver Enactment Intro Monday</i>
	10/17-10/23	Term Project Assignment – Elder-Caregiver Enactment	Chapter 7	No Class Wednesday & Friday-use time to conduct enactments <i>Alert! –Start MVC soon</i>
Week 9	10/24-10/30	Adolescence - Cognitive, Emotional & Social Development	Chapter 8	<i>Gender Segregation Controversy OR Curfews & Dating Age Controversy</i>

Week 10	10/31-11/6	Emerging Adulthood - Cognitive, Emotional & Social Development	Chapter 9	<i>MVC Discussion (3 yrs) & MVC Discussion (8 yrs)</i>
Week 11	11/7-11/13	Young Adulthood - Cognitive, Emotional & Social Development	Chapter 10	<i>MVC Discussion (14 yrs) & MVC Discussion (18+ yrs)</i>
Week 12	11/14-11/20	Middle Adulthood - Cognitive, Emotional & Social Development	Chapter 11	Elder-Caregiver Enactment TERM PAPER Due Midnight Sunday <i>Alert!-Start MVL soon</i>
Week 13	11/21	Late Adulthood - Cognitive, Emotional & Social Development	Chapter 12	<i>College Degrees & Student Debt Controversy OR Social clock & Conformity Controversy</i>
	11/23 -11/27	Thanksgiving Recess Begins at Noon Wed. –		No class Wednesday
Week 14	11/28-12/4	Late Adulthood - Cognitive, Emotional & Social Development (cont.) & Death & Afterlife Beliefs	Chapter 13	<i>Age & Driver Rights Controversy OR Elder Care Controversy</i>
Week 15	12/5-12/11	Death & Afterlife Beliefs (cont.) & Wrap-up		<i>Death & Longevity Controversy & MVL Discussion</i>
Finals Week	12/12-12/16	Final Exam - & Wrap-up Session		Section 01 – Thur. Dec. 15th @ 10 -11:40 a.m. Section 02 – Wed. Dec. 14th @ 12 - 1:40 p.m.

****This is a tentative schedule, and I reserve the right to make changes depending upon the speed with which we cover individual topics. Students are responsible for all assigned readings unless otherwise informed, in writing, on black board.**

PSYC 241: 01 – Exceptional Child Nichols-Whitehead Fall 2016

Professor: Dr. Penney Nichols-Whitehead

Phone: 591-2778

Office: ASC 2079

e-mail: PenneyNichols-Whitehead@ferris.edu

Office Hours: 2:00-3:00 pm MW, & 2:00-4:00 pm T, & 12:00-1:00 pm F, or by appointment.

Best Contact Method: email or Black Board Messaging

Required Text:

Mash, Eric J. & Wolfe David A. (2015), *Abnormal Child Psychology, 6th Edition, Cengage Learning*

Prerequisites: PSYC 150.

Meets General Education Requirements: Social Awareness, Race/Ethnicity/Gender Issues.

General Information

Course Goals: The primary goal of this course is to provide students with an overview of the major forms of atypical development in childhood, including disorders of behavior, disorders of emotions, developmental and learning problems, as well as gifted and creative behaviors. The course will focus on the defining characteristics, associated features, possible causes, of the various exceptionalities, as well the needs, and types of services required for who are mentally retarded, gifted, emotionally disturbed, or who have visual, hearing, speech, language, motor, or learning handicaps. Students will learn about the history, theories, research evidence, laws, and legal rights of exceptional children and current approaches to prevention and intervention for a wide range of issues related to various forms of atypical development. Students who successfully complete this course should be able to:

Knowledge Objectives

4. Describe the causes, symptoms, characteristics, complications, special needs, and distinctive interventions associated with each legally defined category of exceptionality.
5. Compare various theories on causes of, and efficacy of treatments for, various exceptionalities.
6. Describe various methods of assessment, the strengths and limitations of those methods, and how they interface with laws, institutions, and social/cultural practices in the lives of exceptional children and their families.
7. Identify and describe the impact of exceptionality on families, as well as that of families on the exceptional children and the impact of professionals on both.
8. Students should be able to apply course content to real world problems, modifying their own behavior and that of others by counteracting stereotypes, stigma, and misunderstanding typically experienced by individuals with exceptionalities, understanding public issues and deriving well-reasoned solutions to those issues, and anticipating and addressing counter arguments.
9. They should also be able to critically evaluate the validity and reliability of both the information presented in the media related to exceptional children, and the expertise of the individuals promoting the information and the beliefs, practices, and policies based on that information.

Skills Objectives

1. To engage in articulate expression through effective speaking *and* writing;
2. To think critically and creatively;

3. To locate, evaluate, and use information effectively;
4. To integrate different areas of knowledge and view ideas from multiple perspectives.
5. When interacting with exceptional children in their professions, students should be able to recognize and describe the abilities of the children.

Course Format & Requirements

The format will be a combination of lecture and class discussion, supplemented by online readings, videos, assignments, quizzes, etc. The textbook and online materials for this course should be viewed and used as reference resources. While material relevant to activities, discussions, and learning objectives might be covered largely in one chapter of the textbook at times, this will not always be true, and you are encouraged to use the entire textbook from the very beginning of the semester, even skimming through it before the semester begins, to familiarize themselves with its contents and organization.

Learning objectives will be posted on Black Board/MyLab to help guide your reading and preparation efforts. You should be prepared to discuss the material in both large and small group settings.

There are several different requirements designed to achieve the goals of the course. You will have opportunities to present material in both oral and written format. Assignments will be graded on both form and content. Some assignments are also designed to help you develop your scholarship/learning, and information literacy skills. Your mastery of material covered in lecture, discussion, and assignments may also be assessed via quizzes/examinations, which may include both multiple choice and short answer essay questions.

Grading

Grades will be based on

- 1) Preparation for & Participation in Class Activities: 100 points
Large- & Small Group Discussions, Projects, Assignments,
Quizzes, Presentations, etc.
- 2) Exams: 4 Regular Exams (50 each) & a Final Exam (100) 300 points
- 3) Term Project: Product (50) Presentation (25) Group/Prep work (25) 100 points
500 points Total

The standard grading scale will be used to assign grades.

Quantitative Criteria

94-100% = 470 – 500 = A	74-76% = 370 – 384 = C
90-93% = 450 – 469 = A-	70-73% = 350 – 369 = C-
87-89% = 435 – 449 = B+	67-69% = 335 – 349 = D+
84-86% = 420 – 434 = B	64-66% = 320 – 334 = D
80-83% = 400 – 419 = B-	60-62% = 300 – 319 = D-
77-79% = 385 – 399 = C+	< 60% = < 300 = F

Qualitative Criteria

A (≥ 90%) = excellent, *truly outstanding*, *exceptionally* high quality, well beyond requirements, professional quality

B (80-89%) = good, above average, high quality, did everything required and did it quite well, though still some room for improvement

C (70-79%) = fair, average, satisfactory quality, did everything required and did it adequately, though still considerable room for improvement

D (60-69%) = poor, below average, substandard/low quality, did not complete minimal requirements **or** did not do them adequately, significant improvement needed

F ($\leq 59\%$) = unacceptable, well below average, unsatisfactory/very low quality, many requirements not met and/or very inadequate quality of those things completed, major improvement needed

1. Preparation & Participation: Active participation in class discussions/activities is essential to ensure maximum learning/benefits from the course, and adequate preparation is essential for meaningful participation. Thus, you will need to complete some preparation work for each of the in-class activities we will be completing during the semester. These activities may take several forms, including short essay quizzes, thought paragraphs, large- and small group discussions and small group projects based on the readings, and debates.

Preparation

You are expected to have read/viewed the assigned readings/materials and completed any preparatory assignments *before coming to class*. You should be prepared to ask questions and to discuss, in some detail, the topics covered in the materials. You may be called upon at random to present articles, make opening remarks for discussions, or present group consensus or arguments/evidence for either side of debates. Lack of preparation will make it difficult to fulfill this requirement successfully.

- **CourseMate online chapter quizzes are due Preparation** assignments for most in-class activities are available in the weekly assignment folders on Black Board (BB).
- ***You are responsible for checking Black Board regularly for assignments***
- Preparation assignments are due on the appropriate assignment link on BB **by Noon on the day the activity is scheduled.**
- **All materials should have the appropriate rubric or assignment guide attached and be clearly labeled with the student's name(s) and class section/time. *Materials that are submitted on BB without a completed rubric will not be graded.***
- Print a participation copy of the prep-work (no rubric necessary) and bring it to class to use in the activity. Handwritten papers will not be accepted. These assignments will be the basis for in-class activities, and *if you come unprepared for full, meaningful participation you will not receive full credit for participation in the activity.*
- Be sure to put your name and course/section at the top of the paper.

Participation

- ***Attendance***, while necessary for participation, **is not participation**. Your participation grade will be based on 1) my assessment of your active participation (i.e. contributions to in-class discussions and activities) and 2) the evidence of active participation that you have provided (described below).
- As **evidence of participation**, you will be required to turn in *short* summaries of what occurred during group activities, participation copies of your prep-work, and/or complete evaluations, etc. at the end of the class period for most in-class activities.
- **Participation in these activities cannot be made up**, as such, and you should consider this when making decisions about attending class.
- **If you must be absent, but it is excused because you are participating in a University**

Sponsored Event/Activity, you should contact me PRIOR to the event to arrange alternative assignments to make up for lost participation points. Mid-term & Final Exam

Cumulative mid-term & final exams will be given in-class & during the scheduled final exam session, respectively. These will include both multiple choice and short answer essay items, such as those that appear on the weekly on-line Quizzes, Chapter Exams and in-class activities.

2. Exams: Four regular exams & a cumulative final exam will be given. These may include both multiple choice and short answer essay items, such as those that appear on the weekly prep-work assignments, CourseMate Chapter Quizzes, and in-class activities.

3. Term Project: Working in groups of 4-6, students will select a controversial topic related to exceptional children, and design a term project that will present multiple aspects of the issue. This project may be a research proposal, a political action proposal, a small grant for a local non-profit organization that impacts the development of exceptional children, a formal debate panel, or an artistic project of some kind.

- All projects must provide good coverage of the issues involved in the controversial topic, and ideally will include a call to action of some sort, based on the research data you were able to gather.
- All groups will be required to attend at least one consultation meeting with the professor BEFORE the project will be approved.
- Your group will make a formal presentation of your project in class.
 - This presentation will last approximately 15 minutes and will be evaluated by your peers.
 - These evaluations will be made available to each group after the evaluations have been graded and the names of the evaluators have been removed.

Materials that are turned in late, for any reason, should be submitted on the appropriate LATE assignment link on Black Board, within 2 weeks of the original due date. Each link may be used only once during the semester, so consider the point value of the assignment and the possibility/potential for subsequent late assignments carefully before submitting a late assignment for credit. PLEASE NOTE: The late assignment link will become unavailable at midnight on the Sunday BEFORE exam week.

4. Extra-Credit: Extra credit is not generally available at the end of the semester to make up for lack of performance earlier in the semester. There is, however, a pro-active extra credit opportunity that students may take advantage of.

CourseMate Online Chapter Quizzes – Extra Credit

- **You are required to take the chapter quizzes on the CourseMate website, as research consistently shows a fairly strong correlation between the scores on such practice exams and regular course exams. In other words, taking these practice exams will likely benefit your course grade. Additionally, you may use your average Quiz score to replace one .**
- Chapter exams are due by 11:59 pm Sunday of the week you were assigned to read that chapter (weeks go from Monday to Sunday).
- Chapter exams can be retaken (up to 5 times). Scores will be averaged across attempts, so be sure to prepare BEFORE taking the exams the first time.
- Exams will remain available indefinitely, BUT, AFTER the due date/time, scores will be reduced by 10% per week. Thus, the longer you delay taking/re-taking the chapter exams, the more difficult it will become to achieve a good average score.

Although other opportunities for extra credit *may* also be made available, *no guarantee is made either that such opportunities will be available* or that they will be announced in advance. Thus, students who desire

additional extra credit should attend class regularly.

General Policies

Due Dates/Late Assignments/Make-ups

- **Two (2) late assignments will be accepted** during the course of the semester, *no explanation needed*. Subsequent late assignments *will not* be accepted *except under extreme circumstances that result in prolonged university approved excused absence*.
- Materials that are turned in late, for any reason, should be submitted *WITHIN 2 WEEKS OF THE ORIGINAL DUE DATE, ONLINE using the LATE* assignment link on the Black Board site for this class, otherwise it will not be accepted/graded.
- Consider the point value of the assignment and the possibility/potential for subsequent late assignments carefully before submitting a late assignment for credit, as you only get 2 late assignment submissions, and then the link becomes non-functional.

***Participation in in-class* projects and discussion cannot be made up.**

- Students who know they will miss an in-class activity for participation in a University sponsored event, may ask for an alternative assignment which must be submitted **prior to the beginning of the class period, using the Special Submission assignment link on Black Board**.
- This link may be used 3 times during the semester, after which it will become non-functional. Please plan accordingly, or see the instructor in advance if you know that university approved activities will prevent you from attending class more than 3 times.

Attendance

Although students are strongly encouraged to attend class regularly, and will receive credit for participation, they **need not contact the instructor regarding absences**, unless they have a documented legitimate excuse and they need to make arrangements regarding a prolonged absence.

- Students should note, however, that a significant portion of the course credit comes from *participation* in class projects and discussions, which cannot be made up.
- Furthermore, students should be aware that their performance in the class might suffer if they fail to attend class regularly.
- Students should consider these factors when making decisions about attending class.

Students with Disabilities or Special Needs

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities. Any student who needs such accommodations should contact the instructor and/or the Disability Support Services, at

Disabilities Services

901 S. State St.

Starr 313

Ferris State University

Big Rapids, Michigan 49307

(231) 591-3057 Fax: (231) 591-3939, to request appropriate accommodations.

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Student Complaints Concerning Faculty Actions

If you have a complaint you should ordinarily try to resolve the matter with the instructor first. If the complaint cannot be resolved to the student's satisfaction by discussing it with the instructor, you should consult the student handbook, which outlines appropriate procedures for handling such matters.

Student Ethics, Academic Integrity, Plagiarism, and Cheating

You are expected to behave ethically and honestly.

You are expected to do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*.

You are expected to adhere to the university's policies on Academic Honesty.

- You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. **Be sure to reference sources at all times.**
- If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see the instructor or an advisor, so we can eliminate that uncertainty.
- To that end, be sure to familiarize yourself with the FSU policy on academic misconduct:
http://www.ferris.edu/htmls/administration/studentaffairs/judicial/faculty_resources/academicmisconduct.htm.

If you are suspected of cheating or plagiarism, I will inform you, and your grade on the assignment, or in the course, may be reduced to an F. I will retain the original copy of the assignment, and report the incident, in writing, to the Department Chair. Other actions may also be taken, as outlined in the student handbook.

Deadline for Withdrawal

The deadline for withdrawing from this course is listed in the College of Arts & Sciences attachment below. Keep in mind that withdrawal may adversely affect your eligibility for financial aid, and your academic progress/standing.

Tentative Course Schedule

Week	Date	Lecture/Discussion Topic	Reading	Assignments/Activities
Week 1	8/29-9/4	Introduction -Syllabus	Syllabus Chapter 1	<i>Post picture to BB profile Avatar Ice-breaker Activity-Tuesday</i>
		Intro to Norm/Abnormal Behavior	Sink or Swim Section 1 & 2	<i>Syllabus Quiz due on BB by Noon Thursday</i>
Week 2	9/6-9/11	Theories & Causes	Chapter 2	<i>Teratogen Common Effects Thursday</i>
Week 3	9/12-9/18	Research	Chapter 3	<i>Term Project Group Meeting – Explore Term Project options</i>
Week 4	9/19-9/25	Exam 1- Assessment, Diagnosis, & Treatment	Chapter 4	<i>Exam 1-- (Chapters 1-3)</i>
Week 5	9/26-10/2	Intellectual Disability	Chapter 5	<i>Term Project Proposals Due</i>
Week 6	10/3-10/9	Autism Spectrum Disorders	Chapter 6	
Week 7	10/10-10/16	Exam 2 - Communication Disorders	Chapter 7	<i>Exam 2-- (Chapters 4-6)</i>
Week 8	10/17-10/23	Attention Disorders-ADD/ADHD	Chapter 8	
Week 9	10/24-10/30	Conduct Problems	Chapter 9	
Week 10	10/31-11/6	Exam 3 - Depressive & Bipolar Disorders	Chapter 10	<i>Exam 3-- (Chapters 7-9)</i>
Week 11	11/7-11/13	Anxiety & Obsessive-Compulsive Disorders	Chapter 11	
Week 12	11/14-11/20	Trauma & Stressor Related Disorders	Chapter 12	

Week 13	11/21	Exam 4 -		<i>Exam 4-- (Chapters 10-12)</i>
	11/23 -11/27	Thanksgiving Recess Begins at Noon Wed. –		No class Thursday
Week 14	11/28-12/4	Health-Related & Substance Abuse Disorders*	Chapter 13	<i>Term Project Presentations</i>
Week 15	12/5-12/11	Feeding & Eating Disorders*	Chapter 14	<i>Term Project Presentations</i>
Finals Week	12/12-12/16	Final Exam - & Wrap-up Session		Thur. Dec. 15th @ 4 -5:40 p.m.

****This is a tentative schedule, and I reserve the right to make changes depending upon the speed with which we cover individual topics. Students are responsible for all assigned readings unless otherwise informed, in writing, on black board.**

PSYC 280: RESEARCH METHODS
Spring 2017
Ferris State University

Professor: Christopher Redker, Ph.D.

Office: ASC 2088

Office Phone: 591 - 2576

E-mail: redker@ferris.edu

Office Hours: M 12:00 – 2:00 pm, W 9:00 – 11:00 am

Class Time: T & TH 1:30 – 2:45 pm (Starr Educational Center 234)

Section: 001

Credit Hours: 3

Pre-Requisites: PSYC 150 & PSYC 210 (or STQM 260)

Open Access Textbook: *Psychological Research Methods* (available on Blackboard)

Course description: This class introduces psychological research design and the collection of meaningful evidence. We will cover experimental, quasi-experimental, correlational, and descriptive designs, as well as various methods of data collection. Additionally, we will explore the advantages, disadvantages and ethical implications of each method. Each student will prepare an APA-style research proposal as a final project.

Course outcomes: At the end of the course, the student should be able to:

1. Demonstrate critical thinking in assessing research methodologies and the conclusions presented in psychological research.
2. Identify and discuss the uses of the different research methods.
3. Locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
4. Use APA style for paper construction and citation.
5. Design a study to address a psychological question using appropriate research methodologies.
6. Demonstrate understanding of APA guidelines for the ethical treatment of human and nonhuman research participants.
7. Recognize the importance of having a fundamental knowledge of research methodology as it applies to the evaluation of information we are exposed to in our lives.

Course website: I will use Blackboard to post announcements, grades, exam information, assignment information, as well as provide digital copies of the textbook chapters and course syllabus.

Format: Class sessions will consist of a combination of lectures and discussions. Please note that the following schedule outlined in this syllabus is subject to change. Any changes will be made in class and ***the student is personally responsible for all materials and announcements in class whether he/she is there or not.***

Class attendance: Attendance in this class does not count toward your grade. However, ***the nature of this course really demands regular attendance.*** There will be matter covered in class that is not in your textbook. Please do not ask me to review information from a class that you have missed. Keep in mind that your assessment of your peers' presentations (which obviously requires your attendance) *does* count toward your grade in this course.

Exams: There will be 5 exams (including a comprehensive final) and only ***4 out of the 5 will count*** toward your final grade (i.e., the lowest score is dropped). If you miss any exam for any reason (e.g., you were out of town, illness, death in the family, you were too hung-over to get out of bed), that will be the exam score that will be dropped. ***No makeup exams will be given.*** This also means that I will not give exams early if you cannot make a scheduled exam. I feel that this is ultimately a very fair method of dealing with missed exams because 1) you have great flexibility (i.e., you can miss an exam with no consequences to you); and 2) the system rewards students who take every exam by putting less pressure on them for each one (because the lowest score will be dropped). In addition, those students who take the first 4 exams are rewarded with the opportunity to skip the final exam if they so choose, or take it in an attempt to improve their score. ***Note:*** It is highly inadvisable to skip an exam simply because you don't feel prepared or you don't feel like taking it. If for some reason you get sick or something else causes you to miss another exam at a later time, you are then in a very unfavorable position.

Homework assignments: Details about each assignment will be located on Blackboard or distributed in class...***be sure to make note of them!***

Research proposal: You will propose a research project (using APA format) including a title page, an abstract, an introduction section, a method section, and a reference section. ***You will not be conducting the research.*** You are just proposing a research study. We will be discussing this assignment throughout the semester. You will also be required to present a short summary of your proposal. This is considered to be your capstone project for this course, incorporating most of the learning objectives, to show your comprehensive knowledge of the content.

Course grade: Your grade for this course will be based on your research proposal, proposal presentation, 4 highest exam scores, 4 homework assignments, and evaluations of the presentations by your peers. The proposal manuscript is worth 25%, the proposal presentation is worth 6%, each exam is worth 13%, each homework assignment is worth 3%, and peer evaluations are worth 5% of your final grade. I believe that your performance on each exam is best measured by comparing it to the performance of your fellow peers. Thus, your letter grade for each will be determined in the following way: the highest exam score obtained by a student in the class will be the reference score for

grading on that exam. The student(s) with the highest score will receive a grade of 100%. All other students will receive a percentage grade based upon this highest score. After computing a total score based on your performance on the exams and the assignments, your grade will be assigned based on the following scale:

94% and above = A, 90-93% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-,
77-79% = C+, 73-76% = C, 70-72% = C-, 67-69% = D+, 63-66% = D, 60-62% = D-,
59% or below = E

Academic misconduct: Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification. Penalties for academic misconduct can include failure of the exam/assignment or course and/or disciplinary action up to and including probation or dismissal from the University. *During an exam, please do not have anything else besides your writing utensil on your desk. Have everything else (i.e., paper, books, headphones, etc.) placed below your seat.*

Disability services: FSU adheres to the requirements of the Americans with Disabilities Act. If you are a student with a documented disability who will require accommodations, contact the Disabilities Services at (231) 591-3057 to determine eligibility. Any student registered with Disabilities Services should contact me as soon as possible for assistance in developing a plan to address your academic needs in this cou

COURSE OUTLINE

<u>Date</u>	<u>Chapter(s)</u>	<u>Topic(s)</u>
Jan. 10	-	Course Overview
Jan. 12	1	Psychological Science
Jan. 17	2	Generating Research Ideas
Jan. 19	3	Ethics
Jan. 24	exam #1	
Jan. 26	4	Using the Scientific Method
Jan. 31	4	Using the Scientific Method <i>* ASSIGNMENT 1 DUE</i>
Feb. 2	5	Measurement in Research
Feb. 7	6	Basics of Experimentation
Feb. 9	exam #2	
Feb. 14	-	Library Research <i>* ASSIGNMENT 2 DUE (Complete in FLITE 112)</i>
Feb. 16	7	Threats to Validity
Feb. 21	8	Using Statistics
Feb. 23	9	Using Statistics
Feb. 28	exam #3	
Mar. 2	10	APA Writing
Mar. 14	10	APA Writing
Mar. 16	11	Experimental Designs
Mar. 21	11	Experimental Designs <i>* ASSIGNMENT 3 DUE</i>

Mar. 28	12	Alternative Designs
Mar. 30	exam #4	* ASSIGNMENT 4 DUE
Apr. 4	<i>Consultation Day I</i>	
Apr. 6	<i>Consultation Day II</i>	
Apr. 11	<i>Presentations (Group 1)</i>	
Apr. 18	<i>Presentations (Group 2)</i>	
Apr. 20	<i>Presentations (Group 3)</i>	
Apr. 25	<i>Presentations (Group 4)</i>	
Apr. 27	<i>Presentations (Group 5)</i>	

Wednesday, May 3 @ 2:00 pm – *final exam & proposal manuscript due*

SYLLABUS FOR PSYCHOLOGY 310

Fall Semester 2016

SECTION 001

THREE CREDIT COURSE

MWF 10-10:50 IN STARR 234

INSTRUCTOR: DR. VAN TREESE

OFFICE LOCATION: ASC 2096

OFFICE PHONE: 231-591-5871

E-MAIL: Vantreej@ferris.edu

OFFICE HOURS: Mondays 11:00 to noon and 1:00 to 2:00

Wednesdays 11:00 to noon and 1:00 to 2:00

Dr. Van Treese is also available by appointment if these times do not work for you.

REQUIRED TEXT: *Educational Psychology Eleventh Edition* (loose leaf version) by Robert E. Slavin and published by Pearson. YOU ONLY NEED THE TEXT!

FSU COURSE CATALOG DESCRIPTION

Psychological principles and methods relevant to human learning and their application in a variety of instructional settings. Study of learner characteristics and environmental factors involved in teaching, and the instructor's role in facilitating the learning process.

This course meets General Education requirements: Social Awareness, Race/Ethnicity/and or Gender Issues.

Prerequisites: PSYC 150

COURSE REQUIREMENTS AND GRADES

Your final grade will be determined by dividing your total obtained points divided by the total possible points. However, if you do not successfully complete the interview project, your final course grade will be reduced by two full grades. For example, if you did “B” work but did not successfully complete the interview project, your end of semester course grade would be reduced to a “D.” Also, you **must** have your interview questions approved by Dr. Van Treese before you may interview a teacher. If you interview a teacher before you get your interview questions approved by Dr. Van Treese, then you will get a zero for the **entire** interview project and have your end of semester course grade reduced by two full grades.

INTERVIEW PROJECT STEPS:

Step 1 Develop list of categories and take one category to write specific questions to10 points

Step 2 Group review of your complete set of interview questions.....10 points

This will be assessed through an in-class exercise focusing on formative evaluation. If formative evaluation indicates problems you will be required to resubmit questions with corrections after meeting with the instructor.

Step 3 Hand in complete set of interview questions including all required questions.....no points for this

Step 4 Simulated interview to learn and practice basic interview skills.....10 points (This is optional and counts as bonus points.)

Step 5 Peer review of your draft on interview paper (you must bring your completed interview project including summary to class..... 20 points

Step 6 Hand in final complete copy of the interview project.....100

ADDITIONAL COMPONENTS:

There will be a few group or class exercises that are not posted on the class schedule. These will typically count for 5 to 10 points. These points will be used in computing the final. You cannot make up missed group or class exercises.

Quizzes *may* be given on occasion. Quizzes usually count between 5 and 10 points.

Including the final exam, you will have 4 Unit Exams worth 100 points each.

THE GRADE SCALE IS:

A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	BELOW 60

PLEASE NOTE: I do not round grades upward. Don't even bother to ask me to do so.

SOME COMMENTS ON COURSE DESIGN

Race, ethnicity and gender issues are embedded in the study of educational psychology at the student, teacher and broader societal levels. You will demonstrate a basic understanding of these issues by, for example, being able to write a description of Bronfenbrenner's Ecological Theory and implications drawn from it related to different SES levels, bi-lingual education, and gender. This will be assessed by short answer examination. You will also demonstrate a basic understanding of human variability in cognitive and emotional functioning in relationship to various types of learners such as the learning disabled, cognitively impaired, autistic spectrum disorder students, sensory impaired and so forth. This will be assessed via examination and by an in-class exercise. You will also demonstrate an understanding of how Title IX of the Education Amendments of 1972 (relates to gender issues), has affected the school environment. This will be assessed via class discussions on topics such as "The Pros and Cons of Single Sex Classes" and by examination.

Education is largely a social and societal enterprise. You will demonstrate competence in basic developmental issues and theories as they apply to learning and teaching. For example, your study of Bronfenbrenner's Ecological Theory will help you demonstrate a basic understanding the different organizational and societal levels affect the educational process. This will be assessed by examination.

You will demonstrate a basic understanding of the uses and misuses of educational research. This will be assessed by an in-class exercise and by examination.

You will demonstrate and understanding of the application of educational research to the educational process and to public policy decisions such as those related to "No Child Left Behind" legislation. This will be assessed by examination.

The interview project is an integral part of this class. You will find that the structure of the project makes a complex task a useful and enjoyable learning experience. You will also find that the interview project will help you see the relevance to actual teachers of many of the course topics.

The interview project will also give you short "lab" experiences in a teacher role. Class discussions and in-class exercises at various points in the interview project will help you demonstrate your ability to critically think about many of the important issues in education. The "lab" experiences are in-class exercises and serve as formative evaluation tools.

You will have some group exercises. Group-based learning can be a positive experience if the instructor is careful to avoid some of the pitfalls of this type of learning. We use group exercises to illustrate both well-designed and poorly designed group-based learning.

There is a lot of material to cover in this class. Lecture at the college level can be a very efficient teaching approach. We will have lectures! However, I will also bring in some other types of instructional methods and we will discuss their strengths and weaknesses too.

It is to your benefit to read the appropriate text sections prior to lecture.

It will enhance your interest, motivation and learning if you write down questions and comments you have concerning what you read and then bring the questions and comments up during class. This also helps make the class more interesting to other students. It will also enhance your interest, motivation and learning if you ask questions concerning lecture material. This also helps make the class more interesting to other students.

ADDITIONAL COMMENTS

You are expected to come to class and to be on time.

If you have an unexcused absence or an unexcused tardy, you will lose the points for that day's assignment, quiz or exam.

If you have an excused absence for a date when a quiz or exam was given, you **must** talk with the instructor the first day upon your return to class to schedule the makeup quiz or exam.

Failure to do so will result in a zero for the missed quiz or exam. Note: It may not be possible to make up an in-class exercise even with an excused absence. However, if you have an excused absence for a missed in-class exercise, you may request an alternative assignment from me.

Expect the alternative assignments to be very difficult.

You are expected to conduct yourself in a manner that is considerate of the other students and of the professor. For example, coming to class late, making noises, talking during lecture, sleeping or eating during class is poor conduct. Poor conduct may result in your dismissal from the class session and a 10 to 100 point penalty depending on the nature of the poor conduct.

If you have a good reason for coming to class late, such as car trouble, inform me right after class. If you have a chronic medical reason, such as diabetes, that requires you to eat something during class, inform me of your medical condition during the first week of classes in person and also via email. If you have a temporary or chronic medical reason that might cause you to have trouble remaining awake during a class, such as having to take a medication that promotes drowsiness, inform me of this in a timely manner in person and also via email.

Note: I do not need to know and I do not want to know what the details are of your medical situation. For example, if you have diabetes and need to eat something during class, only inform me that you have a medical reason (you don't have to mention the diabetes at all) that requires

you to eat something during class.

I know that many students have social reasons and time pressures that cause them to not get enough sleep. These are not acceptable excuses for sleeping in class. If you are asleep in class, you may be asked to leave class and you may incur a 10 to 100 point penalty as well as getting a zero for any quiz, test or in-class activity held that class period.

No electronic devices, such as recorders, phones, desk top computers, iPods, etc., may be operated in the classroom without Dr. Van Treese's approval. If you do so, you may incur a 10 to 100 point penalty as well as getting a zero for any quiz, test or in-class activity held that class period.

It is important for the student to understand that the professor is responsible for creating an effective learning environment. You are part of that environment. That is why I am making my expectations of you crystal clear. You should plan to be a prepared and active learner in your college classes. You would not come to a business meeting with your supervisor unprepared or expecting to sleep would you?

The professor reserves the right to make any appropriate and necessary changes to the syllabus or to the class schedule.

ACADEMIC MISCONDUCT ACADEMIC MISCONDUCT (This section taken from CAS Syllabus Attachment.)

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the entire course, and/or disciplinary action up to and including probation or dismissal from Ferris State University.

DISRUPTIVE BEHAVIOR (This section taken from CAS Syllabus Attachment.)

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of

his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from Ferris State University.

IMPORTANT DATES:

September 5 No class.

November 23 No class.

Final Exam: Tuesday, Dec. 13 from 10 to 11:40

Interview Project Dates:

September 7 Interview Project Step 1: Learning how to select topic areas.

Taking a general category and writing specific questions for it.

YOU DO NOT HAVE TO PREPARE ANYTHING BEFORE CLASS FOR THIS EXERCISE.

September 21 Interview Project Step 2: Group review of your complete set of interview questions.

Note: Put required questions in Bold Print. *You must bring your complete set of questions to this class session.*

Double space between lines. Paper must be word processed. Use Times New Roman font style.

Use Font size 12. Use black ink only. Use normal top, side and bottom margins.

You may ***NOT*** do your interview until your questions are approved by Dr. VT.

September 28 Interview Project Step 3: Hand in complete set of interview questions including all required questions.

Note: Put required questions in Bold Print. Dr. VT will review your questions and you must have them approved by Dr. Van Treese before doing the interview.

October 5 Interview Project Step 4: Simulated interview exercise. (OPTIONAL)

November 30 Interview Project Step 5: Peer review of completed interview paper. Everything must be done and brought to class.

December 5 Project Step 6: Hand in the final complete copy of the interview project.

Order of Lecture Topics and Exams. We will work through the lecture topics and exams will follow completion of specified chapters or topic groups.

UNIT 1:

Review syllabus and course requirements course structure.

Lecture on Chapter 1: Educational Psychology – A Foundation for Teaching

Lecture on Chapter 2: Cognitive, Language, and Literacy Development Lecture on the Structure of Reading, Sensory and Neurological Aspects, Teaching Approaches, Diagnostic Considerations, and Interventions for Reading Problems. Selected topics related to math will also be covered. Be aware that much of this lecture is not covered anywhere in the text.

Exam 1 on Lectures and Chapter 1, Chapter 2 and lecture on the Structure of Reading, Sensory and Neurological Aspects, Teaching Approaches, Diagnostic Considerations, and Interventions for Reading/Math Problems.

UNIT 2:

Lecture on Chapter 3: Social, Moral, and Emotional Development Lecture on Chapter 4: Student Diversity
Exam 2 on Lectures and Chapters 3 and 4.

UNIT 3:

Lecture on Chapter 5: Behavioral and Social Theories of Learning Lecture on Chapter 6: Cognitive Theories of Learning
Exam 3 on Chapters 5 and 6

UNIT 4:

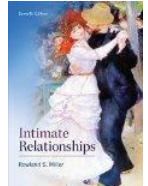
Lecture on Chapter 12: Learners with Exceptionalities

Selected topics related to instructional objectives, instructional design, formative and summative evaluation.
Final Exam on Chapters 12 plus materials on instructional and behavioral objectives.

Psyc 320 - Psychology of Interpersonal Relationships 11:00 am – 1255 pm M, T, W, Th, & F
Starr 234 (CRN 50888)

Dr. Connie Meinholdt	Office: 2072 Arts & Sciences Center (ASC)
Associate Professor, Psychology	Hours: Wednesday 1:00 pm – 3:00 pm or appointment
Ferris State University	Phone: (231) 591-2759
Big Rapids, MI 49307	e-mail: ConnieMeinholdt@ferris.edu

Text: Miller, R.S. (2015). *Intimate Relationships*. (7th edition). New York: McGraw-Hill, Inc.



LEARNING OUTCOMES: The primary objectives of the course are to help students

1. Learn **basic psychological** theories and explanations of relationship behavior
 - Learn theories e.g. attachment, evolution and social exchange,
 - Write exam essays and research papers to evaluate theories for explaining behavior, and
 - Pass exam items on basic terms & concepts

2. Learn **scientific reasoning** & critical thinking skills to understand the psychology of interpersonal relationships via
 - Explain basic scientific process as well as why and how scientific study is useful for understanding human behavior,
 - Discuss/answer psychological research questions in class,
 - Complete assigned projects, and
 - Read textbook & research papers

3. Learn & practice professional standards of **ethical conduct** for working with & studying people
 - Learn ethical standards for research,
 - Use ethical standards when discussing relationship concerns, and
 - Practice ethical behavior in class with students & faculty.

EVALUATION: Grades will be based on three required exams, two papers (30 – 35 points) and course involvement (20 points). There will be three exams (50 points each). Grading - Course grades will be assigned according to the following scale:

A = 207 - 230 points	D = 135 - 160 points
B = 184 - 206 points	F = less than 135
points C = 161 - 183 points	

Exams: Exams will include multiple choice items, explanations and short essay questions.

Papers: There are 2 writing assignments. Assignment one is an analysis of 2 movie characters and MUST be done with a partner (35 points). The second assignment is a research analysis. Papers must be typed and include references. Content will determine approximately 90 - 95% of paper grades and writing quality may count for up to 5 - 10% of paper grades. Guidelines for both assignments are available in Blackboard.

“Plagiarism”

- It is important that students pay attention to plagiarism. Plagiarism is not simply the act of copying text word-for-word; rather, it has a number of different forms.
- Plagiarism occurs when a student hands in work done wholly or in part by another person portions

(paragraph, sentence, phrase) of a submitted work are taken from another source without proper reference to that source a student paraphrases sections of another work without acknowledging the source ideas in a work are borrowed, derived or developed from another source without reference to that source (for example, "checking a few internet sites for ideas").

- It is also an act of academic dishonesty when, without prior instructor approval, a student hands in work in one class when the work was prepared for another class.
- The simplest way to avoid plagiarism is to reference any sources properly (using both in text, parenthetical citations in the body of your assignment and a Works Cited or References page at the end).
- While it is commonplace in academia to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.
- Referencing needs to conform to an accepted system of documentation **MLA or APA style.**
(Copied from another professor's syllabus for this class at another U.S. university – oops can't find it again.)

Participation: Being able to discuss material, ask questions about psychological theories and research, discuss reactions, express opinions, complete quizzes and assignments and do additional outside reading or assignments, as well as professional conduct in class may earn up to 20 points. All students begin the semester with 80% of these participation points. Points will be deducted for disrespectful, disruptive or other poor classroom behavior (if you don't know what this is, ask). Points also have been deducted in past semesters when students consistently have been unable to answer questions about class and textbook material, are absent for class activities, texting in class, ringing cell phones and sleeping. There are no make-ups or extra credits opportunities for missed class assignments.

Make-up exams/Late papers: Make-ups or late papers are permissible as explained by Ferris State University policy on make-up examinations.

Tentative Schedule

Date	Topic	Reading
May 19, 2015	"Love under the microscope" - Overview of relationship psychology & science of interpersonal relationships	Chapter 1 & 2
May 20, 2015	"Science" con't Attraction	Chapters 2 & 3
May 21, 2015	Attraction & Love	Chapters 3 & 8
May 22	Match.com, facebook, social networking & computer-aided relationships	Chapter 8
May 25, 2015	Memorial Day Holiday – no class	
May 26 - 27	Social Cognition (about attraction & love)	Chapter 4

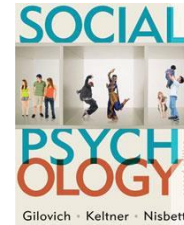
May 28	Review & Exam I	Chapters 1 – 4 & 8
May 29	Communication	Chapter 5
June 2	Movie Analysis is due	
June 1 – 2	Interdependency	Chapter 6
June 3 - 4	Friendship	Chapter 7
June 5	Sexuality	Chapter 9
June 8	Exam II	Chapters 5 – 7 & 9
June 9	Problems with Relationships – Stresses & Strains	Chapter 10
June 10 -11	Problems with Relationships – Conflict & Divorce	Chapter 11 & 13
June 12	Intervention –Violence, Abuse & Therapy	Chapters 12 & 14
June 15	Therapy	Chapter 14
6/15	All Projects are due	
6/16	Exam III	Chapters 10 - 14
TBA	Match.com, facebook, social networking & computer-aided relationships	Additional reading will be assigned.

Social Psychology (Psyc 325) – Spring 2016 Section
001 - MW 3:00 - 4:15 pm; Starr Building 234
Section 002 - MW 4:30 - 5:45 pm; Starr Building 234

Dr. Connie Meinholdt	Office: 2072 Arts & Sciences Center (ASC)
Professor, Psychology	Hours: Wednesday 10:00 am - 12:30 pm
820 Campus Drive	Thursday 3:00 pm - 5:00 pm or appointment
Ferris State University	Phone: (231) 591-2759
Big Rapids, MI 49307	e-mail: ConnieMeinholdt@ferris.edu

Required textbook:

Gilovich, T., Keltner, D., Chen, S. & Nisbett, R.E. (2013). *Social Psychology*. (3rd edition) New York, W.W. Norton & Company.



There is a 4th edition of the Gilovich, Keltner, Chen & Nisbett (2015). Textbook that students may choose to use instead of the 3rd edition.

Optional Student study site from textbook publisher:

<http://wwnorton.com/college/psych/social-psych3/>

PREREQUISITES: Students should have completed Introduction to Psychology (Psyc 150) prior to enrolling in this class.

LEARNING OUTCOMES: The primary objectives of the course are to help students:

1. Learn & apply **scientific reasoning & critical thinking** skills to understand human social behavior
 - Learn scientific reasoning process - state a testable hypothesis about human social behavior, identify variables, devise methods to create or measure variables, understand experimental results and how these may generalize to other situations
 - Read textbooks, research journals and newspapers
 - Discuss/answer psychological research /critical thinking questions in class & on exams
 - Write how social psychology helps to understand current social behavior
2. Learn **basic social psychological** explanations of human behavior
 - Learn major theories such as cognitive dissonance, social learning, evolution, attribution, and social exchange - describe the behavior or psychological process that the theory addresses, state basic theoretical assumptions, understand how the theory is tested, and summarize major empirical evidence that supports or refutes the theory
 - Write essays to evaluate adequacy of theory for explaining current social behavior
 - Answer exam items on basic terms & concepts
3. Learn & practice professional standards of **ethical conduct** for working with & studying people
 - Learn ethical standards for research
 - Practice ethical behavior and respectful treatment in class with students & faculty

GRADING & ASSIGNMENTS: Grades will be based on 4 exams (40 - 50 points each), writing assignments (60 points) and assorted in-class activities and participation (50 points). Grades will be assigned according to the approximate scale below. However, I reserve the right to add a plus (+) or minus (-) to grades based on my judgment of student preparation, class involvement and ethical conduct, according to the Ferris State University grade scale.

270 - 300 = A
240 - 269 = B
210 - 239 = C

180 - 209 = D
less than 180 = F

Exams: (190 points) There are 4 semester exams (40 - 50 points each). Each exam will include multiple choice items, short-answer items and essay items. Students missing semester exams may take a make-up exam ONLY if the student is absent because of illness, religious observance, or participation in University activities. Students may be required to document or verify reason for absence before a make-up exam is allowed.

Paper(s): (60 points) There is one writing assignment. Students may choose one of the 2 options to complete this writing assignment. Please note that option one requires an oral presentation with a co-author. Option two requires 2 short papers written alone.

- Option one is a "Mythbusters" analysis of common beliefs about social behavior, such as "opposites attract" or expressing aggressive feelings is cathartic. This power point or prezi presentation (10-12 slides) needs to define or describe main variables, briefly review related research emphasizing results and draw a conclusion about the myth. You must work with a co-author and make a presentation to me during office hours or by appointment. This project is worth 60 points and all presentations must be completed before April 22, 2016.
- Option two requires 2 short reports on social psychological research (primary source journal articles) written alone. Write a summary of each article for 2 of the general topics covered in class (with 2 different due dates) in your own words as if describing the research to a friend or family member. In your summary be sure to answer the questions in the assignment guidelines. Each short paper is worth 30 points.

Topic One	Due Date
Scientific Reasoning or Social Cognition or	February 12, 2016 or
Social Influence, Persuasion, Conformity or Obedience	March 4, 2016
Topic Two	
Group Processes, Aggression, Terrorism or Prejudice or	April 8, 2016 or
Interpersonal Relationships or Helping Behavior	April 22, 2016

Class Participation: (50 points) Being able to discuss material, ask questions about social psychological theories and research, discuss reactions, express opinions, complete quizzes and assignments and do additional outside reading or assignments, as well as professional conduct in class may earn up to 50 points. All students begin the semester with 70% of these participation points. Points will be deducted for disrespectful, disruptive* or other poor classroom behavior (if you don't know what this is, ask). In past semesters, points have been deducted when students

consistently were unable to answer questions about class and textbook material, distracted others with cell phone use, or yelled and swore at other students. There are no make-ups or extra credits opportunities for missed class assignments.

** Seeing students texting, watching phone videos or otherwise ignoring class activities disrupts my train of thought during class & participation points will be deducted.*

MISCELLANEOUS INFORMATION

Academic Integrity - I assume you are a person of integrity, that you are here to develop your skills and knowledge, and that you are interested in feedback about what you can do. I expect that you have read and accept policies regarding academic integrity, dishonesty, and general conduct of students in the Student Academic Regulations Handbook (2015-2016). See details at: <http://www.ferris.edu/admissions/registrar/schdbook/page16.htm>. If it is discovered that a student plagiarized written work, cheated on an exam or in some other way engaged in dishonest behavior, the student will receive a zero (0) on that specific exam or paper and lose all participation points. Depending on the egregiousness of the offense, I may assert my right to fail the student for this course and/or report the student's conduct to the Student Judicial Board for other action.

Privacy Concerns - Your grade and class performance is private information and will be guarded as such. I will attempt to give everyone timely and honest feedback about your class performance but not discuss individual concerns during class time. Office appointments are strongly encouraged to discuss individual concerns.

Course Schedule - Below is the class schedule & corresponding reading assignments. Students who read material each week usually learn more from lectures and perform better on exams than students who read material only a few days before exams.

TENTATIVE SCHEDULE

Date	Topic	Reading
January 11, 2016	Introduction, Syllabus & Critical Thinking	Chapter 1
January 13 - 20, 2016	Social Psychology is Science - Why? How? Ethics in Studying Human Behavior	Chapter 2
January 18, 2015	Martin Luther King Day - No Class	
January 25-27	Social Cognition	Chapter 5
February 1 - 8	Thinking about Others	Chapter 4
February 10	Exam I - 50 points (Chapters 1, 2, 4 & 5)	
Feb. 15 - 22	Attitudes, Behavior & Rationalization - Dissonance	Chapter 7
Feb. 24-29	Persuasion – Attitude Change	Chapter 8
March 2 - 14	Social Influence - Conformity & Obedience	Chapter 9
March 7 – 9	Spring Break – no class	
March 16	Exam II - 50 points (Chapters 7, 8 & 9)	
March 21 - 23	Groups	Chapter 12
March 38 - 30	Prejudice	Chapter 11
April 4 - 11	Aggression	Chapter 13

April 13	Exam III - 50 points (Ch. 11, 12 & 13)	
April 18 - 20	Relationships	Chapter 10
April 22	Last due date for all writing assignments	
April 25 - 27	Prosocial Behavior	Chapter 14
Tuesday, May 3, 2016	Section 1 - 2:00 pm Exam IV - (Ch. 10 & 14)	40 points
Wednesday, May 4, 2016	Section 2 - 4:00 pm Exam IV - (Ch. 10 & 14)	

Industrial/Organization Psychology (Psyc 326)

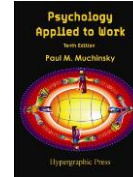
M.W. 3:00 – 4:15 pm; Starr 234

Dr. Connie Meinholdt	Office: 2072 Arts & Sciences Center (ASC)
Psychology Program - Social Sciences Department	Hours: Monday 10:00 am – 12:30 pm Tuesday 10:00 am – 12:30 pm or appointment
Ferris State University	Phone: (231) 591-2759
Big Rapids, MI 49307	e-mail: ConnieMeinholdt@ferris.edu

Text: Muchinsky, P.M. (2011). *Psychology Applied to Work*. (10th edition) Summerfield, NC: Hypergraphic Press.

Publisher website: <http://hypergraphicpress.com/students.jsp>

- Additional reading as assigned & posted on Ferris Connect



LEARNING OUTCOMES:

I. Students will complete assignments, exams and class activities to demonstrate knowledge and understanding of I/O psychology, as well as how I/O psychology applies to:

- 1) understanding the psychological functioning of individuals in the workplace,
- 2) evaluating work-relevant knowledge, skills, abilities and job performance of individuals for selection, annual appraisals, promotions and/or termination,
- 3) measuring organizational culture or climate and its' possible impact on workers,
- 4) assessing relationships between labor and companies,
- 5) developing national and/or state regulations and laws governing workplace practices, and
- 6) studying the impact of a global economy on workers.

II. Students should successfully meet outcome criteria of Race/Ethnicity/Gender courses. REG criteria as defined by the FSU faculty senate committee on General Education Requirements include:

- 1) “Articulate the ways in which existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination and privilege, especially within the United States.
- 2) Comment accurately about current events and issues in the United States and throughout the world as they directly relate to race/ethnicity and/or gender. Ideally, this would include an awareness of the interconnectedness or these events and issues from the perspective of different disciplines.
- 3) Describe distinct attributes (geographic, scientific, economic, cultural, linguistic, and/or historical) of race/ethnicity and/or gender. This would include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender or how race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.
- 4) Identify the meaning and influence of the categories known as race/ethnicity and/or gender has had on production of social knowledge and individual responses to that social Knowledge.

GRADING & ASSIGNMENTS: Grades will be based on 4 exams (50 points each), 1 short paper (30 points), a semester project (60 points) and assorted in-class activities/participation (35 points). Grades will be assigned according to the following scale:

292 – 325 = A 195 - 226 = D
 260 – 291 = B less than 195 = F
 227 – 259 = C

Exams: (200 points) There are 4 semester exams (50 points each). Each exam will include multiple choice items, short-answer items and essay items. Students missing semester exams may take a make-up exam ONLY if the student is absent because of illness, religious observance, or participation in University activities. Students may be required to document or verify reason for absence before a make-up exam is allowed.

Paper: (30 points) There is 1 short paper assignment. Students may choose any 1 of 4 topics and due dates. Topics and due dates are not interchangeable and no late papers are accepted. Assignment guidelines and a sample paper are posted on FerrisConnect.

Topic	Due Date
History of work, Employee Motivation, Research about Work	Feb. 1
Organizational Culture or Change, Work teams	Feb 28
Hiring, Firing, Employee Selection or Performance Appraisals	April 4
Leaderships, Unions, Managements or Workplace Health / Violence	April 23

Semester Project: (60 points) There is 1 research project assignment. Students will investigate a commonly held belief or myth about workplace behavior – *with one co-author*. The co-authors will prepare and present a power point summary of their research and be prepared to answer questions about the issue they investigated. Assignment guidelines are posted on FerrisConnect.

Class Activity: (35 points) Being able to discuss material, ask questions, discuss reactions, express opinions, complete quizzes and assignments and doing additional outside reading or assignments, as well as professional conduct will be rewarded with 35 points. All students begin the semester with 80% of these participation points. Points are deducted for disrespectful, disruptive or other poor classroom behavior (if you don't know what this is, ask). Points are also deducted for poor performance or complaints about class project work. In past semesters, points have also been deducted when students consistently have been unable to answer questions about class and textbook material. There are no make-ups opportunities for missed class assignments.

MISCELLANEOUS INFORMATION

Academic Integrity - You should read policies regarding academic integrity, dishonesty, and general conduct of students in the Student Academic Regulations Handbook (2012- 2013). See <http://www.ferris.edu/admissions/registrar/schdbook/page16.htm> for details. If it is discovered that a student plagiarized written work, cheated on an exam or in some other way engaged in dishonest behavior, the student will receive a zero (0) on that specific exam or paper and lose all participation points. Depending on the egregiousness of the offense, I may assert my right to fail the student for this course and/or report the student's conduct to the Student Judicial Board for other investigation/reprimand. Enough said.

Privacy Concerns - Your grade and class performance is private information and will be guarded as such. I will attempt to give everyone timely and honest feedback about your class performance but will not discuss individual concerns during class time. Office appointments are strongly encouraged.

Course Schedule – This is the approximate course schedule with corresponding reading assignments for spring 2012. Additional reading and additional class activities will be assigned and posted on Ferris Connect. This schedule is subject to revisions as needed for successful completion of course assignments and material.

Tentative Course Schedule

Date	Lecture Topic	Assigned Reading
Jan. 15 – 17	History of I/O psychology	Chapter 1
Jan. 22 – 24	Research methods	Chapter 2
Jan. 29 – 31	Work motivation	Chapter 12
Feb. 5	Exam I (Chapters 1, 2 & 12)	
Feb. 7 – 14	Organizations & organizational change	Chapter 8 Organizational Culture Reading
Feb. 19 – 21	Teams and teamwork	Chapter 9
Feb. 26 – 28	Organizational attitudes and behavior	Chapter 10
Mar. 6	Exam II (Chapters 8, 9, & 10)	
Mar. 12 –14	Spring Break – no class	
Mar. 19 – 21	Criteria – standard for decision making	Chapter 3
Mar. 26 – Arp. 2	Predictors – psychological assessments & Personnel decisions	Chapters 4 & 5 Hiring Workers Reading
Mar. 28	Spring Break – no class	

April 4 – 9	Performance appraisals	Chapter 7
April 11	Exam III (Chapters 3, 4, 5, 7 & reading)	
April 16 – 18	Leadership	Chapter 13
April 23 – 25	Union/Management Relations	Chapter 14
April 30 – May 2	Occupational Health	Chapter 11 Workplace Violence Reading
May 6th - Monday 2:00 pm	Exam IV (Chapters 11, 13, 14 & reading)	

Tuesday and Thursday 3:00pm to 4:15pm

Starr Educational Center 234

Instructor: Felix Smith, Ph.D., L.P.

Student Hours: TR 10am to 11:00am and 1:30am to 2:45pm, and by appointment in ASC 2084.

These are the time I will be regularly available for questions and assistance with class material and assignments

Telephone: (231) 591-5880

Email: felixsmith@ferris.edu**Course Description and Objectives:**

Individual differences and review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures, and findings of personality assessment and research. Discussion of critical issues in evaluation of personality theories. General Education requirements for Social Awareness and Race-Ethnicity-Gender.

By then end of the course, students will be expected to be able to:

1. Define personality and discuss the nature of personality.
2. Describe the appropriate methods for researching in personality.
3. Describe the major theoretical views of personality.
4. Contrast the various theoretical approaches to personality.
5. Demonstrate how a scale may be constructed.
7. Link the specific theory about how the personality functions to the cultural value system present at the time of its development.

Class Format:

This class will primarily be in a lecture format. Participation in form of asking questions and group discussions are strongly encouraged. Video presentations, out of class assignments, and group activities will be included.

Required Text:

Funder, D. C. (2013/2017). *The Personality Puzzle* (6th or 7th edition). New York: Norton & Company, Inc.

Additional Readings:

Additional readings will be posted on blackboard.

Additional Reading #1 - Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010) 50 Great Myths of Popular Psychology, Shattering Widespread Misconceptions about Human Behavior. Hoboken, NJ, US: Wiley. Myth #35. People's responses to inkblots tell us a great deal about their personalities.

Additional Reading #2 – Dawes, R. D., Faust, D., & Meehl, P. E. (1989). Clinical Verses Actuarial Judgment. *Science*, 243, 1668-1674.

Additional Reading #3 – Hare, R. D. (1993). *Without Conscience: The Disturbing World of the Psychopaths Among Us*. New York, NY: Guilford Press – Chapter 1

Accommodations:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act

Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, please contact the Disabilities Services office at (231) 591-3057 or send an e-mail message to ecds@ferris.edu to discuss your request further. More information can be found online at: <http://www.ferris.edu/htmls/colleges/university/disability>.

If you have already registered with Disabilities Services, please let me know as soon as possible for assistance with classroom accommodations.

Grades: Your ability to understand and produce information is a greater importance than your performance in relation to your classmates. However, the overall class performance will be taken into account on assessments.

Grades will be based on three in-class Midterm examinations, a final exam, three written homework assignments, and three in class debates.

- 1) Exams: Exams will include multiple choice and short essay questions that will cover material from the textbook, lectures, presented cases, and film clips. The lowest of the three midterm examinations will be dropped. Midterm exams are not cumulative, although the final exam will include some questions regarding important information and may require you to integrate information learned throughout the semester.
- 2) Homework: There will be three homework assignments over the course of the semester. They will be based on developing a measure of a personality construct. Homework must be in document format readable in MS Word. **Your name and the homework number must be in the filename.** Each homework is worth **25** points). You are required to keep an electronic copy of your assignment. Multiple back-ups or off-site backup software are strongly recommended. Instructions for the homeworks will be posted on Blackboard.
- 3) In-class debates: There will be two in-class debates. Students will have time to prepare and will be assigned to a side of an issue or a point of view. Students will present arguments related to an issue in personality and will attempt to justify their point of view and convince the rest of the class. Participation in each debate is worth 25 points. Titles and instructions for the debates will be posted on Blackboard
- 4) Paper and Poster: Students will write a paper on an area within personality psychology that interests them. Using this paper they will develop poster presentation
- 5) Short extra credit assignments will be offered in class on two or three occasions during the semester; you must be present during the class period to earn the extra credit. Class participation is encouraged and will help students on grade borderlines; *therefore, it is to your advantage to attend and participate in class as often as possible.*

Midterm grades will be submitted by October 20. At this point, you will have completed two exams and five homework assignments. Midterm grades will be out of 225 points.

Grades will be out of a total of 550 points

Three homework assignments	75 points (25 points per assignment)
Three in-class debates	75 points (25 per debate)
Two of Three Midterms	200 points (100 points per midterm)
Final Exam	150 points

Percentage	Grade	Percentage	Grade
93	A	73-76.9	C

90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	63-66.9	D
80-82.9	B-	60-62.9	D-
77-79.9	C+	59.9 or below	F

Academic Honesty Policy

Simply put, do not cheat. This includes use of notes or other unsanctioned resources in examinations. In my experience, it chiefly includes using others works without crediting them. This can span the gulf of copying sentences from peer reviewed articles to turning in Wikipedia articles without remembering to remove the hyperlinks. It is a course requirement to review the FSU academic honesty policy, available at the link below.

<http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm>

In class behavior:

I attempt to conduct this class with an atmosphere of mutual respect. I encourage you be an active participate in class discussions. We may have strongly differing opinions and the conflict of ideas is encouraged and welcome. Questioning opinions is balanced against needing to maintain a welcoming and safe classroom environment. This means participating in an orderly and respectful fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

If you bring a cell phone or other e-device to class, please assure that is it either off or on silent mode and put out of sight. If you have an unusual situation during which you may need to take or respond to a call or text during class, please let me know before class begins and, if possible, sit near the door and slip out quietly to talk or send a text. Please know that, otherwise, texting (sending or receiving) during class is distracting and should not occur. Laptop computers or other e-devices are permitted for note-taking; web browsers and communication tools for purposes other than this should be closed.

Notes on Policy:

- Barring any unforeseen circumstances, I will be in class for each scheduled session. If I cannot be in class, I will either (a) inform you ahead of time or (b) make arrangements with another faculty member to be present. The intention is to make sure that class is available to you whenever possible. You attending every class session is both my expectation and to your advantage. Research that examines the relationship between attendance and grades consistently shows a positive relationship between regular attendance and strong performance There may, of course, be situations in which you will miss class. To receive my consideration for an excused absence, you must contact me within one week after the absence (or any time prior to the absence) and provide valid explanation and documentation.
 - The following are examples of excused absences: hospitalization (with documentation from your physician), severe illness (with documentation from your physician), jury duty (with a copy of your court summons), or bereavement (with appropriate documentation; e.g., funeral program; letter from family member).
 - The following are not instances of excused absences (oversleeping, work, other class conflicts, illness without documentation, forgotten deadlines, bad weather; if Ferris State is open, our class will meet as scheduled, or computer problems.)
- Why someone would allocate great time and effort to cheating when that time and effort would be better spent studying is beyond me. However, it seems that some students do. This is unacceptable and will not be tolerated. Any form of cheating will result in you receiving a score of “0” for that assessment and possibly a failing grade for the entire course. Forms of cheating include:

- Using prepared notes during an exam
- Having another student complete your exam
- Copying from another student during an exam
- Failing to cite someone else's work in a paper
- Plagiarism (presenting work performed by someone else as your own)

Cheating will be investigated and incidences will be filled with the social sciences department and the appropriate University authorities.

- 3) Late assignments are penalized 10% for each weekday they are not turned in; however, I am sympathetic to the intrusions of external problems. You can contact me via email at any time.
- 4) During class, students may be asked to change seats, remove hats, remain in the room—anything to maintain the integrity of the session.
- 5) Appropriated discussion is encouraged. Cross-talk, off-topic discussion and excessive student-to-student conversations during discussion is not permitted.
- 6) If adjustments are made to the grading distribution, they will be made only for the entire class, not individual students. For example, a percentage of 92.48 will not be “upgraded” to 93% because a student is “so close.”
- 7) Copying from professional writers (including the textbook) or other students (even with their consent) is considered cheating. Students must be vigilant as it is their responsibility. Technology makes it too easy sometimes to cut and paste from one source and “borrow” it for an assignment. Be aware that these types of offenses are easy to spot with little investigation (e.g., specialized software exists).
- 8) Although midterm grades will be posted, your grade is your responsibility. You should keep track of your scores and be aware of you grade. You are responsible for knowing when you work is due. Grades will be posted on the Blackboard/Ferris Connect course management as soon as possible.

Please Note: I reserve the right to modify the syllabus in order to meet the needs of the class – therefore, dates are not set in stone and are subject to change. All changes and adjustments will be announced in class, and I will make every effort to post them on Blackboard in a timely manner.

Week	Day	Topic	Reading	Events
Week 1	8/30/2016	The Study of the Person		
	9/01/2016	Clues to Personality: The Basic Sources of Data	Chapter 1	
Week 2	9/6/2016	Clues to Personality (Continued)	Chapter 2	
	9/8/2016	Personality Psychology as Science: Research Methods	Chapter 3	
Week 3	9/13/2016	Research Methods (continued)	Additional Reading #1 - Lilienfeld	Homework #1 Due
	9/15/2016	Personality Traits, Situation, and Behavior	Chapter 4	
Week 4	9/20/2016	Personality Traits, Situation, and Behavior (Continued)		
	9/22/2016	Midterm Examination #1		
Week 5	9/27/2016	Personality Assessment I: Personality Testing and Its Consequences	<u>Chapter 5</u>	
	9/29/2016	Assessment I (Continues)	Additional Reading #2 - Dawes	Homework #2 Due
Week 6	10/4/2016	Personality Assessment II: Personality Judgment in Daily Life	Chapter 6	
	10/7/2016	Using Personality Traits to Understand Behavior	Chapter 7	Potential Debate
Week 7	10/11/2016	The Anatomy and Physiology of Personality	Chapter 8	
	10/13/2016	The Inheritance of Personality: Behavioral Genetics and Evolutionary Theory	Chapter 9	Potential Debate
Week 8	10/18/2016	Midterm Examination #2		
	10/20/2016	Basics of Psychoanalysis	Chapter 10	Potential Debate Homework #3 Due
Week 9	10/25/2016			
	10/27/2016	The Workings of the Unconscious Mind: Defenses and Slips	Chapter 11	
Week 10	11/1/2016	Psychoanalysis after Freud: Neo-Freudians, Object Relations, and Current Research	Chapter 12	Paper due
	11/3/2016	Experience, Existence, and the Meaning of Life: Humanistic and Positive Psychology	Chapter 13	
Week 11	11/8/2016	Midterm Examination #3		
	11/10/2016	Cultural Variation in Experience, Behavior, and Personality	Chapter 14	Potential Debate Poster due
Week 12	11/15/2016	Learning to Be a Person: Behaviorism and Social Learning Theories	Chapter 15	
	11/17/2016			
Week 13	11/22/2016	Personality Processes: Perception, Thought, Motivation, and Emotion	Chapter 16	Potential Debate

	11/24/2016	Thanksgiving - No Class		
Week 14	11/29/2016	What You Know About You: The Self	Chapter 17	
	11/31/2016	Disorders of Personality	Chapter 18	
Week 15	12/6/2016	Disorders of Personality (Continued)	Additional Reading #3 - Hare	
	12/8/2016	Disorders of Personality (Continued)		Last Day of Class
Final Exam is 2pm to 3:40pm on Monday December 12 th .				
Midterm Grades are due 10/17/2016. Last day for withdrawal 11/03/2016. Final grades are due 12/19/2016				
Poster session?				
Paper				

**PSYC 341: Child Development
Nichols-Whitehead - Fall 2016**

Professor: Dr. Penney Nichols-Whitehead

Phone: 591-2778

Office: ASC 2079

e-mail: PenneyNichols-Whitehead@ferris.edu

Office Hours: 2:00-3:00 pm MW, & 2:00-4:00 pm T, & 12:00-1:00 pm F, or by appointment.

Best Contact Method: e-Mail/Black Board Messaging

Required Text:

Arnett & Maynard (2017), *Child Development: A Cultural Approach*, 2nd Edition, w/ MyPsychLab & MyVirtualChild Access, Pearson Education.

Prerequisites: PSYC 150.

Meets General Education requirements: Social Awareness, Race/Ethnicity/Gender Issues.

General Information

Course Goals: The goal of this course is to provide students with a broad survey of topics in the development of the individual from conception to adolescence; includes biological, family, peer, and school influences; emphasizes learning, emotional, perceptual, cognitive, moral, physical, and social development, theories, methods, and interpretation of research in child and adolescent development, as well as developmental norms, milestones, and challenges. A variety of sub-topics such as prenatal development, infant perception, language acquisition, IQ, attachment, and cognitive, social and moral development will be covered. Students will learn about how developmental research is conducted and interpreted from various theoretical perspectives, as well as how children's abilities and limitations change during the course of development.

10. Students who successfully complete this course should be able to recognize and identify multiple factors (antecedent conditions and events) in the developmental trajectories of individual children/adolescents, and predict developmental outcomes based on those factors
11. They should also be able to recognize and describe the underlying theories, beliefs, and assumptions that guide policies and practices that affect developmental outcomes, and critically evaluate the validity and reliability of the evidence upon which those beliefs, practices, and policies are based.
12. Students should be able to apply course content to real world problems to derive well-reasoned solutions, and to anticipate and address counter arguments.

Knowledge Objectives

1. To demonstrate understanding that child & adolescent development, on both the individual and species level, is determined by multiple factors, both internal and external, interacting at particular points in time and space.
2. To demonstrate an understanding that development can be explained from multiple perspectives.
3. To identify and consider the operating assumptions and biases that inform and affect the behaviors of individual children/adolescents and the communities within which they reside.

Skills Objectives

1. To engage in articulate expression through effective speaking *and* writing;
2. To think critically and creatively;
3. To locate, evaluate, and use information effectively;
4. To integrate different areas of knowledge and view ideas from multiple perspectives.

Course Format & Requirements

The format will be a combination of class discussion and lecture supplemented by online readings, video, assignments, quizzes, etc. The textbook and online materials for this course should be viewed, and used, as reference resources. While material relevant to activities, discussions, and learning objectives might be

covered largely in one chapter of the textbook at times, this will not always be true, and you are encouraged to use the entire textbook from the very beginning of the semester, even skimming through it before the semester begins, to familiarize yourself with its contents and organization.

Learning objectives will be posted on Black Board to help guide students' reading and preparation efforts. You should be prepared to discuss the material in both large and small group settings.

There are several different requirements designed to achieve the goals of the course. You will complete at least one exercise involving direct observation of children. You will have opportunities to improve both your speaking and writing skills through the presentation of material in both oral and written form. Written assignments will be graded on both form and content. Some assignments are also designed to help you develop your scholarship/learning, information gathering and research skills. Your mastery of material covered in text, online materials, lecture, discussion, and other activities will be assessed via written assignments as well as weekly quizzes, which may include both multiple choice and short answer essay questions.

Grading: Grades will be based on

- 1) Preparation for & Participation in Class Activities: 200 points
Large- & Small Group Discussions, Child Observations,
MyVirtualChild (MVC) Assignments & Discussions, Debates,
Quizzes, etc.
- 2) Exams: Midterm (75) & Final (125) 200 points
- 3) Term Project: Product (50) Presentation (25) Group/Prep work (25) 100 points
500 points Total

The standard grading scale will be used to assign grades.

Quantitative Criteria

- 94-100% = 470 – 500 = A
- 90-93% = 450 – 469 = A-
- 87-89% = 435 – 449 = B+
- 84-86% = 420 – 434 = B
- 80-83% = 400 – 419 = B-
- 77-79% = 385 – 399 = C+
- 74-76% = 370 – 384 = C
- 70-73% = 350 – 369 = C-
- 67-69% = 335 – 349 = D+
- 64-66% = 320 – 334 = D
- 60-62% = 300 – 319 = D-
- < 60% = < 300 =

Qualitative Criteria

A ($\geq 90\%$) = excellent, *truly outstanding*, *exceptionally* high quality, well beyond requirements, professional quality

B (80-89%) = good, above average, high quality, did everything required and did it quite well, though still some room for improvement

C (70-79%) = fair, average, satisfactory quality, did everything required and did it adequately, though still considerable room for improvement

D (60-69%) = poor, below average, substandard/low quality, did not complete minimal requirements **or** did not do them adequately, significant improvement needed

F ($\leq 59\%$) = unacceptable, well below average, unsatisfactory/very low quality, many requirements not met and/or very inadequate quality of those things completed, major improvement needed.

Course Requirements

1. Preparation & Participation: Active participation in class discussions/activities is essential to ensure maximum learning/benefits from the course, and adequate preparation is essential for meaningful participation. Thus, you will need to complete some preparation work for each of the in-class activities we will be completing during the semester. These activities may take several forms, including short essay quizzes, thought paragraphs, large- and small group discussions and projects (e.g. Child Observation Project) based on the readings, and debates.

Preparation

You are expected to have read/viewed the assigned readings/materials and completed any preparatory assignments *before coming to class*. You should be prepared to ask questions and to discuss, in some detail, the topics covered in the materials. You may be called upon at random to present articles, make opening remarks for discussions, or present group consensus or arguments/evidence for either side of debates. Lack of preparation will make it difficult to fulfill this requirement successfully.

- **Preparation** assignments for most in-class activities are available in the weekly assignment folders on Black Board (BB).
- ***You are responsible for checking Black Board regularly for assignments***
- Preparation assignments are due on the appropriate assignment link on BB **by Noon on the day the activity is scheduled.**
- **All materials should have the appropriate rubric or assignment guide attached and be clearly labeled with the student's name(s) and class section/time. *Materials that are submitted on BB without a completed rubric will not be graded.***
- Print a participation copy of the prep-work (no rubric necessary) and bring it to class to use in the activity. Handwritten papers will not be accepted. These assignments will be the basis for in-class activities, and *if you come unprepared for full, meaningful participation you will not receive full credit for participation in the activity.*
- Be sure to put your name and course/section at the top of the paper.

Participation

- ***Attendance***, while necessary for participation, **is not participation**. Your participation grade will be based on 1) my assessment of your active participation (i.e. contributions

to in-class discussions and activities- 25 points) and 2) the evidence of active participation that you have provided (described below-50 points).

- As **evidence of participation**, you will be required to turn in *short* summaries of what occurred during group activities, participation copies of your prep-work, and/or complete evaluations (of yourself or other students), etc. at the end of the class period for most in-class activities.
- **Participation in these activities cannot be made up**, as such, and you should consider this when making decisions about attending class.
- **If you must be absent, but it is excused because you are participating in a University Sponsored Event/Activity, you should contact me PRIOR to the event to arrange alternative assignments to make up for lost participation points.**

2. Mid-term & Final Exam: Cumulative mid-term & final exams will be given online, via Black Board. These may include both multiple choice and short answer essay items, such as those that appear on the weekly prep-work assignments, Pearson's Chapter Exams, and in-class activities.

3. Term Project: Working in groups of 4-6, students will select a controversial topic from the list of debate topics, and design a term project that will present both (multiple) sides of the issue. This project may be a research proposal, a political action proposal, a small grant for a local non-profit organization that impacts child development, a formal debate panel, or an artistic project of some kind.

- All projects must provide good coverage of the issues involved in the controversial topic, and ideally will include a call to action of some sort, based on the research data you were able to gather.
- All groups will be required to attend at least one consultation meeting with the professor BEFORE the project will be approved.
- Your group will make a formal presentation of your project on the day the class debate on the topic will be held.
 - This presentation will last approximately 15 minutes and will be evaluated by your peers.
 - These evaluations will be made available to each group after the evaluations have been graded and the names of the evaluators have been removed.
- You will work with the same group of people on the Child Observation Project.
 - Each group will design a data collection sheet, perform 2 separate child observations, and make summary reports to the class, based on the data collected and what was learned about child development and developmental science from the entire process. Most of this work will be done in class, but the observations will be done outside of class, in pairs.

Materials that are turned in late, for any reason, should be submitted on the appropriate LATE assignment link on Black Board, within 2 weeks of the original due date. Each link may be used only once during the semester, so consider the point value of the assignment and the possibility/potential for subsequent late assignments carefully before submitting a late assignment for credit. PLEASE NOTE: The late assignment link will become unavailable at midnight on the Sunday BEFORE exam week.

4. Extra-Credit: Extra credit is not generally available at the end of the semester to make up for lack of performance earlier in the semester. There is, however, a pro-active extra credit

opportunity that students may take advantage of.

Pearson's Online Chapter Exams – Extra Credit

- **You are NOT required to take the chapter exams on the Pearson's website, but research consistently shows a fairly strong correlation between the scores on such practice exams and regular course exams. In other words, taking these practice exams will likely benefit your course grade. Additionally, you will receive extra credit points on your midterm and final exam based on the following formula:**

Your average exam score (including zeros on any exams not taken) $\div 10 = \#XCR$

Points

Example: $(100 + 100 + 0 + 100 = 300 \div 4 = 75\%$ Average) $\rightarrow 75 \div 10 = 7.5$ XCR points on midterm exam.

- Chapter exams are due by 11:59 pm Sunday of the week you were assigned to read that chapter (weeks go from Monday to Sunday).
- Chapter exams can be retaken (up to 5 times). Scores will be averaged across attempts, so be sure to prepare BEFORE taking the exams the first time.
- Exams will remain available indefinitely, BUT, AFTER the due date/time, scores will be reduced by 10% per week. Thus, the longer you delay taking/re-taking the chapter exams, the more difficult it will become to achieve a good average score.

Although other opportunities for extra credit *may* also be made available, *no guarantee is made either that such opportunities will be available or that they will be announced in advance.* Thus, students who desire additional extra credit should attend class regularly.

General Policies

Due Dates/Late Assignments/Make-ups

The calendar week for this course runs from Monday through Sunday. All prep-work assignments for in-class activities are due on the BB or Pearson's assignment link at noon on the day the activity is scheduled (usually Wednesday), unless otherwise noted. Other assignments, including term project and extra credit assignments are due at 11:59 pm Sunday of the week they are due, unless otherwise noted.

- **Two (2) late assignments will be accepted** during the course of the semester, 1 individual late assignment and 1 group late assignment, ***no explanation needed***. Subsequent late assignments *will not* be accepted *except under extreme circumstances that result in prolonged university approved excused absence*.
- Materials that are turned in late, for any reason, should be submitted ***WITHIN 2 WEEKS OF THE ORIGINAL DUE DATE, ONLINE using the appropriate LATE assignment link on the Black Board*** site for this class, otherwise it will not be accepted/graded.
- Consider the point value of the assignment and the possibility/potential for subsequent late assignments carefully before submitting a late assignment for credit, as you only get 1 individual and 1 group late assignment submissions, and then the links become non-functional.
- The late assignment link will become unavailable at midnight on the Sunday BEFORE exam week.
- Students should keep in mind the possibility of computer and internet problems and complete assignments early enough to allow time for remediation/intervention by the instructor or Tech-Help.

- It is your responsibility to notify me immediately of any problems with BB/Pearson's MyLab that prevented you from taking or completing the Assignment/Chapter Exam, so that the problem can be fixed before the due date.
- Note that if you wait until Friday evening or the weekend to complete online chapter exams, you do so at your own risk, and will likely need to resolve any technical issues on your own, with the help of Pearson's support or the Ferris TAC team ***and you will be solely responsible in the event that technical problems cannot be remedied prior to the deadline.***

Participation in in-class activities, projects, and discussions **cannot be made up.**

- Students who have a University-approved excuse for missing an in-class activity, and wish **to make up the participation points may contact the instructor for an alternative assignment.**
 - **If the absence is due to a scheduled University sponsored event, you must contact me prior to the beginning of the class period in which the activity is scheduled.**
 - **The alternative assignment will be submitted using the Special Submission assignment link on Black Board.**
- This link may be used 5 times during the semester, after which it will become non-functional. Please plan accordingly, or see the instructor in advance if you know that university approved activities will prevent you from attending class more than 5 times.

Attendance

Although you are strongly encouraged to attend class regularly, you **need not contact me regarding absences**, unless you have a documented legitimate excuse and need to make arrangements regarding a prolonged absence.

- You should note, however, that a significant portion of the course credit comes from *participation* in class projects and discussions, which cannot be made up.
- Furthermore, you should be aware that your performance on assignments, term projects, and exams might suffer if you fail to attend class regularly.
- You should consider these factors when making decisions about attending class.

Students with Disabilities or Special Needs

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities. If you need such accommodations please contact me and/or the Disability Support Services, at

Disabilities Services

901 S. State St.,

Starr 313

Ferris State University

Big Rapids, Michigan 49307

(231) 591-3057 Fax: (231) 591-3939, to request appropriate accommodations.

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Student Complaints Concerning Faculty Actions

If you have a complaint you should ordinarily try to resolve the matter with the instructor first. If the complaint cannot be resolved to the student's satisfaction by discussing it with the instructor, you should consult the student handbook, which outlines appropriate procedures for handling such matters.

Student Ethics, Academic Integrity, Plagiarism, and Cheating

You are expected to behave ethically and honestly.

You are expected to do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments *not authorized by the instructor*.

You are expected to adhere to the university's policies on Academic Honesty.

- You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. **Be sure to reference sources at all times.**
- If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see the instructor or an advisor, so we can eliminate that uncertainty.
- To that end, be sure to familiarize yourself with the FSU policy on academic misconduct: http://www.ferris.edu/htmls/administration/studentaffairs/judicial/faculty_resources/academicmisconduct.htm.

If you are suspected of cheating or plagiarism, I will inform you, and your grade on the assignment, or in the course, may be reduced to an F. I will retain the original copy of the assignment, and report the incident, in writing, to the Department Chair. Other actions may also be taken, as outlined in the student handbook.

Deadline for Withdrawal

The deadline for withdrawing from this course is listed in the College of Arts & Sciences attachment below. Keep in mind that withdrawal may adversely affect your eligibility for financial aid, and your academic progress/standing.

Course Schedule

Week	Date	Lecture/Discussion Topic	Reading	Assignments/Activities – Due on BB at Noon Wednesday (unless otherwise noted) <u>& bring hardcopy to class to use in activity</u>
Week 1	8/29-9/3	Introduction -Syllabus History of Developmental Psych.	Sink or Swim Sect. 1 & 2 Effective Group Work BB	Sink or Swim Syllabus Quiz <i>Ice-Breaker Activity</i>
Week 2	9/4-9/11 Monday	History & Science of Dev. Psych. LABOR DAY-NO CLASSES	Chapter 1	<i>Effective Group Work Activity</i>
Week 3	9/12-9/18	Science of Developmental Psych. (continued) Term Project Assignment	Chapter 2	<i>Child Observation & Term Project Group Meeting – Complete Contract, Design Data Collection Sheet & Explore Term Project options</i>
Week 4	9/19-9/25	Genetics & Prenatal Development	Chapter 3	<i>1st Individual Observation & Reliability Checked Data Sets Due, Revise data collection sheet (class)</i>
Week 5	9/26-10/2	Birth & the Neonate	Chapter 4	<i>Teratogen Common Effects Activity Term Project Proposals Due</i>
Week 6	10/3-10/9	Infancy - Physical, Cognitive, Emotional & Social Development	Chapter 5 Midterm Exam –available online- starting Midnight (11:59 pm) Thursday	<i>2nd Observation & reliability data Due Midterm Exam –available online- starting Midnight (11:59 pm) Thursday Start raising your Virtual Child soon*</i>
Week 7	10/10-10/16	APA Style & Literature Searches Toddlerhood - Cognitive, Emotional & Social Development	Midterm Exam -online- <i>Due Midnight Wednesday</i> Chapter 6	<i>Midterm Exam -online- Due Midnight Wednesday</i>
Week 8	10/17-10/23	Early Childhood - Cognitive, Emotional & Social Development	Chapter 7	<i>MVC Discussion (2 yrs)</i>

Week	Date	Lecture/Discussion Topic	Reading	Assignments/Activities
Week 9	10/24-10/30	Middle Childhood - Cognitive, Emotional & Social Development	Chapter 8	<i>MVC Discussion (6 yrs) Wednesday</i>
Week 10	10/31-11/6	Adolescence - Cognitive, Emotional & Social Development	Chapter 9	<i>MVC Discussion (10 yrs)-Wednesday</i>
Week 11	11/7-11/13	Emerging Adulthood - Cognitive, Emotional & Social Develop.	Scientific Literature Search on Controversial Topics	<i>MVC Discussion (14 yrs) Wednesday</i>
Week 12	11/14-11/20	Controversial Topics	Scientific Literature Search on Controversial Topics	<i>MVC Discussion 18+ yrs Monday 2+ Debates/Group Presentations-Topics TBA</i>
Week 13	11/21-11/27	Controversial Topics	Scientific Literature Search on Controversial Topics No Class Wednesday-	<i>1-2 Debates/Group Presentations-Topics TBA Thanksgiving break begins at Noon Wednesday</i>
Week 14	11/28-12/4	Controversial Topics	Scientific Literature Search on Controversial Topics	<i>2+ Debates/Group Presentations-Topics TBA</i>
Week 15	12/5-12/11	Controversial Topics	Scientific Literature Search on Controversial Topics	<i>2+ Debates/Group Presentations-Topics TBA</i>
Finals Week	12/12-12/16	Final Exam/Wrap-up Sessions:	Section 001 - Tuesday Section 002 - Wednesday	Dec. 13th, 2-3:40 pm Dec. 14th, 4-5:40 pm

****This is a tentative schedule, and I reserve the right to make changes depending upon the speed with which we cover individual topics. Students are responsible for all assigned readings unless otherwise informed, in writing, on black board.**

Psychology 342 - Psychology of Adolescence

Spring 2016

Tuesday, Thursday 4:30

3 Credits

Mr. W. J. Podufaly, Ed.S.

podufaw@ferris.edu

Office: Science 122D

Tuesday/Thursday 2:00 to 4:00 and by appointment

Text: The Adolescent: Development, Relationships, and Culture, 13th edition, by Dolgin
Catalogue: "Adolescence discussed as a stage of development. An examination of adolescence including physical, social, cognitive, and moral development. Discussions include historical perspectives, cross cultural comparisons, and deviance. This course meets General Education requirements: Social Awareness, Race/Ethnicity, and or Gender Issues. Pre-Requisites: PSYC 150."

The psychology of adolescence class this term will explore the developmental period between childhood and adulthood which is characterized by qualitative and quantitative changes in the individual. We will explore various theories about this time of life including past and present theoretical models. You will learn how adolescents are different from both younger children and adults at social, cognitive, and neurological levels. We will look at factors that influence how teenagers grow and develop and how these factors might result in typical progress or in atypical development which may culminate in conflict with others or within themselves. Since there are usually a number of students who go into fields such as social work or criminal justice where psychological information about teens is reviewed professionally, we will briefly look at how adolescents are assessed in schools and in clinical psychological evaluations.

The goals as I see them for this course will be: (1) You will be able to express your knowledge of this group as it pertains to internal changes, differences between individuals, group dynamics, research information, and how adolescents may present as challenges to those who are older; (2) You will use critical thinking processes and scientific information that will assist in decision making about adolescents; (3) You will lay a groundwork for further study of this interesting period in human development; and (4) You will be able to differentiate and explain some of the main deviations from normal development

As this is an upper level class, my expectations are that students will be diligent in attending class, active learning will be the norm, and all assignments will be turned in on time. One aim is to make this class interesting and relevant to your particular needs, so projects will be attuned to your particular areas of interest whenever possible. Class participation is also expected because your ideas, opinions, and experiences are valuable. One should note that class participation will involve intermittent attendance taking, briefly sharing information with the class regarding the research articles, doing activities in class as they arise, and by the subjective assessment of this instructor of your involvement. Lecture will be the primary format, but also will include discussions, media presentations, and possibly, guest speakers who interact with adolescents to come in to give you their perspectives on how they perceive teenagers. However, this will depend on the availability of these people.

In your dealings with professional life after college, writing will be required in some fashion. Teachers, probation officers, psychologists, social workers, lawyers, and others often write many reports. Consequently, any writing outside of class will be required to be in Standard

English and double spaced. Email style writing is forbidden in formal writing! Please make good use of word processing systems that check spelling and grammar. Less formal writing for any work done in class is acceptable as long as I can read it.

Grading will be done with tests, quizzes, research articles, possibly opinion or position paper(s), and class participation. The tests will include information from the book, in-class lecture material, and handouts, so show up and take notes. Class participation reflects attendance and your engagement in discussion and/or sharing information as mentioned previously. The examinations (4) will be worth 100 points each, and the tests will be multiple choice. I usually include a question for extra credit points on each of the examinations. Midterm and final examinations will cover all materials presented in class and in the book, but each will only cover half the course material. That is, the midterm test will cover all material up to that point, and the final will cover only the materials after the midterm. Use your old tests for study guides. There are no extra credit activities outside the specific work listed in this syllabus and points for taking all quizzes—please, do not ask. Quizzes (5) will count for 20 points each, and questions from the quizzes may resurface on the examinations. If you take **all** the quizzes, you will earn a 10 point bonus, but, again, **all must be taken**. Examinations and quizzes cannot be made up for 100% credit without a physician's excuse, an excuse from your advisor or other professor for a class trip that cannot be missed, from a coach if you are an athlete, or when emergencies arise. Please contact me by email as soon as feasible for you so that we can decide upon a course of action. Late make-up tests can be subject to 10% per class period penalty. Please note: Leaving early for breaks or for your convenience are not legitimate excuses. The first two research activities will count for 20 points each and the third will count 60 points. The participation point total is not specified here due to the way points are accumulated over the course of the term. You must be present for participation points, and therefore there are no excused absences for this part of the point accumulation process. I will round up to the next percent at the .8 level for midterm and final grades. You are responsible for reviewing your grades on Blackboard and pointing out corrections which may need to be applied. This must be done for all assignments before the last day of class before finals. You must take the final with your section unless there are serious extenuating circumstances for which you must discuss with me before the end of the semester.

	Percent
A	93-100
A-	90-92
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	61-67
D-	55-60
F<55	(NO ONE SHOULD END UP HERE!)

The third research article will resemble what some of you may have done in Psychology 150, while the first two will be much shorter and less involved. You will find **research articles** related to adolescence that you find interesting, thought provoking, astounding, or even ridiculous. **They must be research items from legitimate psychological, medical, social, or other**

professional journals. Please note that an article about someone else’s research is not the idea here. It must be a primary research activity by the author or authors. Check with the library regarding what journals are in-house or available through the library data base. Do not use random internet articles unless you can prove they are from appropriate sources. For the 3rd article you must: 1) have a print copy of the entire article, and 2) at least a two page paraphrased (in your own words) summary of what the research was about, what was found, and how it was found. Please note that I will not print emailed articles; you must do his yourself. There will be more details later on.

Late assignments may result in a 10% reduction in grade per class period. If there is some legitimate excuse, then this reduction can be waived, but you must talk to me about the situation first.

Please turn off your phones prior to class. I do not want students disturbed during class by others being inconsiderate.

The following is a tentative schedule of topics which may be changed over the course of this semester at the instructor’s discretion. On the days marked “Power Point,” these are lecture days from information that is not in the text. Those Power Points along with class lecture notes will be available on Blackboard.

- * Quiz or Research Articles
- ** General Examination
- *** Midterm/Final Examinations

1-12 Introduction to the class and also, The Developmental Approach to Adolescent Psychology (Power Point)

1-14 Chapter 1: The Social Context of Adolescence, An Overview

1-19* Chapter 2: Adolescents in Theoretical Context
Quiz 1

1-21 Chapter 3: Adolescent Diversity, SES, and Ethnicity

1-26 Examination 1** (Introductory information and chapters 1 through 3)

1-28 Chapter 4: Body Issues, Physical Growth and Health Related Behaviors

2-2* Chapter 4 Continued
Quiz 2

2-4* Chapter 5: Cognitive Development, Past Approaches
First Research Activity due

2-9 Chapter 5 Continued, New Concepts; Moral Development

2-11 Power Point: Neurological and Neuropsychological Aspects; Neurons, Structure, Terminology, and Adolescent Characteristics. This is not in your text.

2-16*	The Teenage Brain, Normal vs. Schizophrenia and Addiction. Quiz 3
2-18	Power Point: WISC-IV, WAIS-IV, Achievement Tests, Behavioral Assessments, etc. This is related to the information in the text but more specific
<hr/>	
2-23**	Examination 2 (Chapters 4 and 5 and all other information from the PowerPoint presentations)
2-25*	Chapter 6: Self-Concept, Identity, Ethnicity, and Gender 2 nd Research Article due
3-1	Chapter 8: Relationships with Family Members
3-3***	Midterm Examination (All information presented to this point may be on this test)
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3-8	Spring Break-No Classes
3-10	Spring Break-No Classes
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3-15	Chapter 9: Different Family Patterns
3-17*	Chapter 10: Adolescent Subculture Second Research Activity due Quiz 4
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3-22	Chapter 11: Sexual Behaviors
3-24	Spring Recess, No Class
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3-29**	Examination 3 (Chapters 9 through 11)
3-31	Chapter 12: Education and School 3 rd Research article due
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4-5	PowerPoint: Special Education in the Schools
4-7	Chapter 13: Work and Vocation
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4-12**	Examination 4 (Chapters 12 through 13 and all other information)
4-14	Chapter 14 Adolescent Stress and Alienation
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4-19*	Power Point: Adolescent Psychopathology, Disruptive behavior problems Quiz 5
4-21	Power Point: Adolescent Psychopathology, Mood and personality disorders
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4-26 Mind of a Rampage Killer

4-28 Chapter 15: Substance Abuse, Addiction, and Dependency

5-5 *** **Final Examination** (Thursday May 5, 4:00 P.M. All material after the
midterm).

**SYLLABUS FOR PSYCHOLOGY 350-001
INTRODUCTION TO FORENSIC PSYCHOLOGY
FALL SEMESTER 2016**

THREE CREDIT COURSE

MWF 9:00 to 9:50 IN STARR 234

INSTRUCTOR: DR. VAN TREESE

OFFICE LOCATION: ASC 2096

OFFICE PHONE: 591-5871

E-MAIL: Vantreej@ferris.edu

OFFICE HOURS: Mondays 11:00 to noon and 1:00 to 2:00
Wednesdays 11:00 to noon and 1:00 to 2:00
Dr. Van Treese is also available by appointment if these times do not work for you.

REQUIRED TEXT: The text is INTRODUCTION TO FORENSIC PSYCHOLOGY 3rd Edition published by Academic Press in 2012. The text's authors are Stacey L Shipley and Bruce A. Arrigo.

COURSE DESCRIPTION:

This course is an introduction to the roles and functions of psychology in forensic settings. Research and practice, with an emphasis on practice, are addressed. The major areas of application covered are: Adult Forensics, Juvenile Forensics, Family Forensics, Police and Law Enforcement, and Corrections and Prison Practices.

Pre-Requisite: PSYC 150.

SUMMARY OF POINTS USED FOR GRADING

Four regular exams	400
Approximately four quizzes	40
FINAL EXAM	100

THE GRADE SCALE IS:

A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	BELOW 60

SOME COMMENTS ON COURSE DESIGN

Although this is a 300-level course, it is a survey class. It is an introduction to the specialty areas of forensic psychology. There will be a lot of material that you will need to understand and integrate. You will demonstrate this understanding and integration through short answer the short answer quizzes, short answer exam questions and objective exam questions.

ACADEMIC MISCONDUCT

(This section taken from CAS Syllabus Attachment)

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a

particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

(This section taken from CAS Syllabus Attachment)

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

ADDITIONAL COMMENTS:

You are expected to come to class and to be on time. If you have an unexcused absence or an unexcused tardy, you will lose the points for that day's assignment, quiz or exam.

If you have an excused absence for a date when a quiz or exam was given, you **must** talk with the instructor the first day upon your return to class to schedule the makeup quiz or exam. Failure to do so will result in a zero for the missed quiz or exam. Note: It may not be possible to make up an in-class exercise even with an excused absence. However, if you have an excused absence for a missed in-class exercise, you may request an alternative assignment from me. Expect the alternative assignments to be very difficult.

You are expected to conduct yourself in a manner that is considerate of the other students and of the professor. For example, coming to class late, making noises, talking during lecture, sleeping or eating during class is poor conduct. Poor conduct may result in your dismissal from the class session and a 10 to 100 point penalty depending on the nature of the poor conduct.

If you have a good reason for coming to class late, such as car trouble, inform me right after class.

If you have a chronic medical condition, such as diabetes, that requires you to eat something during class, inform me of your medical condition during the first week of classes in person and also via email. If you have a temporary or chronic medical reason that might cause you to have trouble remaining awake during a class, such as having to take a medication that promotes drowsiness, inform me of this in a timely manner in person and also via email. Note: I do not need to know and I do not want to know what the details are of your medical situation. For example, if you have diabetes and need to eat something during class, only inform me that you have a medical reason (you don't have to mention the diabetes at all) that requires you to eat something during class.

I know that many students have social reasons and time pressures that cause them to not get enough sleep. These reasons are not acceptable excuses for sleeping in class. If you are asleep in class, you may be asked to leave class and you may incur a 10 to 100 point penalty as well as getting a zero for any quiz, test or in-class activity held that class period.

No electronic devices, such as recorders, phones, palm pilots, desk top computers, iPods, etc., may be operated in the classroom without the instructor's permission.

It is important for the student to understand that the professor is responsible for creating an effective learning environment. You are part of that environment. That is why I am making my expectations of you crystal clear. You should plan to be a prepared and active learner in your college classes. You would not come to a business meeting with your supervisor unprepared or expecting to sleep would you?

The professor reserves the right to make any appropriate and needed changes to the course syllabus.

CLASS SCHEDULE

IMPORTANT DATES

September 5 No class.

November 23 No class.

Final Exam is December 1 at 8 a.m.

COURSE SEQUENCE

Please Note: I have organized this class by units. We work through the units in order. I have not assigned a particular date to a particular topic or exam. Trying to predict how fast we will go has never worked out for me.

Exam One Materials

Review syllabus and course requirements course structure.

Chapters 1 and 2 plus all related lectures

Exam Two Materials

Chapters 3 and 4 plus all related lectures

Exam Three Materials

Chapters 5, 6, and 7 plus all related lectures

Exam Four Materials

Chapters 8, 9 and 10 plus all related lectures

Final Exam Materials

Chapters 11 and 12

The final exam will be on Monday, December 14th from 8:00 to 9:40 a.m. in the regular classroom.

PSYC 360: Physiological Psychology - Spring 2016

Instructor: Dan Boyll, Ph.D.

Office: ASC 2100

E-mail: boylld@ferris.edu

Phone: (231) 591-2731

Office Hours: Tuesdays & Thursdays, 3:30 – 5:30 PM (or by appointment)

Class time: Tuesdays & Thursdays, 12:00 – 1:15 PM

Location: Starr 236

Textbook

Kalat, J.W. (2016). *Biological Psychology* (12th ed.). Boston, MA: Cengage Learning.
ISBN-13: 9781305698208 (loose-leaf); 9781305255951 (digital)

You will also need an access code for “MindTap,” an online learning platform that we will use throughout the semester. A MindTap access code is included with the bundle that is available at the FSU Bookstore. If you would prefer to purchase or rent your copy of the textbook through a different vendor, then you will need to make sure that a MindTap access code is included, or you will need to purchase an access code separately. To register on MindTap, go to www.cengagebrain.com, click on “Register a Product,” and enter the course key (MTPP-TL4P- XNFC); or, go to this website: <http://login.cengagebrain.com/course/MTPP-TL4P-XNFC>

Blackboard

I will update Blackboard throughout the semester with class announcements, lecture outlines, study guides, and grades. You can access Blackboard at <https://fsulearn.ferris.edu> or by logging into MyFSU and clicking on the “Bulldog” icon in the upper right. Please remember to check Blackboard and your FSU e-mail account regularly, especially if you have recently missed a class.

Course Description

PREREQUISITE: PSYC 150

Explores the biological basis of behavior. Emphasizes the structure and function of the nervous system at both the cellular and anatomical levels for all aspects of behavior, including survival, emotions, sleep, reasoning, and language. Methodological, evolutionary, behavior-genetic, developmental, abnormal-clinical and hormonal/biochemical issues are also discussed.

Attendance

I will not formally record class attendance. However, please note that some of the material that is covered in class will NOT be covered in your textbook. If you do miss or skip class, you WILL miss important information that will be covered on exams. The lecture outlines available on Blackboard are not detailed enough to serve as substitutes for attending class. Therefore, if you miss a class, you are strongly encouraged to make arrangements with a classmate for notes from that day’s lecture. Please do not ask me to provide you with lecture notes.

Course Objectives

By successfully completing this course, students will increase their understanding of:

1. The structure of neurons and how neural impulses are generated.
2. How neurons communicate with one another at the synapse.
3. The functions and anatomical locations of major brain areas.
4. Methods used by physiological psychologists to study the brain's structure and activity.
5. Mendelian genetics, heritability, and evolutionary explanations of behavior.
6. The processes involved in the development of the brain.
7. How the brain controls bodily movement.
8. Brain mechanisms involved in the regulation of the sleep-wake cycle.
9. The physiological factors that influence hunger and eating behavior.
10. How reproductive behaviors, gender identity, and sexual orientation are influenced by various hormones and brain structures.
11. How the brain stores and retrieves information (i.e., the neural basis of learning and memory).
12. The symptoms, etiology, and treatment of various psychological disorders.

Grading

- **Exams (360 points)**

Each exam will be worth up to 90 points. A total of 5 exams will be administered (4 unit exams and a cumulative final exam). Of these, your TOP 4 scores will count toward your grade—in other words, your lowest exam score will be “dropped.”

This is the procedure by which missed exams will be handled in this course. No “make-up” exams will be given (either before or after the scheduled date of the exam). If you miss an exam—for ANY reason (other than approved institutional travel)—then you will receive a score of “zero” for that exam. However, this “zero” will not factor into your overall course grade as long as you take the other 4 exams. Please note that this system gives you the freedom to skip the final exam if you have taken the 4 unit exams and are content with your scores on them. (Alternatively, you may elect to complete the final exam in an attempt to eliminate your lowest unit exam score.)

Exams will take place during regularly scheduled class meetings. There will be no lecture on exam days. If you arrive late to an exam, you will be allowed to take it, but must turn it in by the end of the class period like everyone else. If you require any classroom accommodation—such as additional time to complete exams—due to a physical, learning, mental, or emotional disability, please inform me as soon as possible and contact the Disabilities Services Office in STR 313 or at (231) 591-3057.

- **MindTap Exercises (125 points)**

The “MindTap” online learning platform includes quizzes over each textbook chapter, “comprehension checks” over each textbook module, virtual labs, and videos with quizzes. Due dates for selected exercises will be listed on the MindTap site and on

Blackboard. You will earn 5 points simply by registering for the course on MindTap, and you will be able to earn up to 30 additional points via MindTap exercises during each unit of the course. Please register on MindTap as soon as possible by going to the following website: <http://login.cengagebrain.com/course/MTPP-TL4P-XNFC>

- **Terminology Crosswords (40 points)**

Crossword puzzles will be provided at the end of some (but not all) weeks of the course. The purpose of these crossword puzzles is to give you a “low-stakes” way of reviewing important terms and concepts that you have learned about in class and/or read about in the textbook. Each crossword puzzle will be handed out in class on a Thursday and will be due by class time on the following Tuesday. Copies of the crossword puzzles will also be made available on Blackboard. Each crossword puzzle will be worth up to 5 points.

- **Module Summaries (45 points)**

The textbook includes a number of modules which cover topics that, while interesting and important, we will not have time to cover in class. Some of these modules are rather short (4 pages or less), while others are longer (ranging from 9 to 13 pages). You will select one shorter module and one longer module, read them thoroughly, and then compose a brief summary of each one. Your “short module” summary will be worth up to 15 points and should be no more than 2 double-spaced pages, and your “long module” summary will be worth up to 20 points and should be no more than 4 double-spaced pages. In addition, you will complete a “comprehension check” on MindTap for each module that you have selected. Each comprehension check will be worth up to 5 points. The modules that you may select for this exercise are listed below. Each module summary and comprehension check is due by 12:00 PM on Tuesday, May 3rd.

Eligible “Short Modules”

Module 11.3 (“Stress and Health”; pp. 383-386)

Module 13.4 (“Social Neuroscience”; pp. 459-461)

Eligible “Long Modules”

Module 11.1 (“What is Emotion?”; pp. 356-364)

Module 11.2 (“Attack and Escape Behaviors”; pp. 367-379)

Module 13.1 (“Lateralization of Function”; pp. 424-432)

Module 13.2 (“Evolution and Physiology of Language”; pp. 435-445)

Module 13.3 (“Conscious and Unconscious Processes of Attention”; pp. 448-456)

- **Disorder Paper (30 points)**

For this assignment, you will select a psychological disorder (from the list below) and describe its incidence, symptoms, etiology, and treatment options in a 3- to 4-page (double-spaced) paper. I will place some reference material (including excerpts from the DSM-5) on Blackboard for each disorder that you may choose for this paper; however, you should also be prepared to do some research on your own.

The following is a list of disorders that you may choose as your topic for this paper:

- Narcolepsy
- REM sleep behavior disorder
- Anorexia nervosa
- Bulimia nervosa
- Alzheimer’s disease
- Alcohol use disorder
- Major depressive disorder
- Bipolar disorder
- Schizophrenia
- Autism spectrum disorder

The disorder paper is due by 12:00 PM on Tuesday, May 3rd.

- **Late work**

Unless otherwise stated, all assigned work (including MindTap activities) is due by the beginning of class (12:00 PM) on the due date. Work submitted after this time will be considered “late.” Late work is subject to a 20% reduction in score for each day late.

- **Grading Summary**

Your final grade will be determined by the total number of points you earn in the course, based on your top 4 exam scores (up to 360 points), your scores on the MindTap exercises (up to 125 points), your scores on the terminology crosswords (up to 40 points), your scores on the module summaries (up to 45 points), and your score on the disorder paper (up to 30 points). Final grades will be assigned using the following scale:

Total Points Earned	Percentage	Grade
555 or more	93% or higher	A
537 – 554.9	90 – 92%	A-
519 – 536.9	87 – 89%	B+
495 – 518.9	83 – 86%	B
477 – 494.9	80 – 82%	B-
459 – 476.9	77 – 79%	C+

Total Points Earned	Percentage	Grade
435 – 458.9	73 – 76%	C
417 – 434.9	70 – 72%	C-
399 – 416.9	67 – 69%	D+
375 – 398.9	63 – 66%	D
357 – 374.9	60 – 62%	D-
356.9 or fewer	59% or lower	F

Academic Misconduct

In the academic community, the high value placed on truth implies a corresponding intolerance of dishonesty. Written or other work which a student submits must be the product of his/her own efforts. Academic misconduct includes (but is not limited to) looking at notes during a quiz or exam, using an unauthorized device (e.g., cell phone) during a quiz or exam, reading another student's answers during a quiz or exam, arranging to receive copies of questions prior to a quiz or exam, and/or plagiarism in any form. A student who assists in any form of academic misconduct is equally as guilty as the student who accepts such assistance. Academic misconduct will result in automatic failure of this course, and a formal report of the incident will be made to the Office of Student Conduct. For more information on FSU's policy on academic misconduct, see the final page of this syllabus, or consult the following website:

<http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm>

Special Needs

Ferris State University provides individuals with disabilities reasonable accommodations to participate in university activities, programs and services. Individuals with disabilities requiring an accommodation to participate in class activities or meet course requirements should contact the Disabilities Services Office (231-591-3057; Starr 313) and meet with me as soon as possible.

Course Schedule

Please note that the following course schedule is TENTATIVE. Any changes to this schedule will be announced in class and on Blackboard at least one week in advance.

Week	Day	Date	Topic	Textbook Module(s)
1	Tue.	1/12	Welcome / Course Overview	
	Thu.	1/14	The Cells of the Nervous System	1.1
2	Tue.	1/19	The Nerve Impulse	1.2
	Thu.	1/21	Introduction to Synapses	2.1
3	Tue.	1/26	Chemical Events at the Synapses	2.2
	Thu.	1/28	Structure of the Nervous System	3.1
4	Tue.	2/2	The Cerebral Cortex	3.2
	Thu.	2/4	Research Methods	3.3
5	Tue.	2/9	Unit 1 Exam	
	Thu.	2/11	Genetics and Evolutionary Psychology	4.1
6	Tue.	2/16	Brain Development	4.2
	Thu.	2/18	Recovery from Brain Damage	4.3
7	Tue.	2/23	Movement	7.1, 7.2
	Thu.	2/25	Movement (cont'd.)	7.1, 7.2
8	Tue.	3/1	Movement Disorders	7.3
	Thu.	3/3	Unit 2 Exam	
9	Tue.	3/8	<i>Spring Recess—No Class</i>	
	Thu.	3/10	<i>Spring Recess—No Class</i>	
10	Tue.	3/15	Sleep and Wakefulness	8.1, 8.2
	Thu.	3/17	Sleep and Wakefulness (cont'd.)	8.2, 8.3
	Tue.	3/22	Hunger	9.3

11	Thu.	3/24	<i>Mid-semester Recess—No Class</i>	
12	Tue.	3/29	Eating Disorders	9.3
	Thu.	3/31	Sex and Hormones	10.1
13	Tue.	4/5	Reproductive Behaviors	10.2
	Thu.	4/7	Unit 3 Exam	
14	Tue.	4/12	Learning and Memory	12.1, 12.2
	Thu.	4/14	Learning and Memory (cont'd.)	12.1, 12.2
15	Tue.	4/19	Substance Abuse and Addiction	14.1
	Thu.	4/21	Mood Disorders	14.2
16	Tue.	4/26	Schizophrenia and Autism	14.3, 14.4
	Thu.	4/28	Unit 4 Exam	
FINALS	Tue.	5/3	Final Exam (12:00 - 1:40 PM) Module Summaries & Disorder Paper Due	

PSYC 365
Sensation & Perception

Fall 16 Section 001

Tue, Thu 3:00 – 4:15pm

STR 232

Instructor: Dr. Meral Topcu

Office: ASC 2108

Office Hours: Tuesdays 2:00 – 3:00pm, 4:00 – 5:00pm
Thursdays 2:00 – 3:00pm, 4:00 – 5:00pm

Phone: Office: 591-2751

E-mail: use Blackboard email

Textbook: Sensation & Perception, 7th or 8th or 9th or 10th Edition
E. B. Goldstein. Thompson Publishers, 2006

Course Objectives:

At the end of this course:

- students will be able to gain factual knowledge about sensation and perception (terminology, classifications, trends, methods)
- students will be able to learn fundamental perception theories and concepts
- students will be able to gain hands on experience by participating in classic perception laboratory experiments.

How to Handle the Textbook:

You are strongly encouraged to read the assigned book chapters before class.

- First, this will help you understand what is discussed in class and it will be more fun to participate.
- Second, it will help you to take better notes, which will be helpful, when you have to study them.
- Third, it will enhance your memory because the more you are exposed to the same material in different ways (reading it, writing it and listening to it) the easier it will be to memorize it. And finally, you are more likely to integrate information that is relevant to you and your life.

Course Requirements:

- Four exams: All multiple choice questions and exams are not cumulative.
- Lab assignments: answering questions about the experiments
- Chapter Quizzes: These quizzes will be taken online. You'll have study quizzes for each chapter. Answer the questions on a study quiz and take the quiz for that chapter online. The questions in the online quiz will come from the study quiz.
- Journal article review: see information below.

Grading

Your grade is based on a total of 600 points. There are **four exams** for this course. Each exam will have 50 multiple-choice questions worth 2 points each. Therefore, each of the four exams is worth 100 points. So, there are a total of 400 points for exams. Unless otherwise noted by the instructor, exams will begin at the start of the scheduled class period, this means you should arrive on time!

The breakdown of total points will be as follows:

Examinations:

4 Exams 100 points each
400 points

Lab Assignments:

6 lab assignments 20 points each
120 points

Chapter Quizzes:

12 Quizzes 5 points each
60 points

Journal Article Review:

20 points

TOTAL: 600 points

Course Grading Scale

Grade	% score	Grade points
A	100 - 93	600 - 558
A-	92 - 90	557 - 540
B+	89 - 87	539 - 522
B	86 - 83	521 - 498
B-	82 - 80	497 - 480
C+	79 - 77	479 - 462
C	76 - 73	461 - 438
C-	72 - 70	437 - 420
D+	69 - 67	419 - 402
D	66 - 63	401 - 378
D-	62 - 60	377 - 360
F	59 - 0	359 - 0

Resources

You will need to use the library to find research articles. If you haven't done so, go visit the library and ask questions about where you can find scientific journals related to psychology. Many of these journals are not available in the internet.

Class Attendance Policy

I understand that each student may upon occasion need to be away from class due to illness or other important matters. However, class attendance is an important and necessary part of the learning process of this course. To that end students who fail to attend regularly will be penalized.

A student having 6 absences will lose 25 points from his or her final grade. Each additional absence beyond six (6) will also result in a loss of 25 points.

Exceptions to the Attendance Policy

Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered or cause them to withdraw from or fail the class (Unless the absences become so numerous as to make meeting the objectives of the course becomes impossible)

- a. Death of a family member/or other significant person

- b. Extended hospitalization of self or child
- c. University sponsored events (permission from the Academic Vice President's Office is required).
- d. Jury duty/or being subpoenaed for court testimony not caused by your own criminal activity
- e. Inclement weather in which local police agencies suggest it is dangerous to drive. (This applies only to commuters).
- f. Other issues not listed if they fit the criteria of beyond the individual's control.

NOTE Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence. Issues not likely to be considered as exceptions

- a. Employment commitments
- b. Being in jail
- c. Transportation problems

Late for Class and Late Assignments Policy

If you are late to class more than 15 minutes, you will be counted as absent for that class period.

For each day your assignment is late 5 points will be taken off your grade.

Your responsibilities as a student in this course:

Among the many responsibilities you have as a university student, I have highlighted some responsibilities that are of particular importance. Understanding these responsibilities will help you understand what is expected of you, decrease confusion, allow you to perform to the best of your ability, and get the most out of your education. Knowing what is expected of you is an essential key to success.

Your responsibilities:

1. You **are required** to obtain four phone numbers from other students in this class. In the event that you are unable to attend class you will be able to call them and get any in-class announcements, and lecture notes. It is your responsibility to recover notes and announcements from your fellow students.
2. If you are failing the course, **Do Not Wait** until the last few weeks of class to ask the instructor for help. If you do poorly on the first or second test it is your responsibility to talk to the instructor about finding the best study strategies and options.
3. **Ask for help when you need help.**
4. For every hour you attend lecture, you are responsible for studying 3 hours outside of class. For instance, a three-credit class would require you to study nine hours per week outside of class. If you do not feel you can make time to study, then you need to determine if this is the best time for you to take this course.

Academic Misconduct

The university and its faculty will not tolerate cheating and/or plagiarism. This is a serious matter and can result in dismissal from the university if these rules are violated, so please think before you act. In the event that the instructor discovers that a student had engaged in cheating on any of the five examinations, or is guilty of plagiarism on the written assignment, he or she will automatically receive a failing grade in this course.

Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

Background

I received my Ph.D. in Psychology from Wayne State University in 2000. My major area was Cognitive Psychology and my minor area was Developmental Psychology. I have extensive

training and coursework in the areas of cognition, perception, research methods, learning theory and developmental psychology. I had 17 years of teaching and research experience. I have taught various psychology courses (e.g. Introduction to Psychology, Cognitive Psychology, Psychology of Perception, Research Methods, Psychology of Gender, Parent-Child Interaction, Psychology of Personality, Biological Psychology). My teaching responsibilities included lecturing, tutoring, supervising junior teaching assistants and developing undergraduate computer lab courses.

JOURNAL ARTICLE REVIEW

Choose an article published from 1993 to the present from one of the following suggested journals. (You may use other scientific journals):

Cognition

Perception & Psychophysics

Perception & Motor Skills

Journal of Experimental Psychology: Human Perception & Performance

Journal of Experimental Psychology: Learning, Memory, & Cognition

Learning and Motivation

Journal of Applied Psychology

Journal of Applied Behavioral Science

INCLUDE A COPY OF THE ARTICLE WITH YOUR REVIEW.

1. Article name and author(s), Journal name, article year, volume number, issue number, and page numbers
2. Purpose of the study or study hypotheses
3. Number, characteristics, and source of participants
4. Identify one research question (independent variable)
5. Identify one measured variable (dependent variable)
6. Give at least 2 major findings of the study
7. Summarize the discussion of the findings
8. Discuss how the article fits in with the topics we have covered in class.

Important note about plagiarism

Plagiarism is the act of presenting as your own work another individual's ideas, words, data, or research material. This includes altering the language, paraphrasing, omitting, and rearranging words to make them appear as your own. This applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged: at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. If you are ever unsure, it would be in your best interest to consult with your instructor who can instruct you on how to properly cite the work of others. You should know that penalties for plagiarism are severe and can entail suspension from the University.

PSYCH-365

Fall 16

Sensation & Perception Class Schedule

WEEK	DATE	TOPICS	TEXT READING
1	Aug. 30 T	Introduction to Course	
1	Sep. 1 Th	Introduction to Perception	Chapter 1
2	Sep. 6 T	Physiology of Perception	Chapter 2
2	Sep. 8 Th	Physiology of Perception	Chapter 2
3	Sep. 13 T	Physiology of Perception	Chapter 2
3	Sep. 15 Th	Exam 1a (Chapters 1, 2)	
4	Sep. 20 T	Introduction to Vision	Chapter 3 Quiz 1
4	Sep. 22 Th	Introduction to Vision	Chapter 3
5	Sep. 29 T	Visual Cortex and Beyond	Chapter 4 Quiz 2
5	Oct. 1 Th	Visual Cortex and Beyond	Chapter 4
6	Oct. 6 T	Perceiving Objects	Chapter 5 Quiz 3
6	Oct. 8 Th	Perceiving Objects	Chapter 5
7	Oct. 13 T	Exam 1b (Chapters 3, 4, 5)	Quiz 1, Quiz 2, Quiz 3
7	Oct. 15 Th	Perceiving Motion	Chapter 8 Quiz 6
8	Oct. 20 T	Perceiving Colors	Chapter 9
8	Oct. 22 Th	Perceiving Depth and Size	Chapter 10 Quiz 5
9	Oct. 27 T	Perceiving Depth and Size	Chapter 10
9	Oct. 29 Th	Perceiving Depth and Size	Chapter 10
10	Nov. 3 T	Exam 2 (Chapters 7, 8, 9 and some 6)	Quiz 4, Quiz 5, Quiz 6
10	Nov. 5 Th	Sound, the Auditory System	Chapter 11 Quiz 7
11	Nov. 10 T	Sound, the Auditory System	Chapter 11 Quiz 7
11	Nov. 12 Th	Auditory Localization	Chapter 12 Quiz 8
12	Nov. 17 T	Auditory Localization	Chapter 12
12	Nov. 19 Th	Speech Perception	Chapter 13 Quiz 9
13	Nov. 24 T	Speech Perception	Chapter 13
13	Nov. 26 Th	THANKSGIVING BREAK – NO CLASS	
14	Dec. 1 T	Exam 3 (Chapters 11, 12, 13)	Quiz 7, Quiz 8, Quiz 9
14	Dec. 3 Th	The Cutaneous Senses	Chapter 14

15	Dec. 8 T	The Chemical Senses	Chapter 15
15	Dec. 10 Th	The Chemical Senses	Chapter 15 Quiz 11
Exams Week	Monday Dec. 12 2:00pm	Exam 4 (Chapters 14, 15) Quiz 10, Quiz 11 Journal Article is due	

Instructor: Dan Boyll, Ph.D.

Office: ASC 2100

E-mail: boylld@ferris.edu

Phone: (231) 591-2731

Office Hours: Tuesdays & Thursdays, 3:30 – 5:30 PM (or by appointment)

Course Description

An examination of traditional learning theory as it has been developed through the use of operant and classical conditioning techniques. The course will draw heavily on research findings from animal studies but also discuss the application of those findings to human behavior modification, psychopathology, addiction, and education. This course meets the General Education requirements for Social Awareness. Pre-Requisites: PSYC 150.

Required Materials

Textbooks

Chance, P. (2014). *Learning and behavior* (7th ed.). Belmont, CA: Wadsworth.
ISBN-13: 9781111834968 (loose-leaf); 9781111832773 (hardcover)

Alloway, T., Wilson, G., & Graham, J. (2012). *Sniffy the virtual rat: Lite version 3.0 (with CD Rom)*. Belmont, CA: Wadsworth.
ISBN-13: 9781111726171

NOTE: These books are available as a bundle at the FSU Bookstore (<http://ferris.bncollege.com>). If you would prefer to purchase or rent them separately via an online vendor, then I suggest searching for them by their ISBNs (above), as this will ensure that you wind up with the correct edition of each book.

Webcam (with microphone)

The exams in this course will require the use of a webcam with a microphone. If you do not already own a webcam with a microphone, you should purchase one online or from a local retailer. There are many models available for \$20 or less.

LockDown Browser

The exams in this course will also require the use of software called "Respondus LockDown Browser." This is a secure Internet browser that prevents the user from copying, printing, or using other applications while taking an exam. You can find more information about LockDown browser, and a link to download it onto your computer (free of charge), from this website.

Blackboard

Because this course is being delivered online, it is very important that you visit the course site on Blackboard regularly. You can access Blackboard at <https://fsulearn.ferris.edu> or by

logging into MyFSU and clicking on the “Bulldog” icon in the upper right.

Blackboard essentially serves as the “hub” of this course—it is where you will go to find course announcements, study guides, weekly quizzes, unit exams, assignment information, discussion boards, supplemental video lectures, and other materials that you will need to access in order to succeed in the course. Content will be added to Blackboard throughout the semester on a weekly basis. At the beginning of each week (Monday), I will post a brief introduction to that week’s material, as well as a list of the tasks (such as textbook chapters, quizzes, exams, and assignments) that you will be responsible for completing. If you have any questions about the material or the assigned tasks, please feel free to contact me. The best ways to contact me are to send me an e-mail (boylld@ferris.edu) or to visit my office (ASC 2100) during my office hours (3:30 to 5:30 PM on Tuesdays and Thursdays).

Course Objectives

By successfully completing this course, students will increase their abilities to:

1. Define “learning” from a psychological perspective and distinguish it from other mechanisms of behavioral change.
2. Describe the most common research methods that psychologists use in the scientific study of learning.
3. Explain the processes of classical (or “Pavlovian”) conditioning, operant conditioning, and observational learning.
4. Identify the variables that affect classical conditioning, operant conditioning, and observational learning and discuss how those variables influence these processes.
5. Summarize the major theories of classical conditioning, operant conditioning, and observational learning and explain how these theories account for existing research findings.
6. Discuss how the principles of classical conditioning, operant conditioning, and observational learning can be applied to domains such as advertising, education, and behavior modification.
7. Define the basic schedules of reinforcement and describe the typical patterns of behavior that emerge following experience with each schedule.
8. Recognize the advantages and disadvantages of the use of punishment and describe various alternatives to punishment.
9. Apply the principles of classical and operant conditioning to bring about basic changes in the behavior of a (virtual) laboratory animal.
10. Examine and evaluate hypotheses and findings as they are presented in published scientific research articles on topics relevant to learning.

Grading

- Exams (400 points)

Each exam will be worth up to 80 points. All exams will be taken online via Blackboard. A total of 6 exams will be administered (5 unit exams and a cumulative final exam). Of these, your TOP 5 scores will count toward your grade—in other

words, your lowest exam score is dropped. This is the procedure by which missed exams will be handled in this course. No “make-up” exams will be given. If you miss an exam—for ANY reason— then you will receive a score of “zero” for that exam. However, this “zero” will not factor into your overall course grade as long as you take the other 5 exams. Please note that this system gives you the freedom to skip the final exam if you have taken the 5 unit exams and are content with your scores on them. (Alternatively, you may elect to complete the final exam in an attempt to eliminate your lowest unit exam score.)

Each unit exam will cover two chapters from the Chance (“Learning and Behavior”) textbook and will consist of 40 multiple-choice questions. Each of these questions will be worth 2 points. You will have a three-day window to complete each unit exam. Each unit exam will become available at 8:00 AM (Eastern Time) on a Friday and will be due by 11:59 PM (Eastern Time) on the following Sunday. You may complete the exam at any time during this window. Each unit exam will have a one-hour time limit and must be taken using the LockDown browser. The computer that you take the unit exams on must also be equipped with a webcam and a microphone.

The final exam will be comprehensive, meaning that it will include questions over each of the ten chapters from the Chance textbook that we will be covering throughout the course. The final exam will consist of 80 multiple-choice questions. Each of these questions will be worth 1 point. You will have a five-day window to complete the final exam. The final exam will become available at 8:00 AM (Eastern Time) on the Monday of Finals Week and will remain available until 11:59 PM (Eastern Time) on the following Friday. You may complete the exam at any time during this window. The final exam will have a two-hour time limit and must be taken using the LockDown browser. The computer that you take the final exam on must also be equipped with a webcam and a microphone.

Please note that all exams in this course are “closed book” and “closed notes.” While taking an exam, you are not allowed to use your cell phone—for ANY reason—or any other electronic device (other than the computer you are using to take the exam). Once you open an exam in Blackboard, you are expected to complete it individually and without the aid of the textbook, notes, or any other reference material. The purpose of the LockDown browser and webcam requirements is to enforce this policy and ensure a level playing field for all students. Students who are found to be in violation of this policy will, at MINIMUM, receive a score of “zero” for the exam in question.

- Weekly Quizzes (150 points)

During each week of the course, you will take a short quiz that will assess your understanding of the reading material that was assigned for that week. The first weekly quiz will cover the information presented in this syllabus, while the remaining quizzes will cover the information presented in the Chance textbook. Each weekly quiz will consist of 10 multiple-choice questions. Each of these questions will be worth 1 point.

All weekly quizzes will be taken online via Blackboard. However, you are NOT required to use the LockDown browser or a webcam while taking the weekly quizzes. Therefore,

unlike the exams, the weekly quizzes are “open book” and “open notes.”

You may take each weekly quiz at any point during the week in which it is assigned. Each weekly quiz will become available at 8:00 AM (Eastern Time) on a Monday and will be due by 11:59 PM (Eastern Time) on the following Sunday. There is no weekly quiz during Finals Week. Please note that, during some weeks, you will be required to take a weekly quiz AND a unit exam. During these weeks, it is recommended that you complete the weekly quiz before tackling the unit exam.

- Article Summaries (125 points)

During some weeks of the course, I will assign a research article that you will access via Blackboard, read, and then summarize and/or reflect upon by writing a 1-2 page paper. Each paper should be typed and submitted in Word (.doc, .docx, or .rtf) or Adobe (.pdf) format via Blackboard. Detailed instructions will be provided for specific article summaries as they are assigned. You will be responsible for a total of 5 article summaries. Each article summary will be worth up to 25 points. Please see pages 6-8 of this syllabus for the schedule of article summary assignments and due dates.

- “Sniffy the Virtual Rat” Assignments (125 points)

“Sniffy the Virtual Rat” is an interactive computer software program that allows students to train a digital animal in much the same way as a learning researcher would train a laboratory animal. The goal of the “Sniffy” assignments is to foster learning by doing—they will augment your knowledge of the principles of classical and operant conditioning by providing you with hands-on experience with these principles. Selected exercises will be assigned throughout the semester. Detailed instructions will be provided for specific Sniffy exercises as they are assigned. You will be responsible for a total of 5 Sniffy assignments. Each Sniffy assignment will be worth up to 25 points.

After completing the assigned Sniffy exercise (or set of exercises), you will submit (via Blackboard) your saved “Sniffy” file (“filename.sdf”), graphical display(s) of Sniffy’s behavior, and, in some cases, a brief written commentary. Please see pages 6-8 of this syllabus for the schedule of Sniffy assignments and due dates.

- Discussion Board Activities (up to +40 points of extra credit)

Some weeks of the course will include optional activities that you can complete for extra credit. A total of 8 such activities will be offered during the semester. Each activity is worth up to 5 points of extra credit. The first extra credit opportunity is available during the first week of the course—it involves participating in a Blackboard Discussion Board forum entitled, “Getting to Know Each Other.” To earn the full 5 points of extra credit, you should: 1) submit a post to this forum in which you introduce yourself, telling your classmates and me about your interests, background, expectations for the course, and anything else you wish to share, and 2) reply to at least one other student’s post in this forum. Similar Discussion Board activities will be made available throughout the semester. The number of points that you earn for each activity will be based on how substantive, knowledgeable, coherent, and respectful your comments are.

- Late work

Any unit exam, weekly quiz, article summary, or Sniffy assignment that is submitted after the stated deadline will be considered “late.” Late work will be accepted, but it is subject to a 20% reduction in score for each day late. Therefore, if you submit late work within 24 hours after the deadline, the reduction will be 20%; if you submit it between 24 and 48 hours after the deadline, the reduction will be 40%; and so on.

NOTE: The above applies ONLY to unit exams, weekly quizzes, article summaries, and Sniffy assignments. I will not accept late Discussion Board activities or final exam submissions.

- Summary

Your final grade will be determined by the total number of points you earn in the course, based on your top 5 exam scores (up to 400 points), your scores on the weekly quizzes (up to 150 points), your scores on the article summaries (up to 125 points), your scores on the “Sniffy” assignments (up to 125 points), and any extra credit you have earned (up to 40 extra points). Final course grades will be assigned according to the following scale:

Total Points Earned	Percentage	Grade
740 or more	93% or higher	A
716 – 739.9	90 – 92%	A-
692 – 715.9	87 – 89%	B+
660 – 691.9	83 – 86%	B
636 – 659.9	80 – 82%	B-
612 – 635.9	77 – 79%	C+

Total Points Earned	Percentage	Grade
580 – 611.9	73 – 76%	C
556 – 579.9	70 – 72%	C-
532 – 555.9	67 – 69%	D+
500 – 531.9	63 – 66%	D
476 – 499.9	60 – 62%	D-
475.9 or fewer	59% or lower	F

Academic Misconduct

In the academic community, the high value placed on truth implies a corresponding intolerance of dishonesty. Written or other work which a student submits must be the product of his/her own efforts. Academic misconduct includes (but is not limited to) looking at notes during a quiz or exam, using an unauthorized device (e.g., cell phone) during a quiz or exam, reading another student’s answers during a quiz or exam, arranging to receive copies of questions prior to a quiz or exam, and/or plagiarism in any form. A student who assists in any form of academic misconduct is equally as guilty as the student who accepts such assistance. Academic misconduct will result in automatic failure of this course, and a formal report of the incident will be made to the Office of Student Conduct. For more information on FSU’s policy on academic misconduct, see the final page of this syllabus, or consult the following website:

<http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm>

Special Needs

Ferris State University provides individuals with disabilities reasonable accommodations to participate in university activities, programs, and services. Individuals with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Disabilities Services Office in STR 313, or at (231) 591-3057, and contact me as soon as possible.

Course Schedule

NOTE: Each week begins on a Monday and ends on a Sunday (with the exception of Finals Week, which ends on a Friday). All times below are Eastern. All chapter and page numbers refer to the Chance (“Learning and Behavior”) textbook. All article summaries and Sniffy assignments will be made available on Blackboard the week before they are due.

Week 1 (1/11 through 1/17): Welcome & Course

Overview Reading: Course syllabus

Week 1 Quiz (syllabus quiz): Due by 11:59 PM on 1/17 (Sunday)

Optional Discussion Board #1 (Self-introduction): Due by 11:59 PM on 1/17 (Sunday)

Week 2 (1/18 through 1/24): Introduction to

“Learning” Reading: Chapter 1

Week 2 Quiz: Due by 11:59 PM on 1/24 (Sunday)

Optional Discussion Board #2 (Habituation): Due by 11:59 PM on 1/24 (Sunday)

Week 3 (1/25 through 1/31): The Study of Learning and

Behavior Reading: Chapter 2

Week 3 Quiz: Due by 11:59 PM on 1/31 (Sunday)

Unit Exam #1: Available at 8:00 AM on 1/29 (Friday); Due by 11:59 PM on 1/31 (Sunday)

Week 4 (2/1 through 2/7): Classical Conditioning (Part

1) Reading: Chapter 3 (pp. 56-81)

Week 4 Quiz: Due by 11:59 PM on 2/7 (Sunday)

Optional Discussion Board #3 (Classical Conditioning): Due by 11:59 PM on 2/7 (Sunday)

Week 5 (2/8 through 2/14): Classical Conditioning (Part

2) Reading: Chapter 3 (pp. 81-94)

Week 5 Quiz: Due by 11:59 PM on 2/14 (Sunday)

Sniffy Assignment #1: Due by 11:59 PM on 2/14 (Sunday)

Week 6 (2/15 through 2/21): Applications of Classical

Conditioning Reading: Chapter 4

Week 6 Quiz: Due by 11:59 PM on 2/21 (Sunday)

Article Summary #1: Due by 11:59 PM on 2/21 (Sunday)

Unit Exam #2: Available at 8:00 AM on 2/19 (Friday); Due by 11:59 PM on 2/21 (Sunday)

Optional Discussion Board #4 (Treatment of Phobias): Due by 11:59 PM on 2/21 (Sunday)

Week 7 (2/22 through 2/28): Reinforcement (Part 1)

Reading: Chapter 5 (pp. 126-150)

Week 7 Quiz: Due by 11:59 PM on 2/28 (Sunday)

Week 8 (2/29 through 3/6): Reinforcement (Part 2)

Reading: Chapter 5 (pp. 150-166)

Week 8 Quiz: Due by 11:59 PM on 3/6 (Sunday)

Article Summary #2: Due by 11:59 PM on 3/6 (Sunday)

Optional Discussion Board #5 (Reinforcement): Due by 11:59 PM on 3/6 (Sunday)

Week 9 (3/7 through 3/13): Spring

Recess Have a nice break!

Week 10 (3/14 through 3/20): Reinforcement (Part 3)

Reading: Chapter 6

Week 10 Quiz: Due by 11:59 PM on 3/20 (Sunday)

Unit Exam #3: Available at 8:00 AM on 3/18 (Friday); Due by 11:59 PM on 3/20 (Sunday) Optional Discussion Board #6 (Superstition): Due by 11:59 PM on 3/20 (Sunday)

Week 11 (3/21 through 3/27): Schedules of Reinforcement (Part

1) Reading: Chapter 7 (pp. 193-203)

Week 11 Quiz: Due by 11:59 PM on 3/27 (Sunday)

Sniffy Assignment #2: Due by 11:59 PM on 3/27 (Sunday)

NOTE: FSU's "Mid-semester Recess" begins on 3/24 (Thursday). However, the usual Sunday deadline will still apply for the Week 11 tasks. Please feel free to submit these tasks early if your plans for the Mid-semester Recess will preclude you from accessing them during that period.

Week 12 (3/28 through 4/3): Schedules of Reinforcement (Part

2) Reading: Chapter 7 (pp. 204-229)

Week 12 Quiz: Due by 11:59 PM on 4/3 (Sunday)

Article Summary #3: Due by 11:59 PM on 4/3 (Sunday)

Optional Discussion Board #7 (Schedules of Reinforcement): Due by 11:59 PM on 4/3 (Sunday)

Week 13 (4/4 through 4/10):

Punishment Reading: Chapter 8

Week 13 Quiz: Due by 11:59 PM on 4/10 (Sunday)

Sniffy Assignment #3: Due by 11:59 PM on 4/10 (Sunday)

Unit Exam #4: Available at 8:00 AM on 4/8 (Friday); Due by 11:59 PM on 4/10 (Sunday)

Week 14 (4/11 through 4/17): Applications of Operant

Conditioning Reading: Chapter 9

Week 14 Quiz: Due by 11:59 PM on 4/17 (Sunday)

Article Summary #4: Due by 11:59 PM on 4/17 (Sunday)

Week 15 (4/18 through 4/24): Observational Learning (Part 1)

Reading: Chapter 10 (pp. 279-299)

Week 15 Quiz: Due by 11:59 PM on 4/24 (Sunday)

Sniffy Assignment #4: Due by 11:59 PM on 4/24 (Sunday)

Optional Discussion Board #8 (Observational Learning): Due by 11:59 PM on 4/24 (Sunday)

Week 16 (4/25 through 5/1): Observational Learning (Part

2) Reading: Chapter 10 (pp. 299-312)

Week 16 Quiz: Due by 11:59 PM on 5/1 (Sunday)

Article Summary #5: Due by 11:59 PM on 5/1
(Sunday)

Unit Exam #5: Available at 8:00 AM on 4/29 (Friday); Due by 11:59 PM on 5/1 (Sunday)

Finals Week (5/2 through 5/6)

Sniffy Assignment #5: Due by 11:59 PM on 5/6 (Friday)

Final Exam: Available at 8:00 AM on 5/2 (Monday); Due by 11:59 PM on 5/6 (Friday)

PSYC-406

Cognitive Psychology

Spring 2016 Section 001
T TH 3:00 – 4:15pm ASC
1008

Instructor: Dr. Meral Topcu
Office: ASC 2108
Office Hours: Tuesdays 2:00 – 3:00pm, 4:00 – 5:00pm
Thursdays 2:00 – 3:00pm, 4:00 – 5:00pm
Phone: Office: 591-2751
E-mail: use Blackboard email
Textbook: Cognitive Psychology (2. or 3. or 4th edition)
E. B. Goldstein
Thompson Publishers, 2008

Course Objectives:

At the end of this course:

- students will be able to gain factual knowledge about cognitive psychology (terminology, classifications, trends, methods)
- students will be able to learn fundamental cognitive psychology theories and concepts
- students will be able to gain an overview of issues within the main areas of cognitive psychology
- students will be able to gain hands on experience by participating in classic cognitive psychology laboratory experiments.

Nature of the Course:

The main format of this course is lecture and discussions. I will explain main concepts and theories of cognitive psychology. Also, in appropriate times, I will invite you to discussions about these concepts and theories.

How to Handle the Textbook:

You are strongly encouraged to read the assigned book chapters before class.

- First, this will help you understand what is discussed in class and it will be more fun to participate.
- Second, it will help you to take better notes, which will be helpful, when you have to study them.
- Third, it will enhance your memory because the more you are exposed to the same material in different ways (reading it, writing it and listening to it) the easier it will be to memorize it. And finally, you are more likely to integrate information that is relevant to you and your life.

Course Requirements:

- Four exams: All multiple choice questions and exams are not cumulative.
- Chapter Quizzes: These quizzes will be taken online. You'll have study quizzes for each chapter. Answer the questions on a study quiz and take the quiz for that chapter online. The questions in the online quiz will come from the study quiz.
- Project: You will work in groups for this project. After you form your group, choose a group of people that you haven't interacted before. There are many student

organizations on campus; also there are many churches and organizations in town. You need to interact with them throughout the term. Go to their meetings if they have any and participate in their activities. You will present your experiences to the class and the end of the term. Also, you will turn in the written version of your presentation on the last exam day. You need to turn in the project preliminary work before you start your participation (page 6). In your presentation, you need answer the project questions (page 7).

- Lab reports on 6 labs.
- Short paper: This paper should be about what you have learned in this course. It should be approximately 2 - 3 pages (typed, double-spaced). I don't expect you to repeat what you've read in the textbook or what we've talked about in the discussions.

Grading

Your grade is based on a total of 600 points. There are **four exams** for this course. Each exam will have 50 multiple-choice questions worth 2 points each. Therefore, each of the four exams is worth 100 points. So, there are a total of 400 points for exams. Unless otherwise noted by the instructor, exams will begin at the start of the scheduled class period, this means you should arrive on time!

The breakdown of total points will be as follows:

Source	Total points
Exams (4) 100 points each	400 points
Chapter Quizzes (8) 5 points each	40 points
Project preliminary work	10 points
Project	50 points
Lab reports (6) 15 points each	90 points
Short Paper	10 points
Total	600 points

Course Grading Scale

Grade	% score	Grade points
A	100 - 93	600 - 558
A-	92 - 90	557 - 540
B+	89 - 87	539 - 522
B	86 - 83	521 - 498
B-	82 - 80	497 - 480
C+	79 - 77	479 - 462
C	76 - 73	461 - 438
C-	72 - 70	437 - 420
D+	69 - 67	419 - 402
D	66 - 63	401 - 378
D-	62 - 60	377 - 360
F	59 - 0	359 - 0

Resources

You will need to use the library to find research articles. If you haven't done so, go visit the library and ask questions about where you can find scientific journals related to psychology. Many of these journals are not available in the internet.

Class Attendance Policy

I understand that each student may upon occasion need to be away from class due to illness or other important matters. However, class attendance is an important and necessary part of the learning process of this course. To that end students who fail to attend regularly will be penalized.

A student having 6 absences will lose 25 points from his or her final grade. Each additional absence beyond six (6) will also result in a loss of 25 points.

Exceptions to the Attendance Policy

Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered or cause them to withdraw from or fail the class (Unless the absences become so numerous as to make meeting the objectives of the course becomes impossible)

- a. Death of a family member/or other significant person
- b. Extended hospitalization of self or child
- c. University sponsored events (permission from the Academic Vice President's Office is required).

- d. Jury duty/or being subpoenaed for court testimony not caused by your own criminal activity
- e. Inclement weather in which local police agencies suggest it is dangerous to drive. (This applies only to commuters).
- f. Other issues not listed if they fit the criteria of beyond the individual's control.

NOTE Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence. Issues not likely to be considered as exceptions

- a. Employment commitments
- b. Being in jail
- c. Transportation problems

Late for Class and Late Assignments Policy

If you are late to class more than 15 minutes, you will be counted as absent for that class period.

For each day your assignment is late 10 points will be taken off your grade.

Your responsibilities as a student in this course:

Among the many responsibilities you have as a university student, I have highlighted some responsibilities that are of particular importance. Understanding these responsibilities will help you understand what is expected of you, decrease confusion, allow you to perform to the best of your ability, and get the most out of your education. Knowing what is expected of you is an essential key to success.

Your responsibilities:

1. You **are required** to obtain four phone numbers from other students in this class. In the event that you are unable to attend class you will be able to call them and get any in-class announcements, and lecture notes. It is your responsibility to recover notes and announcements from your fellow students.
2. If you are failing the course, **Do Not Wait** until the last few weeks of class to ask the instructor for help. If you do poorly on the first or second test it is your responsibility to talk to the instructor about finding the best study strategies and options.
3. **Ask for help when you need help.**
4. For every hour you attend lecture, you are responsible for studying 3 hours outside of class. For instance, a three-credit class would require you to study nine hours per week outside of class. If you do not feel you can make time to study, then you need to determine if this is the best time for you to take this course.

Academic Misconduct

The university and its faculty will not tolerate cheating and/or plagiarism. This is a serious matter and can result in dismissal from the university if these rules are violated, so please think before you act. In the event that the instructor discovers that a student had engaged in cheating on any of the five examinations, or is guilty of plagiarism on the written assignment, he or she will automatically receive a failing grade in this course.

PSYC 410 –001 (3 credit hours) Syllabus

Behavior Modification

Spring 2016
Ferris State University

Course Instructor: Dr. Janice Weaver Office Phone: 591-3597
Office Location: ASC 2098 Email Address: weaverja@ferris.edu
Office Hours: Mondays 2-3, Tuesdays and Thursdays 1:30-3 and by appointment
Course meetings: Mondays 12-12:50, Wednesdays 12-1:50
Meeting Location: STR 234

Required Text: Miltenberger, R. G. (2012). *Behavior Modification: Principles and Procedures*. 5th ed.

* Additional Reading Material may be assigned when necessary. Depending on format any supplemental readings will be placed on reserve at FLITE or electronically linked to Blackboard.

Course Objectives: You will learn the laws that govern the behavior of all living creatures and principles used to design programs to help yourself and others. The application of these laws can be used to decrease maladaptive behaviors, develop new appropriate behaviors, and strengthen adaptive behaviors. You will learn the vocabulary of BMOD, how to read the literature, and apply the principles.

Broadly speaking, we will focus on

- gaining factual knowledge (terminology, classifications, methods, & trends)
- learning fundamental principles, generalizations, & theories
- applying course material to real-life situations

Social Awareness Outcomes:

1. Successful students will be able to demonstrate a workable knowledge of how aspects of the physical and social environment affect human behavior.
2. Successful students will be able to demonstrate knowledge of the scientific methods used to establish behavior modification principles and demonstrate the use of these methods to evaluate the success of individual behavioral change interventions.
3. Successful students will be able to demonstrate the ability to apply these techniques in areas such as psychology, social work, criminal justice, education, and business.
4. Successful students will be able to demonstrate the ability to apply these techniques for the betterment of themselves and others.

Student Evaluation:

Exams (6) = 600 points (each exam will account for 100 points of your final grade)
Labs (4) = 200 points (each Lab report will be worth 50 points of your final grade)
Homework (?) = 200 points (each homework, in-class assignment, and quiz will be
In-class assignment assigned points to total 200 points of your final grade)
& Unannounced Quizzes

Exams: Five regularly scheduled exams will assess your understanding of the text, lectures, labs, and any additional assigned material. Each exam will focus on the material covered since the last exam, however, information in this course tends to build on what was already covered. Thus, each exam may require a continued understanding of what has already been tested. The sixth exam will be a cumulative final. The format of the exams will be mixed. The question format may include (but will not be limited to) multiple-choice, fill-in-the-blank, definitions, short essay, and long essay questions. Each exam is worth 100 points. Although exams will be returned in order for you to learn from your successes and mistakes, exams will be taken back up and kept on file in my office. A study guide for each exam will be posted to Ferris Connect.

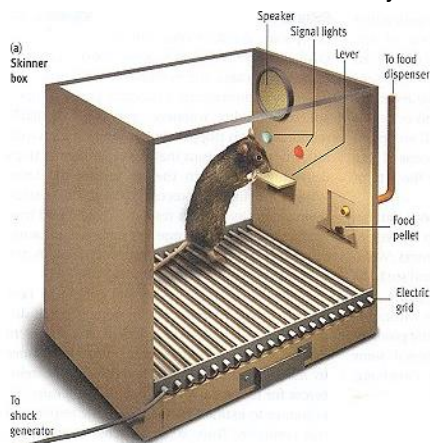
Make-up Exams and Quizzes will only be given when documentation of an excusable absence (as defined in the Ferris State University Student Handbook) is presented either prior to the absence or immediately upon returning to class. Students should immediately communicate their absence through a phone message to my office or an email. Please include a contact number so that an effective two-way conversation can occur to schedule make-up work. I reserve the right to give an alternative form of the exam or quiz as a make-up.

Homework: A number of homework assignments, in-class assignments and unscheduled quizzes will be given throughout the semester. Unscheduled quizzes will be given over the material assigned to be read for that day. Unscheduled quizzes can be only be made up when an excused absence is documented as stated in Make-up Exams and Quizzes section.

Due Dates: All assignments (e.g., homework, lab reports, article summaries, etc.) must be presented within the first 5 minutes of the class period in which they are due. Late assignments will be penalized by a 10% per day reduction in grade. You are welcome to turn in assignments before the due date.

Labs: Laboratory participation is REQUIRED. You must be present, prepared, and on time for each lab. In order to control your rat's behavior, you must be in control of your own. You must not deviate from directions (unless told to by me), not have food or drink in the classroom during labs, and not make any unnecessary noise that disrupts any rat. In addition, you are expected to clean your workstation after every lab. Failure to abide by these rules will affect your lab grade.

Laboratory animals must be treated with dignity at all times. Do not hurt an animal in any way. Hurting an animal will result in an "F" in this course and judicial sanctions.



Attendance Policy:

Lecture: You are responsible for all material presented in class. This includes anything that happens in class. You will need to attend class in order to be aware of announcements or changes to the course or schedule, receive and turn in homework or other assignments, and take quizzes. Excused absences (see Ferris State University's *Student Handbook*) that are documented prior to your absence or immediately (within 1st 5 minute) upon your return to class, will result in missed homework, quizzes and exams being scheduled for make-up. An unexcused absence is any absence that does not fit the definition in the Student Handbook (you may ask me about particular cases) or fails to be documented in accordance with the procedure above. In the event of an absence, you should obtain lecture notes from a classmate.

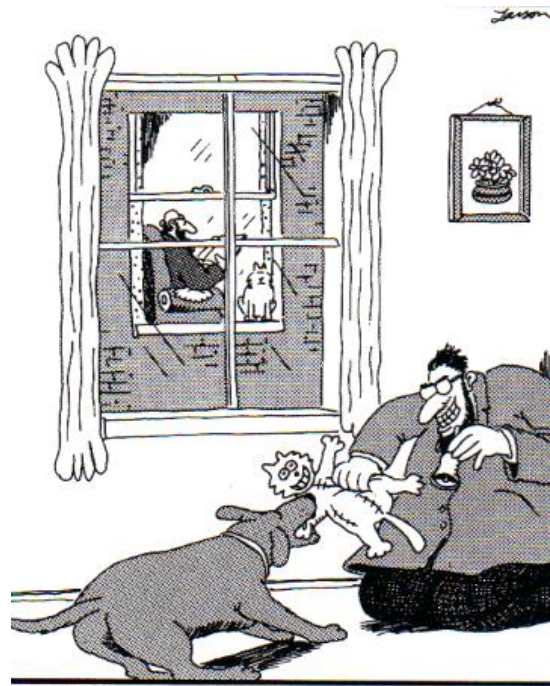
Labs: Attendance in lab is required. The Excused absence policy above must be followed for laboratory work. Unexcused absences for lab will substantially lower you overall grade in this course.

Grading Scale:

	B+	865-894	C+	765-794	D+	665-694	
A	925-1000	B	825-864	C	725-764	D	625-664
A-	895-924	B-	795-824	C-	695-724	F	624 or below



And for the rest of his life, the young reptile suffered deep emotional scars.



Unbeknownst to most students of psychology, Pavlov's first experiment was to ring a bell and cause his dog to attack Freud's cat.

Schedule for Spring 2016			
Day	Date	To be read before class	Topics
M	1/11		Syllabus/Course Overview
W	1/13	Ch.1 & 2	Intro to BMOD/Observing behavior
M	1/18	<i>MLK Day</i>	<i>No Class</i>
W	1/20	Ch.3	Graphing and Measuring Behavioral Change
M	1/25	Exam 1	(chapters 1-3)
W	1/27	Ch. 4	Consequences: Reinforcement
M	2/01	Ch. 5	Consequences: Extinction
W	2/03	Ch. 6	Consequences: Punishment
M	2/08	Ch.7	Discrimination/Generalization
W	2/10	Exam 2	(chapters 4-7)
M	2/15	Ch. 8	Respondent Conditioning
W	2/17	Ch.9 & 10	Shaping, Prompts, Transfer of Control
M	2/22	Ch.11	Chaining
W	2/24	Ch. 12	Behavioral Skills
M	2/29	Exam 3	(chapters 8-12)
W	3/02	Ch. 13	Functional Assessment
		<i>Spring Break</i>	<i>No Class on 3/07 or 3/11</i>
M	3/14	Ch. 14 & 15	Applying EXT/Differential Reinforcement
W	3/16	<u>Lab 1</u> (and start Lab 2)	
M	3/21	Ch. 16 & 17	Antecedent Control/Time-Out & Response Cost
W	3/23	<u>Lab 2</u>	
M	3/28	Ch. 18	Punishment
W	3/30	<u>Lab 2</u>	
M	4/04	Exam 4	(chapters 13-18)
W	4/06	<u>Lab 3</u>	Depending on your rat's progress
M	4/11	Ch. 19	Promoting Generalization
W	4/13	<u>Lab 4</u>	
M	4/18	Ch. 20	Self-Management
W	4/20	Ch. 24	Fear and Anxiety Reduction
M	4/25	Ch. 25	Cognitive BMOD
W	4/27	Exam 5	(chapters 19, 20, 24, & 25)
		FINAL EXAM cumulative	May 2 12:00-1:40

* The above schedule is tentative and subject to change when deemed necessary. It should be followed unless changes to the schedule are announced in class or on Blackboard.

**SYLLABUS FOR PSYCHOLOGY 415
MEASUREMENT AND ASSESSMENT IN PSYCHOLOGY
INSTRUCTOR: DR. JIM VAN TREESE**

OFFICE LOCATION: ASC 2096

OFFICE PHONE: 231-591-5871

E-MAIL: Vantreej@ferris.edu

OFFICE HOURS: Mondays and Wednesdays 11-noon and 1- 2 p.m.

REQUIRED TEXT: Foundations of Psychological Testing 5th Edition (2016) by Leslie A. Miller, Sandra A. McIntire and Robert L. Lovler. Published by Sage. ISBN 978-1-4833-6925-5

FSU COURSE CATALOG DESCRIPTION

Examines the testing, measurement, and assessment of psychological characteristics, especially including intelligence and personality. The development, administration, scoring, and evaluation of tests and assessment instruments, as well as their interpretation, limitations, correlations, application, and pitfalls are discussed. This is a 3 credit course.

COMMENTS ON COURSE DESIGN AND COURSE STRUCTURE:

This is a 3 credit course that meets weekly on Mondays, Wednesdays and Fridays from 10:00 to 10:50. In general, class periods will consist of lecture on assigned readings, discussion of lecture and reading materials. We will also spend time on the examination of actual psychological tests and other in-class exercises.

Power points for each chapter will be posted on Ferris Connect.

This is an upper level course. You are expected to come to class prepared to actively be involved in your own learning. That means you will have read assigned materials prior to class and you are expected to be active in class discussions and in class activities. This class will be similar to a graduate level course.

GRADING:

You will have three 100 point exams and a final exam. The Final exam will also be worth 100 points.

We will have hands on experience with examples of cognitive, projective and personality inventories. Points will be variable.

You will have a group presentation on an assigned test. The presentation will count 100 points.

Attendance is required. If you have three unexcused absences, your final grade for the course will drop one full grade. If you have six or more unexcused absences, your final grade for the course will drop two full grades. Note: A sign in sheet will be passed around the class at the beginning of each class. If you come in late without an excusable reason, it counts as an absence.

THE GRADE SCALE IS:

A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	BELOW 60

COMMENTS REGARDING RULES AND BEHAVIORAL EXPECTATIONS:

You are expected to come to class and to be on time. This is an upper level course. As noted above, you are expected to come to class prepared and you are expected to be an active participant. Poor preparation and poor participation will negatively affect your grade.

If you have an unexcused absence or an unexcused tardy, you will lose the points for that day's assignment, quiz or exam.

If you have an excused absence for a date when a quiz or exam was given, you *must* talk with the instructor the first day upon your return to class to schedule the makeup quiz or exam. Failure to do so will result in a zero for the missed quiz or exam. Note: It may not be possible to make up an in-class exercise even with an excused absence. However, if you have an excused absence for a missed in-class exercise, you may request an alternative assignment from me.

You are expected to conduct yourself in a manner that is considerate of the other students and of the professor. For example, coming to class late, making noises, talking during lecture, sleeping or eating during class is poor conduct. Poor conduct will negatively affect your grade.

IMPORTANT DATES:

January 18	No class. MLK day.
February 10	No class. Dr. VT will be at a convention.
February 12	No class. Dr. VT will be at a convention.
March 5-13	No classes. Spring Break.
March 24-27	No class. Mid-term recess.
May 3	Final Exam Tuesday 10-11:40

CLASS SCHEDULE

We will be working through textbook chapters according to the following Units.

UNIT 1: OVERVIEW OF PSYCHOLOGICAL TESTING

CHAPTER 1: What are Psychological Tests?

CHAPTER 2: Why is Psychological Testing Important?

CHAPTER 3: Is There a Right or Wrong Way to Use Psychologist Tests?

CHAPTER 4: How Does Computerized Testing Work?

Exam on Unit 1

UNIT 2: PSYCHOMETRIC PRINCIPLES

CHAPTER 5: How Do Test Users Interpret Test Scores?

CHAPTER 6: What is Test Reliability?

CHAPTER 7: How Do We Gather Evidence of Validity Based on the Content of a Test?

CHAPTER 8: How Do We Gather Evidence of Validity Based on Test-Criterion Relationships?

CHAPTER 9: How Do We Gather Evidence of Validity Based on a Test's Relationship to Constructs?

Exam on Unit 2

UNIT 3: DEVELOPING AND PILOTING SURVEYS AND PSYCHOLOGICAL TESTS

CHAPTER 10: How Do We Construct, Administer and Use Survey Data?

CHAPTER 11: How Do We Develop a Test?

CHAPTER 12: How Do We Assess the Psychometric Quality of a Test?

Exam on Unit 3

UNIT 4: USING TESTS IN DIFFERENT SETTINGS

CHAPTER 13: How are Tests Used in Educational Settings?

CHAPTER 14: How are Tests Used in Clinical and Counseling Settings?

CHAPTER 15: How are Tests used in Organizational Settings?

Exam on Unit 4

Tuesdays and Thursdays 9:30am to 10:45am Starr Educational Center 234

Instructor: Felix Smith, Ph.D., L.P.

Student Hours: TR 12pm to 1:30pm, W 12pm to 1pm, and by appointment in ASC 2084.

Telephone (231) 591 5880

Email: felixsmith@ferris.edu

Course Objectives: The objective of this course is to help students to develop a level of familiarity with the major areas of psychopathology as well as the theoretic perspectives involved.

By then end of the course, students will be expected to be able to:

1. Understand how psychology applies the scientific method to the understanding problematic human behavior and mental illness.
2. Understand the categories of mental illness and the cardinal features of specific disorders.
3. Understand the effects of factors such as learning history, biology, context, cognition, personality, and development on the development of mental illness and other forms of abnormal psychology.
4. Understand the key ideas behind diathesis stress models.
5. Develop specific domain knowledge in the area of abnormal psychology.
6. Develop the capacity to think critically about mental illness and treatments for mental illness.
7. Have an understanding of evidence based mental health treatment and its importance for the field
8. Understand how the main perspectives in psychology can be applied to the content domain.

Class Format: Lecture, group discussion, readings, and homework will the main part of this course. Video materials will be included when appropriate. Students are strongly encouraged to participate in class discussion.

Prerequisite: PSYC 150

Required Texts:

Barlow, D. H. and Durand, V. M. (2014). Abnormal Psychology: An Integrative Approach, 7th Edition. ISBN-13: 978-1285755618 ISBN-10: 1285755618

There will one additional reading per week. Additional readings will be available electronically. A list of them is displayed below

Accommodations:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, please contact the Disabilities Services office at (231) 591-3057 or send an e-mail message to ecds@ferris.edu to discuss your request further. More information can be found online at:

<http://www.ferris.edu/htmls/colleges/university/disability>.

If you have already registered with Disabilities Services, please let me know as soon as possible for assistance with classroom accommodations.

Grades: Your ability to understand and produce information is a greater importance than your performance in relation to your classmates. However, the overall class performance will be taken into account on assessments.

Grades will be based on three in-class Midterm examinations, a final exam, three in-class debates and three homeworks.

- 6) Exams: Exams will include multiple choice and short essay questions that will cover material from the textbook, lectures, presented cases, and film clips. Midterm exams are not cumulative, although the final exam will include some questions regarding important information and may require you to integrate information learned throughout the semester. Of the *three Midterm examinations only the highest two will count towards your final grade*. Because of this **there will be no makeup examinations during the semester**.
- 7) Homework: There will be three homework assignments over the course of the semester. They will be based on short additional readings or exercises. Each homework will be based on the additional readings. You have to complete homework #1 on the Wiseman reading. For the other three homeworks, you can pick whichever of the readings you wish to do. Instructions for the homeworks will be posted on Blackboard.
 - a. Homework must be in document format readable in MS Word. **Your name and the homework number must be in the filename.**
 - b. Each homework is worth **25** points.
 - c. You are required to keep an electronic copy of your assignment. Multiple back-ups or off-site backup software are strongly recommended.
 - d. Homework #1 is due January XXX. All other homeworks are due on the same day as the reading. Late assignments are penalized 10% for each weekday they are not turned in to a maximum of 50%.
- 8) In-class debates: There will be three in-class debates. Students will have time to prepare and will be assigned to a side of an issue or a point of view. Students will present arguments related to an issue in personality and will attempt to justify their point of view and convince the rest of the class. Participation in each debate is worth 25 points. Titles and instructions for the debates will be posted on Blackboard. We will vote as a class on which topics the debates will be on.
- 9) Short extra credit assignments may be offered in class on two or three occasions during the semester; you must be present during the class period to earn the extra credit. Class participation is encouraged and will help students on grade borderlines; *therefore, it is to your advantage to attend and participate in class as often as possible*. You are ineligible for extra credit if you have not completed all assigned work. **This means that if you have not completed one of the homework assignments extra credit will not be added to your score.**

Grades will be out of a total of 500 points
2 of 3 Midterms 200 points
Final Exam 150 points
In-class debates (3, 25@) 75 points (Total)
Homeworks (3, 25pt@) 75 points (Total)

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

Academic Honesty Policy

Simply put, do not cheat. This includes use of notes or other unsanctioned resources in examinations. In my experience, it chiefly includes using others works without crediting them. This can span the gulf of copying sentences from peer reviewed articles to turning in Wikipedia articles without remembering to remove the hyperlinks. It is a course requirement to review the FSU academic honesty policy, available at the link below.

<http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm>

In class behavior:

I attempt to conduct this class with an atmosphere of mutual respect. I encourage you be an active participant in class discussions. We may have strongly differing opinions and the conflict of ideas is encouraged and welcome. Questioning opinions is balanced against needing to maintain a welcoming and safe classroom environment. This means participating in an orderly and respectful fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

If you bring a cell phone or other e-device to class, please be ensure that it is either off or on silent mode and put out of sight. If you have an unusual situation during which you may need to take or respond to a call or text during class, please let me know before class begins and, if possible, sit near the door and slip out quietly to talk or send a text. Please know that, otherwise, texting (sending or receiving) during class is distracting and should not occur. Laptop computers or other e-devices are permitted for note-taking; web browsers and communication tools for purposes other than this should be closed.

Please Note: I reserve the right to modify the syllabus in order to meet the needs of the class – therefore, dates are not set in stone and are subject to change. All changes and adjustments will be announced in class, and I will make every effort to post them on Blackboard in a timely manner.

Notes on Policy:

- Barring any unforeseen circumstances, I will be in class for each scheduled session. If I cannot be in class, I will either (a) inform you ahead of time or (b) make arrangements with another faculty member to be present. The intention is to make sure that class is available to you whenever possible. You attending every class session is both my expectation and to your advantage. Research that examines the relationship between attendance and grades consistently shows a positive relationship between regular attendance and strong performance. There may, of course, be situations in which you will miss class. To receive my consideration for an excused absence, you must contact me within one week after the absence (or any time prior to the absence) and provide valid explanation and documentation.
 - The following are examples of excused absences: hospitalization (with documentation from your physician), severe illness (with documentation from your physician), jury duty (with a copy of your court summons), or bereavement (with appropriate documentation; e.g., funeral program; letter from family member).
 - The following are not instances of excused absences (oversleeping, work, other class conflicts, illness without documentation, forgotten deadlines, bad weather; if Ferris State is open, our class will meet as scheduled, or computer problems.)
- Why someone would allocate great time and effort to cheating when that time and effort would be better spent studying is beyond me. However, it seems that some students do. This is unacceptable and will not be tolerated. Any form of cheating will result in you receiving a score of “0” for that assessment and possibly a failing grade for the entire course. Forms of cheating include:
 - Using prepared notes during an exam
 - Having another student complete your exam
 - Copying from another student during an exam
 - Failing to cite someone else’s work in a paper
 - Plagiarism (presenting work performed by someone else as your own)

Cheating will be investigated and incidences will be filled with the social sciences department and the appropriate University authorities.

- 9) Late assignments are penalized 10% for each weekday they are not turned in; however, I am sympathetic to the intrusions of external problems. You can contact me via email at any time.
- 10) During class, students may be asked to change seats, remove hats, remain in the room—anything to maintain the integrity of the session.
- 11) Appropriated discussion is encouraged. Cross-talk, off-topic discussion and excessive student-to-student conversations during discussion is not permitted.
- 12) If adjustments are made to the grading distribution, they will be made only for the entire class, not individual students. For example, a percentage of 92.48 will not be “upgraded” to 93% because a student is “so close.”
- 13) Copying from professional writers (including the textbook) or other students (even with their consent) is considered cheating. Students must be vigilant as it is their responsibility. Technology makes it too easy sometimes to cut and paste from one source and “borrow” it for an assignment. Be aware that these types of offenses are easy to spot with little investigation (e.g., specialized software exists).
- 14) Although midterm grades will be posted, your grade is your responsibility. You should keep track of your scores and be aware of you grade. You are responsible for knowing when you work is due. Grades will be posted on the Blackboard/Ferris Connect course management as soon as possible.

Please Note: I reserve the right to modify the syllabus in order to meet the needs of the class – therefore, dates are not set in stone and are subject to change. All changes and adjustments will be announced in class, and I will make every effort to post them on Blackboard in a timely manner.

Additional Readings for Homework Assignments

Additional Reading #1 - Wiseman, R. (2009). *59 Seconds: Think a Little, Change a Lot*. New York, NY: Alfred A. Knopf. Pages 19 to 38

Additional Reading #2 - Beyerstein, B. L. (2008). *Fringe Psychotherapies: The Public at Risk*. In S. O. Lilienfeld, J. Ruscio, S. J. Lynn (Eds.). *Navigating the Mindfield: A Guide to Separating Science from Pseudoscience in Mental Health*. Amherst, NY: Prometheus Books.

Additional Reading #3 - Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2, 53-70.

Additional Reading #4 - Issue 2. Is Psychological Debriefing a Harmful Intervention for Survivors of Trauma? P30 – 47. In Halgin, R. (Ed). (2007). *Taking Sides, Clashing Views in Abnormal Psychology* (fourth edition). Dubuque, Iowa: McGraw-Hill Contemporary Learning Series.

Additional Reading #5 - Issue 4. Is Multiple Personality Disorder a Valid Diagnosis? P100 – 112. Halgin, R. (Ed). (2007). *Taking Sides, Clashing Views in Abnormal Psychology* (fourth edition). Dubuque, Iowa: McGraw-Hill Contemporary Learning Series.

Additional Reading #6 - Lilienfeld, S. O., Lynn, S. J., Ruscio, J., Beyerstein, B. L. (2010) *50 Great Myths of Popular Psychology, Shattering Widespread Misconceptions about Human Behavior*. Hoboken, NJ, US: Wiley. Myth #38, Only Deeply Depressed People Commit Suicide.

Additional Reading #7 - Lilienfeld, S. O., Lynn, S. J., Ruscio, J., Beyerstein, B. L. (2010) *50 Great Myths of Popular Psychology, Shattering Widespread Misconceptions about Human Behavior*. Hoboken, NJ, US: Wiley. Myth #34, Most People Who Were Sexually Abused in Childhood Develop Severe Personality Disturbances in Adulthood.

Additional Reading #8 - Hare, R. D. (1993). *Without Conscience: The Disturbing World of the Psychopaths Among*

Us. New York, NY: Guilford Press – Chapter 1

Additional Reading #9 - Issue 9. Are Antipsychotic Medications the Treatment of Choice for People with Psychosis? P193 – 207. In Halgin, R. (Ed). (2007). *Taking Sides, Clashing Views in Abnormal Psychology* (fourth edition). Dubuque, Iowa: McGraw-Hill Contemporary Learning Series.

Additional Reading #10 - Lilienfeld, S. O., Lynn, S. J., Ruscio, J., Beyerstein, B. L. (2010) 50 Great Myths of Popular Psychology, Shattering Widespread Misconceptions about Human Behavior. Hoboken, NJ, US: Wiley. Myth #45 A Large Proportion of Criminals Successfully use the Insanity Defense

Course Outline			
Date	Week	Content	Activities
Tuesday, January 12, 2016	1	Abnormal Behavior in Historical Context – Read Chapter 1	
Thursday, January 14, 2016	1	Additional Reading #1 - Wiseman	
Tuesday, January 19, 2016	2	An Integrative Approach to Psychopathology – Read Chapter 2	
Thursday, January 21, 2016	2	Additional Reading #2 – Beyerstein, Fringe Psychotherapies	Homework #1 and #2 due
Tuesday, January 26, 2016	3	Clinical Assessment and Diagnosis – Read Chapter 3	
Thursday, January 28, 2016	3	Additional Reading #3 – Lilienfeld, Treatments that cause harm	Potential debate
Tuesday, February 02, 2016	4	Research Methods – Read Chapter 4	
Thursday, February 04, 2016	4	Midterm #1	
Tuesday, February 09, 2016	5	Anxiety, Trauma, and Stressor-Related and Obsessive-Compulsive Related Disorders – Read Chapter 5	
Thursday, February 11, 2016	5	Additional Reading #4 - Psychological Debriefing	Potential debate
Tuesday, February 16, 2016	6	Somatic Symptom and Related Disorders and Dissociative Disorders – Read Chapter 6	
Thursday, February 18, 2016	6	Additional Reading #5 - Multiple Personality Disorder	Potential debate
Tuesday, February 23, 2016	7	Mood Disorders and Suicide – Read Chapter 7	
Thursday, February 25, 2016	7	Additional Reading #6 – Suicide Myths	
Tuesday, March 01, 2016	8	Midterm #2	
Thursday, March 03, 2016	8	Eating and Sleep-Wake Disorders – Read Chapter 8 and Health and stress related Disorders - Read Chapter 9	
Tuesday, March 08, 2016	9	Spring Break - No class	
Thursday, March 10, 2016	9	Spring Break - No class	
Tuesday, March 15, 2016	10	Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria – Read Chapter 10	
Thursday, March 17, 2016	10	Additional Reading #7 - Abuse	
Tuesday, March 22, 2016	11	Substance-Related, Addictive and Impulse-Control Disorders – Read Chapter 11	
Thursday, March 24, 2016	11	Mid-semester break - No class	
Tuesday, March 29, 2016	12	Personality Disorders - Read Chapter 12	Potential debate
Thursday, March 31, 2016	12	Additional Reading #8 - Hare. (1993) Without Conscience	
Tuesday, April 05, 2016	13	Midterm #3	
Thursday, April 07, 2016	13	Schizophrenia Spectrum and Other Psychotic Disorders – Read Chapter 13	Potential debate
Tuesday, April 12, 2016	14	Additional Reading #9 - Antipsychotic Medications	
Thursday, April 14, 2016	14	Neurodevelopmental Disorders – Read Chapter 14	
Tuesday, April 19, 2016	15	Neurocognitive Disorders – Read Chapter 15	
Thursday, April 21, 2016	15	Mental Health Services: Legal and Ethical Issues – Read Chapter 16	
Tuesday, April 26, 2016	16		
Thursday, April 28, 2016	16	Stump the Professor (Additional Reading #10 – Insanity Defense is due)	Last class
Final examination is Monday, May 2nd from 10am to 11:40am			

PSYC470-001 (12246)

Counseling Theories and Techniques

Spring 2017

Tuesday and Thursday 3pm to 4:15pm

Starr Educational Center 234

Instructor: Felix Smith, Ph.D., L.P.

Student Hours: TR 12pm to 1:30pm, and by appointment in ASC 2084.

the time I will be regularly available for questions and assistance with class material and assignments

Telephone: (231) 591-5888

Email: felixsmith@ferris.edu

Course Description: There are a wide variety of counseling theories and techniques available to modern clinicians. This course will provide an overview of how treatment efficacy and effectiveness can be evaluated and then apply this knowledge to a evaluating and contrasting a variety of different approaches to psychotherapy. Student will also acquire basic skills in interviewing and interacting with others. These skills should include reflective listening, collaborative problem solving, and motivational interviewing.

Course Learning Outcomes: Once you have successfully completed this course, you will be able to

1. Compare and contrast and evaluate the major counseling theories
2. Apply the main theories presented at a level appropriate to you training.
3. Develop skills for creating and improving rapport and therapeutic alliance.
4. Demonstrate that you can apply the skills developed over the course of the semester.
5. Conceptualize a case within a theoretical framework

Class Format: Lecture, group discussion, readings, and homework will the main part of this course. Video materials will be included when appropriate. Students are strongly encouraged to participate in class discussion.

Prerequisite: PSYC 150, Psychology Major.

Required Texts:

Essential Psychotherapies: Theory and Practice, Third Edition (2011), Messer, S. B. and Gurman, A. S.
Guilford Press

There will be a number of additional readings. They are listed at the end of the syllabus

Accommodations:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, please contact the Disabilities Services office at (231) 591-3057 or

Grades will be out of a total of 500 points

2 of 3 Midterms	200 points
Final Exam	150 points
Presentation	60 points

Homework:

Evaluation of an interview sample	30 point
Evaluation of a clinical interview sample	30 point
Performance of an interview with write up	30 point

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

Academic Honesty Policy

Simply put, do not cheat. This includes use of notes or other unsanctioned resources in examinations. In my experience, it chiefly includes using others works without crediting them. This can span the gulf of copying sentences from peer reviewed articles to turning in Wikipedia articles without remembering to remove the hyperlinks. It is a course requirement to review the FSU academic honesty policy, available at the link below.

<http://www.ferris.edu/HTMLS/admision/registrar/schdbook/page16.htm>

In class behavior:

I attempt to conduct this class with an atmosphere of mutual respect. I encourage you be an active participate in class discussions. We may have strongly differing opinions and the conflict of ideas is encouraged and welcome. Questioning opinions is balanced against needing to maintain a welcoming and safe classroom environment. This means participating in an orderly and respectful fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

If you bring a cell phone or other e-device to class, please be ensure that is it either off or on silent mode and put out of sight. If you have an unusual situation during which you may need to take or respond to a call or text during class, please let me know before class begins and, if possible, sit near the door and slip out quietly to talk or send a text. Please know that, otherwise, texting (sending or receiving) during class is distracting and should not occur. Laptop computers or other e-devices are permitted for note-taking; web browsers and communication tools for purposes other than this should be closed.

Please Note: I reserve the right to modify the syllabus in order to meet the needs of the class – therefore, dates are not set in stone and are subject to change. All changes and adjustments will be announced in class, and I will make every effort to post them on Blackboard in a timely manner.

Notes on Policy:

- Barring any unforeseen circumstances, I will be in class for each scheduled session. If I cannot be in class, I will either (a) inform you ahead of time or (b) make arrangements with another faculty member to be present. The intention is to make sure that class is available to you whenever possible. You attending every class session is both my expectation and to your advantage. Research that

examines the relationship between attendance and grades consistently shows a positive relationship between regular attendance and strong performance. There may, of course, be situations in which you will miss class. To receive my consideration for an excused absence, you must contact me within one week after the absence (or any time prior to the absence) and provide valid explanation and documentation.

- The following are examples of excused absences: hospitalization (with documentation from your physician), severe illness (with documentation from your physician), jury duty (with a copy of your court summons), or bereavement (with appropriate documentation; e.g., funeral program; letter from family member).
- The following are not instances of excused absences (oversleeping, work, other class conflicts, illness without documentation, forgotten deadlines, bad weather; if Ferris State is open, our class will meet as scheduled, or computer problems.)
- Why someone would allocate great time and effort to cheating when that time and effort would be better spent studying is beyond me. However, it seems that some students do. This is unacceptable and will not be tolerated. Any form of cheating will result in you receiving a score of “0” for that assessment and possibly a failing grade for the entire course. Forms of cheating include:
 - Using prepared notes during an exam
 - Having another student complete your exam
 - Copying from another student during an exam
 - Failing to cite someone else’s work in a paper
 - Plagiarism (presenting work performed by someone else as your own)

Cheating will be investigated and incidences will be filled with the social sciences department and the appropriate University authorities.

- 15) Late assignments are penalized 10% for each weekday they are not turned in; however, I am sympathetic to the intrusions of external problems. You can contact me via email at any time.
- 16) During class, students may be asked to change seats, remove hats, remain in the room—anything to maintain the integrity of the session.
- 17) Appropriated discussion is encouraged. Cross-talk, off-topic discussion and excessive student-to-student conversations during discussion is not permitted.
- 18) If adjustments are made to the grading distribution, they will be made only for the entire class, not individual students. For example, a percentage of 92.48 will not be “upgraded” to 93% because a student is “so close.”
- 19) Copying from professional writers (including the textbook) or other students (even with their consent) is considered cheating. Students must be vigilant as it is their responsibility. Technology makes it too easy sometimes to cut and paste from one source and “borrow” it for an assignment. Be aware that these types of offenses are easy to spot with little investigation (e.g., specialized software exists).
- 20) Although midterm grades will be posted, your grade is your responsibility. You should keep track of your scores and be aware of your grade. You are responsible for knowing when your work is due. Grades will be posted on the Blackboard/Ferris Connect course management as soon as possible.

Please Note: I reserve the right to modify the syllabus in order to meet the needs of the class – therefore, dates are not set in stone and are subject to change. All changes and adjustments will be announced in class, and I will make every effort to post them on Blackboard in a timely manner.

Additional Readings

Additional Reading #1 Chambless et al. (1993). Task Force on Promotion and Dissemination of psychological procedures, a Report Adopted by the Division 12 Board. APA.

Additional Reading #2 Wampold, E. E. (2001). The Great Psychotherapy Debate. Lawrence Erlbaum Associates: Mahwah, NJ – Chapter 1

Additional Reading #3 Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2, 53-70.

Additional Reading #4 – TBA on Motivational Interviewing

Additional Reading #5 – Video on Collaborative Problem Solving

Course Outline

Day	Week	Topic	Reading	Events
1/10/2017	Week 1	Introduction and Overview		
1/12/2017		Empirically supported treatments	Additional Reading #1 Chambless	
1/17/2017	Week 2	Meta-models of therapy	Additional Reading #2 Wampold	
1/19/2017		Harmful treatments	Additional Reading #3 Lilienfeld	
1/24/2017	Week 3	Contemporary Issues in Psychotherapy	M&G Chapter 1	
1/26/2017		Midterm #1 – During normal class time		
1/31/2017	Week 4	Contemporary Freudian Psychoanalytic Psychotherapy	M&G Chapter 2	
2/2/2017				Homework #1 Due
2/7/2017	Week 5	Behavior Therapy: Traditional Approaches	M&G Chapter 4	
2/9/2017			Additional Reading #4	
2/14/2017	Week 6	Cognitive Therapy	M&G Chapter 5	
2/16/2017				Homework #2 Due
2/21/2017	Week 7	Behavior Therapy: Functional-Contextual Approaches	M&G Chapter 6	
2/23/2017			Additional Reading #5	
2/28/2017	Week 8	Midterm #2 – During normal class time		
3/2/2017		Person-Centered Psychotherapy and Related Experiential Approaches	M&G Chapter 7	
3/7/2017	Week 9	Spring Break - No Class		
3/9/2017		Spring Break - No Class		
3/14/2017	Week 10			
3/16/2017		Existential-Humanistic Psychotherapies	M&G Chapter 8	Homework #3 Due
3/21/2017	Week 11			
3/23/2017		Family Therapies	M&G Chapter 9	
3/28/2017	Week 12			
3/30/2017		Couple Therapies	M&G Chapter 10	
4/4/2017	Week 13			
4/6/2017		Midterm #3 – During normal class time		
4/11/2017	Week 14	Brief Psychotherapies	M&G Chapter 11	
4/13/2017		Mid-Semester Break - No Class		
4/18/2017	Week 15	Integrative Approaches to Psychotherapy	M&G Chapter 12	
4/20/2017				
4/25/2017	Week 16	Group Psychotherapies	M&G Chapter 13	
4/27/2017				Last Class Period

PSYC 478-001

Guided Research with Animals
(Prerequisites: PSYC 280 or permission)
(3 credit hours)
Spring 2016

Course Instructor: Dr. Janice Weaver
(231)250-4437

Office Phone: (231)591-3597 or Cell:

Office Location: ASC 2098

Email Address: weaverja@ferris.edu

Office Hours: M 2-3, T & R 1:30-3, and by appointment

Course meetings: Monday – Friday according to schedule

Meeting Location: SCI 153

Required Materials: Students are not required to have a textbook for this class. However, additional research is advised for this course. Students must wear personal protective equipment (PPE) at ALL TIMES when handling the birds. Disposable PPE are provided in the animal care facility.

Course Description:

Students will have the opportunity to learn research skills in a "hands on" environment. Each student will be assigned responsibility for particular animal subjects. She/he will run the subjects daily in formal research experiments, record and graph the data. Meetings will be conducted to monitor progress, do data analysis, and decide when to change experimental conditions. Students will review relevant literature and write up the research findings.

Student Evaluation:

Students will be graded on a number of criteria, including research techniques, appropriateness and effectiveness of behavior, responsibility, problem solving, ability to follow instructions and quality of final paper. Students will be evaluated on how well they conduct formal research in the laboratory, record and graph data, monitor changes in behavior, and make appropriate changes when necessary. The final paper accounts for 30% of your final grade. The remaining 70% percent will be determined by your responsible conduct in the laboratory.

Attendance:

Attendance is mandatory! It is the student's responsibility to conduct research on a DAILY basis. Early the first week of the semester, the student's first assignment will be to provide a schedule so that a one hour time period in which each student can run

his/her birds every day can be identified. Students must give Dr. Weaver a list of all available times where they are able to run their birds each day at the same time. If for some reason you cannot make it, you must arrange to have your birds ran by others or possibly run your birds at another time that day.

Assignments:

- 1.) The first assignment is to provide Dr. Weaver with your class/work schedule. This schedule will be used to determine the hours you will be working in the lab. Include contact information a phone number and email address that you check regularly. Typically, you will work an average of 6 hours in the lab; approximately, 1 hour a day, five days a week, so be sure when turning in your schedule to have several times that work for you every day.
- 2.) The second assignment is to complete your laboratory training and sign the assurance of training form. Before you begin to work with the birds independently, you will be trained on proper lab procedure and appropriate handling of the birds. By signing the form, the student acknowledges that he or she understands all procedures regarding handling the birds properly. Upon signature, students can then work independently with the birds.
- 3.) The third assignment is to follow the operant chamber cleaning schedule. Dr. Weaver will have a cleaning schedule posted in the lab designed to rotate the cleaning responsibilities for both operant chambers. Directions for cleaning the operant chamber are as follows:
 1. Take out the grate from the bottom of the box and throw away the newspaper in the tray underneath.
 2. Take the grate and tray to the back sink and rinse them off with warm water and utilize the scrub brush.
 3. Under the sink there will be a bottle of Mikro-Quart cleaner (it is a pink solution).
 4. Pour a capful onto the grate and tray then scrub with brush until clean.
 5. Rinse and dry the grate and the tray on both sides.
 6. Clean the walls and floor of the chamber before returning the clean grate to the chamber
 7. Place fresh newspaper inside of the tray and place the clean tray and grate in the chamber (if there is no newspaper below the counter, use paper toweling).
- 4.) The fourth assignment is your final paper. The final paper will be your results of the data collected throughout the year. Your paper will include an introduction

which explains the area of research and purpose of the current research. It will include a methods section that briefly discusses the subjects and apparatus and fully explains the procedures used. The results and discussion will be combined and will include a graph of the results obtained for your birds. You will compare the data of your birds in a manner consistent with the purpose of the experiment and discuss the results. Students have the best chance of earning an A in the course when they turn in the paper and get feedback and make appropriate edits.

Of course your main responsibility will be the care of the pigeons and conducting data in a responsible, reliable way.

HISTORY & SYSTEMS OF MODERN PSYCHOLOGY

(PSYC 482, 3 credit hours)

Spring, 2016

MW @ 4:30-5:45 (Section 001)

STR 236

JANICE WEAVER, PH.D.

OFFICE 2098 ARTS AND SCIENCES COMMONS

OFFICE HOURS: MON.&WED 2-3, TUES. & THURS. 1:30-3, OR BY APPOINTMENT

E-Mail: weaverja@ferris.edu

OFFICE PHONE: 591-3597

Course Description

- This course will cover the history of psychology and the development of various systems of thought within psychology. More specifically, this course will investigate the major theories that significantly influenced the development of psychology, the lives of those who developed these theories, and the influence of the social and intellectual environment (i.e., *die Zeitgeisten*) throughout psychology's history (including today).

Prerequisites

- PSYC 280 or Instructor Permission
- Junior Standing in Psychology

Course Objectives

- To develop a basic understanding of how psychology came to be an independent area of research and how it differentiates itself from other areas of scientific investigation.
- To see how the focus of psychology shifted dramatically during its early development and to make clear that the evolution of psychology is far from over.
- To encourage a critical and open-minded examination of psychology— an appreciation of science as a social construction that is constantly shifting in focus.
- To develop an accurate picture of when various psychologists lived, when schools of thought began, developed, and fell into disuse, and which ideas continue to influence contemporary psychology.
- To understand the major themes in the development of psychology as a science, including major theoretical “advances” and historical contexts.

Required Reading

- Schultz, D. P. & Schultz, E. S. (2016). *A history of modern psychology* (11th Ed.). Belmont, CA: Thompson-Wadsworth.

Student Evaluation:

- **Exams**
Three exams will be given over the material covered in this class (consult the class schedule). Exams I – III will each be worth 100 points. The exams will be made up of short-answer and essay questions. Approximately a week before the exam date, students will be given a list of questions for the exam.
 - The exams are not cumulative. However, questions may require that you relate new material to material covered earlier in the course. A test of

general Psychology knowledge will be taken during the normal final exam period (see course schedule).

- **In-Class Discussions**

This course will require advanced preparation as the course is driven largely by discussion. Although the discussions are designed to focus on the content of each chapter or article, students are expected to consider how such material relates to general course coverage.

Approximately 4 participation points are available for every planned discussion. Although this system is inherently subject to the possibility of bias, the professor will be as objective as possible and err on the side of the student (i.e., operate via the *leniency bias*).

Participation is defined as the expression of a relatively original idea, opinion, or personal experience that is related to the assigned material. It must be more than a brief response to a question (e.g., more than a “yes” or “no” answer) and evidence some understanding of the reading.

- **Paper #1**

Details concerning the subject matter and format of this paper will be distributed in a future class. This paper will count for 100 points of your final grade.

- **Paper # 2**

Details concerning the subject matter and format of this paper will be distributed in a future class. This paper will count for 100 points of your final grade.

General Information on Paper assignments

- These written assignments require that you use sources beyond the assigned text. The minimum number required will be indicated in the particular assignment.
- The paper must be written in *APA format*. ***Failure to conform to these formatting guidelines will result in a loss of points.*** Both grammar & spelling will be evaluated as well as the content (although content is weighted most heavily). The language used should be formal. That is, you should avoid writing like you talk (e.g., do not use contractions).
- *Retain a computer-dated copy of your work* (e.g., keep it on a disk or on your computer). Multiple back-ups are recommended.

Class Policies

- Cheating - your time and effort would be better spent studying. Cheating is unacceptable and will not be tolerated. Any form of cheating will result in that student receiving a score of “0” for that assessment and possibly a failing grade for the entire course. Forms of cheating include:
 - a. Using prepared notes during an exam
 - b. Having another student complete your exam
 - c. Copying from another student during an exam
 - d. Failing to cite someone else’s work in a paper - Plagiarism
- Late assignments are penalized 10% for each weekday they are not turned in.
- During exams, students may be asked to change seats, remove hats, remain in the

room—*anything* to maintain the integrity of the examination session (i.e., reduce cheating). *Cell phones should remain off and messages unchecked (including text messages).*

- Excessive talking in class (i.e., student-to-student conversations during lecture/discussion, off-topic comments) is not permitted. If you can't manage your own behavior, grow up.
- If adjustments are made to the grading distribution, they will be made only for the entire class, not individual students. For example, a percentage of 92.48 will not be “upgraded” to 93% because a student is “so close.”
- A relatively informal atmosphere is encouraged. Students should feel free to respond to question, ask their own questions and generate discussion. In order for such an environment to take hold, students must show respect for one another and the professor. (Of course, the same is true of the professor's attitudes toward students). *This type of atmosphere is useless if students do not come to class prepared. Discussions cannot be generated when students have not kept up on their reading, so be diligent.*
- Copying from professional writers (including the textbook) or other students (even with their consent) is considered cheating. Students must be vigilant. Technology makes it too easy sometimes to cut and paste from one source and borrow it for an assignment. Be aware that these types of offenses are easy to spot with little investigation (e.g., specialized software exists).
- Attendance and participation is linked to successful academic performance.
- Because this is an upper-level course, mid-term grades may not be posted. Keep track of your scores!
- Extra credit is seldom, if ever, an option. *Never* count on it!

Grading & Point Distribution

	<i>Grading Scale</i>	<i>Point Distribution</i>	<i>Record</i>
<i>Scores Here</i>			
100 – 93%	A	Exam I	100
92 – 90%	A-	Exam II	100
89 – 87%	B+	Exam III	100
86 – 83%	B		
82 – 80%	B-	Paper #1	100
79 – 77%	C+	Paper #2	100
76 – 73%	C	Other potential assignments	?*
72 – 70%	C-		
69 – 67%	D+	Discussion Points	100
66 – 63%	D		
62 – 60%	D-	TOTAL	600*

* *This point total/percentage should be considered tentative (e.g., additional assignments are possible, discussion pts. are variable)*

Special Accommodations

- * Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in the Starr Building 313, x. 3057.

Syllabus Caveat

This syllabus (and, therefore, class) may be modified at any time at the professor's discretion (e.g., additional assignments, additional discussions, schedule changes, etc.). However, to be fair to students, the professor will try to make changes in ways that do not drastically modify the nature of the course or the scheduled assignments.

Course Outline – Section 1 Monday and Wednesday meetings

Date	Chapters & Topics	Assignments/Discussions
January		
11	Introduction to Course	
13	Research Methods	Ch. 1
20	Scientific & Philosophical Precursors	Ch. 2
25	Physiology & Psychology	Ch. 3
27	Beginnings of Psychology	Ch. 4
February		
01	Beginnings of Psychology	
03	Structuralism	Ch. 5
08	Discuss Wundt vs. Titchener	
10	EXAM I	
15	Precursors of Functionalism	Ch. 6
17	Precursors of Functionalism	
22	Functionalism	Ch. 7
24	Functionalism	
29	Applied Psychology	Ch. 8
March		
02	Applied Psychology	
07 & 09	<i>Spring Break</i>	<i>No class</i>
14	Antecedents of Behaviorism	Ch. 9
16	Development of Behaviorism	Ch.10
21	Contemporary Behaviorism	Ch. 11
23	Continued discussion	
28	Review Functional & Behavioral Psychology	
30	EXAM II	
April		
04	TBD	
06	Freud's Psychoanalysis	Ch. 13
11	Freud's Psychoanalysis	
13	Personality after Freud	Ch. 14
18	Personality after Freud	
20	Contemporary Psychology	
25	Contemporary Psychology	Ch. 15
27	EXAM III	

FINAL	Wednesday, May 4 @ 4:00-5:40
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PSYC491-001 (82187)
PSYC491-002 (82185)

Human Service Internship

Fall 2016

Tuesday 4:30pm to 5:30pm

Starr Educational Center 232

Instructor: Felix Smith, Ph.D., L.P.

Student Hours: TR 10am to 11:00am and 1:30am to 2:45pm, and by appointment in ASC 2084. These are the time I will be regularly available for questions and assistance with class material and assignments

If you need to reach me in an emergency, call the Social Science Department office on (231) 591 2735 and they will be able to reach me.

Office Telephone: (231) 591-5880

Email: felixsmith@ferris.edu

Course Description and Objectives:

The objective of the human service internship is to provide students with a brief overview of the experience of working in a variety of different human services settings, with a focus on the practice of psychology in those areas. Typical settings would include courts, department of human services, individual or private practice, community mental health, or mental health center. Because of the variability of these settings, there is significant flexibility in the opportunities that are available and allowable based on students' career aspirations.

Pre-Requisites: Junior or senior standing, instructor's permission.

Class Format:

This class will primarily be in a discussion format. There will be group discussion and a number of guests. We will go on several field trips to visit sites.

Required Text: None

Requirements and expectations:

The practicum will take up approximately one day per week of student time. The amount of time required will vary from week to week. While attempts can be made to accommodate students' needs as requirements in the late of the needs of agencies and clinics involved.

The class has three component, on-campus classroom meetings, off-campus trips, and individual internship time.

The on campus component (seminar hours) will meet at the time listed above. These hours will be held only within the Fall and Spring semesters. Seminar with address two main areas. Firstly, addressing scheduling for practicum sites and field trips, and addressing and arising problems. Secondly, seminar will include presentation and discussion of a relevant topic, student presentations on a related topics, and presentations from outside experts.

There will be a number of required off campus trips. You should receive at least a week of notice before each trip, but due to the nature of arranging site visits dates and notice may change. As many of the trips will be off campus, students will need access to transportation. No textbooks are assigned. However, a number of readings will be made available. This will be posted on Blackboard or made available to students. Some topics made be made available during off-campus trips in order to use downtime usefully.

You must keep a record of all of your practicum hours. This record should include the setting, general population, the number of hours it took, and the kind of professionals you were working with. You should **NOT** include any HIPPA protected or confidential information such as client names or identifiable information in this log. You will also be required to complete a brief paper and demonstrate understanding of the material in class through discussion.

Because you will be working in real settings and often with real clients, you are expected to conduct yourself as a mature professional. You are required to obtain and read the APA code of professional ethics. You are required to adhere to this code. This is available from the APA website.

Because you are practice in real settings, confidentiality becomes extremely important. **If you breach confidentiality, or give others the impression that you have breached confidentiality you will fail the class. If you fail the class for this reason you will NOT be permitted to take the class again.**

Grades:

Attendance is required. If you cannot attend class, you must inform me beforehand. Poor attendance will be taken into consideration in grading. Late attendance without a valid reason counts as an absence. Attendance on field trips counts towards attendance. Although class attendance counts towards your hours it is not adjusted in anyway. This means that if you attend 14 out of the 15 classes, your class attendance only counts as 14 hours.

On the Wednesday of finals week, you must turn in your portfolio.

Your portfolio will contain:

Your copy of the APA code of ethics

Your reflection paper

Your log of clinical hours

Your supervisor evaluation

Adjusted hours: any time that is less than half a day (up to 4 hours) counts as half a day (4 hours) and time between half a day and a whole day (4.5 to 8 hours) counts as a full day (8 hours).

In order to obtain an 'A' you must have 120 hours adjusted clock hours (including class time and field trips). In order to have a 'B' you must have 90 adjusted clock hours. To have a 'C' you must have 60 adjusted clock hours.

Also included in your grade will be your paper. Will discuss this in more detail in class.

The only grades available for this class are 'A,' 'B,' 'C,' 'F,' and 'I.' This will be based on your paper, classroom participation and total adjusted hours.

Accommodations:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, please contact the Disabilities Services office at (231) 591-3057 or send an e-mail message to ecds@ferris.edu to discuss your request further. More information can be found online at:

<http://www.ferris.edu/htmls/colleges/university/disability>.

If you have already registered with Disabilities Services, please let me know as soon as possible for assistance with classroom accommodations.

Academic Honesty Policy

Simply put, do not cheat. This includes use of notes or other unsanctioned resources in examinations. In my experience, it chiefly includes using others works without crediting them. This can span the gulf of copying sentences from peer reviewed articles to turning in Wikipedia articles without remembering to remove the hyperlinks. It is a course requirement to review the FSU academic honesty policy, available at the link below.

<http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm>

In class behavior:

I attempt to conduct this class with an atmosphere of mutual respect. I encourage you be an active participant in class discussions. We may have strongly differing opinions and the conflict of ideas is encouraged and welcome. Questioning opinions is balanced against needing to maintain a welcoming and safe classroom environment. This means participating in an orderly and respectful fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

If you bring a cell phone or other e-device to class, please assure that it is either off or on silent mode and put out of sight. If you have an unusual situation during which you may need to take or respond to a call or text during class, please let me know before class begins and, if possible, sit near the door and slip out quietly to talk or send a text. Please know that, otherwise, texting (sending or receiving) during class is distracting and should not occur. Laptop computers or other e-devices are permitted for note-taking; web browsers and communication tools for purposes other than this should be closed.

Notes on Policy:

- 1) Barring any unforeseen circumstances, I will be in class for each scheduled session. If I cannot be in class, I will either (a) inform you ahead of time or (b) make arrangements with another faculty member to be present. The intention is to make sure that class is available to you whenever possible. You attending every class session is both my expectation and to your advantage. Research that examines the relationship between attendance and grades consistently shows a positive relationship between regular attendance and strong performance. There may, of course, be situations in which you will miss class. To receive my consideration for

an excused absence, you must contact me within one week after the absence (or any time prior to the absence) and provide valid explanation and documentation.

- a. The following are examples of excused absences: hospitalization (with documentation from your physician), severe illness (with documentation from your physician), jury duty (with a copy of your court summons), or bereavement (with appropriate documentation; e.g., funeral program; letter from family member).
 - b. The following are not instances of excused absences (oversleeping, work, other class conflicts, illness without documentation, forgotten deadlines, bad weather; if Ferris State is open, our class will meet as scheduled, or computer problems.)
- 2) Why someone would allocate great time and effort to cheating when that time and effort would be better spent studying is beyond me. However, it seems that some students do. This is unacceptable and will not be tolerated. Any form of cheating will result in you receiving a score of “0” for that assessment and possibly a failing grade for the entire course. Forms of cheating include:
- a. Using prepared notes during an exam
 - b. Having another student complete your exam
 - c. Copying from another student during an exam
 - d. Failing to cite someone else’s work in a paper

Appendix E – TracDat Four Column Report



Assessment: Program Four Column

Program - Psychology (B.S.)

Advisory Board/Committee Meetings: Less than once every two years
 Next FSU Academic Program Review: 2017-2018
 College: CAS

Outcomes	Assessment Methods	Results	Actions
<p>Outcome #1 - Students will critically and scientifically examine human behavior, social issues, and psychological research. For example, they will discriminate between "pop" psychology and scientific psychology.</p> <p>Outcome Status: Active</p> <p>Planned Year(s) of Assessment: 2016 - 2017</p>	<p>Survey - Students - Item 3 from Student Exit Survey</p> <p>Criterion for Success: Average above 5 on the 1-7 scale</p> <p>Assessment Schedule: yearly</p>	<p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Met</p> <p>Student Exit Survey Question #3, "The Psychology Program prepares students to critically examine human behavior" 2012 - 2016 (except missing 2014 data) - average of 6.09 out of 7</p> <p>(04/10/2017)</p>	
	<p>Data Analysis - Average grade in PSYC 280 - Research Methods (per academic year)</p> <p>Criterion for Success: Average equal to or above 75%</p> <p>Assessment Schedule: Yearly</p>	<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>2015-2016 - Mean = 79.63</p> <p>2014-2015 - Mean = 81.87</p> <p>2013-2014 - Mean = 82.73</p> <p>2012-2013 - Mean = 82.78</p> <p>(04/03/2017)</p>	
	<p>Test - External - Post or Pre/Post- ETS Major Field Exam - PSYC 482 - Measurement and Methodology score and percentile</p> <p>Criterion for Success: Percentile equal to or above 50</p> <p>Assessment Schedule: Yearly</p>	<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>2016 - Measurement and Methodology 59 (64th percentile)</p> <p>2015 - Measurement and Methodology 63 (80th percentile)</p> <p>2014 - Measurement and Methodology 61 (71st percentile)</p> <p>2013 - Measurement and Methodology 60 (68th percentile)</p> <p>2012 - Measurement and Methodology 62 (76th percentile)</p> <p>(04/14/2017)</p>	
	<p>Survey - Students - Item 5 from Student Exit Survey</p> <p>Criterion for Success: Average above 5 on the 1-7 scale</p>	<p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Met</p> <p>Student Exit Survey Question #5, "I am prepared to examine social issues objectively and scientifically"</p>	

Outcomes	Assessment Methods	Results	Actions
<p>Outcome #2 - Students will demonstrate a broad knowledge of the field of psychology, including major theories, schools of thought (e.g., historical trends), empirical findings, research methodology, and the use of statistical techniques.</p> <p>Outcome Status: Active</p> <p>Planned Year(s) of Assessment: 2016 -2017</p>	<p>Test - External - Post or Pre/Post - ETS Major Field Exam</p> <p>Criterion for Success: Overall average score at or above 50th percentile</p> <p>Assessment Schedule: Yearly</p>	<p>2012 - 2016 (except missing 2014 data) - average of 5.87 out of 7 (05/22/2017)</p> <p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>2016 ETS Field Test - Total = 157 (53rd percentile)</p> <ol style="list-style-type: none"> 1. Memory and Cognition = 43 (39th percentile) 2. Perception, Sensation, and Physiology = 55 (55th percentile) 3. Developmental = 48 (38th percentile) 4. Clinical and Abnormal = 72 (57th percentile) 5. Social = 60 (34th percentile) 6. Measurement and Methodology = 59 (64th percentile) (08/08/2016) <p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>2015 ETS Field Test - Total = 161 (70th percentile)</p> <ol style="list-style-type: none"> 1. Memory and Cognition = 46 (50th percentile) 2. Perception, Sensation, and Physiology = 56 (60th percentile) 3. Developmental = 52 (60th percentile) 4. Clinical and Abnormal = 75 (72nd percentile) 5. Social = 67 (59th percentile) 6. Measurement and Methodology = 63 (80th percentile) (08/07/2015) <p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>2014 ETS Field Test - Total = 161 (70th percentile)</p> <ol style="list-style-type: none"> 1. Memory and Cognition = 49 (62nd percentile) 2. Perception, Sensation, and Physiology = 53 (44th percentile) 3. Developmental = 59 (85th percentile) 4. Clinical and Abnormal = 66 (26th percentile) 5. Social = 64 (48th percentile) 6. Measurement and Methodology = 61 (72nd percentile) (08/08/2014) <p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>2013 ETS Field Test - Total = 158 (57th percentile)</p> <ol style="list-style-type: none"> 1. Memory and Cognition = 44 (41st percentile) 	

Outcomes	Assessment Methods	Results	Actions
		<p>2. Perception, Sensation, and Physiology = 48 (25th percentile) 3. Developmental = 55 (73rd percentile) 4. Clinical and Abnormal = 68 (34th percentile) 5. Social = 63 (44th percentile) 6. Measurement and Methodology = 60 (68th percentile) (08/09/2013)</p>	
		<p>Reporting Period: 2011 - 2012 and Prior Classification: Criterion Met 2012 ETS Field Test - Total = 161 (70th percentile) 1. Memory and Cognition = 49 (62nd percentile) 2. Perception, Sensation, and Physiology = 48 (25th percentile) 3. Developmental = 57 (78th percentile) 4. Clinical and Abnormal = 67 (30th percentile) 5. Social = 69 (66th percentile) 6. Measurement and Methodology = 76 (76th percentile) (08/10/2012)</p>	
	<p>Survey - Students - Question 6 from student exit survey Criterion for Success: Average above 5 on 1-7 scale Assessment Schedule: Yearly</p>	<p>Reporting Period: 2016 - 2017 Classification: Criterion Met Student Exit Survey Question #6, "The Psychology Program exposes students to the necessary concepts and theories of psychology" 2012 - 2016 (except missing 2014 data) - average of 6.20 out of 7 (04/10/2017)</p>	
<p>Outcome #3 - Students will discover ways in which psychological principles connect to their everyday lives. Outcome Status: Active Planned Year(s) of Assessment: 2016 - 2017</p>	<p>Internship Evaluation - Question 1 from Internship Evaluation Survey Criterion for Success: Above 3 on a 1-4 scale Assessment Schedule: Yearly</p>	<p>Reporting Period: 2016 - 2017 Classification: Criterion Met Internship Evaluation Survey Question #1 "Had or learned appropriate knowledge" 2014 - 2017 - average of 3.32 out of 4 (04/24/2017)</p>	
	<p>Survey - Students - Question 7 from Student Exit Survey Criterion for Success: Above 5 on a 1-7 scale Assessment Schedule: Yearly</p>	<p>Reporting Period: 2016 - 2017 Classification: Criterion Met Student Exit Survey Question #7 "Because of the Psychology Program, I am able to apply psychological principles to myself and others" 2012 - 2016 (except missing 2014 data) - average of 6.12 out of 7 (04/10/2017)</p>	
<p>Outcome #4 - Students will effectively</p>	<p>Written Product (essay, research</p>	<p>Reporting Period: 2016 - 2017</p>	

Outcomes	Assessment Methods	Results	Actions
<p>communicate psychological concepts and theories, along with evidence in support of them.</p> <p>Outcome Status: Active</p> <p>Planned Year(s) of Assessment: 2016 - 2017</p>	<p>paper, journal, newsletter, etc.) - Writing ability assessed in PSYC 482 - Senior Seminar (per academic year)</p> <p>Criterion for Success: Above 3 on a 1-5 scale</p> <p>Survey - Students - Question 14 from Student Exit Survey</p> <p>Criterion for Success: Above 5 on a 1-7 scale</p> <p>Assessment Schedule: yearly</p>	<p>Classification: Criterion Met</p> <p>2015-2016 - Mean = 3.66</p> <p>2014-2015 - Mean = 3.26</p> <p>2013-2014 - Mean = 3.56</p> <p>2012-2013 - Mean = 3.31 (04/10/2017)</p> <p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Met</p> <p>Student Exit Survey Question #14, "I am able to communicate ideas in a clear and organized manner."</p> <p>2012 - 2016 (except missing 2014 data) - average of 6.14 out of 7</p> <p>(04/10/2017)</p>	

Appendix F – Psychology Program Curricular Map

Psychology Program Curricular Map

Goal	PSYC 150	PSYC 210	PSYC 280	PSYC 406 & 410	PSYC 480 & 491	PSYC 360 & 365	PSYC 226, 341, & 342	PSYC 325, 331, & 422	PSYC 482	PSYC Directed Electives
a. Students will critically and scientifically evaluate human behavior, social issues, and psychological research. For example, they will discriminate between 'pop' psychology and scientific psychology.	I	R	M	R	R	R	R	R	R, A	R
b. Students will demonstrate a broad knowledge of the field of psychology, including major theories, schools of thought (e.g., historical trends), empirical findings, research methodology, and the use of statistical techniques.	I	R	R, A	R	R	R	R	R	M, A	R
c. Students will discover ways in which psychological principles connect to their everyday lives.	I	R	R	R	M, A	R	R	R	R	R
d. Students will effectively communicate psychological concepts and theories, along with evidence in support of them.	I	I	R	R	R	R	R	R	M, A	R

KEY:

- I = Introduced
- R = Reinforced
- M = Mastered
- A = Assessed in this course

Appendix G – Program Faculty Curriculum Vitae

Connie Meinholdt, Ph.D.

Address: Psychology Program - Social Sciences Department
820 Campus Drive - Ferris State University
Big Rapids, MI 49307

e-mail: ConnieMeinholdt@ferris.edu
phone: 231-591-2759
fax: 231-591-2541

Education

University of Maryland, College Park, Maryland Ph.D.
1994

Major: Social Psychology

North Carolina State University, Raleigh, North Carolina M.S.
1981

Major: Counseling Education & Psychology

Washburn University, Topeka, Kansas B.A.
1976

Major: Psychology

Minor: Sociology

Professional Experience

- Professor of Psychology, Ferris State University, Michigan 2011 - present
- Associate Professor of Psychology, Ferris State University, Michigan 2005 – 2011
- Chair, Institutional Review Board, Ferris State University, Michigan 2003 – 2013
- Assistant Professor of Psychology, Ferris State University, Michigan 2001 – 2005
- Guest Lecturer, Red River College, Winnipeg, Manitoba, Canada 2002, 2003, 2005
- Assistant Professor of Psychology, University of Missouri, Rolla, Missouri 1994 – 2001
- Instructor, University of Maryland College Park, Maryland 1990 – 1994
- Instructor, University of Maryland, University College, Andrews Air Force Base, Maryland 1991 – 1993
- Guest Research Assistant, National Institute of Mental Health,

- Affective Disorders Division, Bethesda, Maryland 1987 – 1987
- Graduate Teaching Assistant, University of Maryland, College Park, Maryland 1986 – 1990
- Research Assistant, University of Minnesota, Center for Survey Research, Minneapolis, Minnesota 1984 – 1985
- Research Associate, North Carolina State University, Center for Urban Affairs and Community Services, Raleigh, North Carolina 1981-1983
- Graduate Counseling Assistant, North Carolina State University, Raleigh, North Carolina 1979 – 1981
- Research Assistant, The Menninger Foundation, Department of Neurology, Neurosurgery and Internal Medicine, Topeka, Kansas 1975 – 1978

Awards & Honors

- Faculty Recognition Award, American Democracy Project & Political Engagement, Ferris State University, Michigan 2008
- Faculty Mentor Award for Freshmen Leadership and Success Program, University of Missouri, Rolla 2000-2001
- Order of Omega, Outstanding Advisor Award - University of Missouri, Rolla 2001
- Outstanding Dissertation Award – Graduate School, University of Maryland College Park, Maryland 1994
- Excellence in Teaching Award - College of Behavioral and Social Sciences, University of Maryland College Park, Maryland 1991-1992

Conference Presentations

- Meinholdt, C., Holmes, S.Y., Jones, D., & McGlynn, C. Social Identity, Prejudice, Empathy & Helping. Association for Psychological Science Annual Conference. San Francisco, California. 2014
- Meinholdt, C., Holmes, S.Y., Jones, D., & McGlynn, C. Social Identity, Prejudice, Empathy & Helping. Michigan Undergraduate Psychology Research Conference. Kalamazoo College, Kalamazoo, Michigan. 2014

- Meinholdt, C., Dickinson, C.S., Holmes, S., McGlynn, C., Moss, O., & Schlosser, B. Is there Professor Bias: Empathy and Prejudice. Michigan Undergraduate Psychology Research Conference. Calvin College, Grand Rapids, Michigan.
 2013
- Meinholdt, C., Barker, T.A., & Dickinson, C.S. Motivation to be Fair and the Role of Empathy in the Expression of Prejudice, Michigan Undergraduate Psychology Research Conference, Albion, Michigan.
 2012
- Meinholdt, C. & Baker, A. Progress Report On Political Engagement Project, Carnegie Foundation & New York Times, New York.
 2008
- Meinholdt, C., Potter, W., Baker, A. & Griffin, R. Institutional Support for American Democracy & Political Engagement Projects, American Association of State Colleges & Universities, Philadelphia, Pennsylvania.
 2007
- Meinholdt, C. & Nagelbush, J. Core Lessons from Psychology. National Institute on the Teaching of Psychology. St Petersburg, Florida.
 2007
- Meinholdt, C., Potter, W., Baker, A. and Griffin, R. Political Engagement Project at Ferris State University, The Carnegie Foundation for the Advancement of Teaching, Stanford University, Palo Alto, California.
 2006
- Meinholdt, C. & Nagelbush, J. What should students and the public know about psychology? National Institute on Teaching of Psychology. St Petersburg, Florida.
 2004
- Meinholdt, C. Public perceptions of psychology: Television vs. reality. American Psychological Association Annual Convention, Toronto, Canada.
 2003
- Meinholdt, C. & Duan, C. The relationship between individualism-collectivism and attributional style. American Psychological Association Annual Convention, Washington, DC.
 2000
- Meinholdt, C. Stereotype threat and self-monitoring. American Psychological Association Annual Convention. Boston, Massachusetts.
 1999
- Meinholdt, C. Television versus reality: Public perceptions of psychologists. American Psychological Association Annual Convention, Boston, Massachusetts.
 1999
- Meinholdt, C. The effects of stereotype threat may be moderated by self-monitoring. American Psychological Society. Denver, Colorado.
 1998
- Meinholdt, C. & Duan, C. The psychology instructor's responsibility for bringing culture, race and ethnicity issues into the classroom. National Institute on Teaching

of Psychology. St Petersburg, Florida.

1998

- Duan, C. & Meinholdt, C. Multicultural training in classrooms: Issues, obstacles and pedagogical strategies. National Conference on Race and Ethnicity in Higher Education. Orlando, Florida.

1997

- Murray, S.L., Benjamin, C.O., Meinholdt, C., & Pattanapanchai, S. A QFD framework for locating manufacturing facilities. International Conference on Engineering Design & Automation. Maui, Hawaii.

1997

- Meinholdt, C. & Scott, T.E. Developing a campus community for multicultural acceptance and education. Enhancing Minority Attainment VI Annual Conference, Kokomo, Indiana.

1996

- Meinholdt, C. & Scott, T.E. "Isms" on campus: The effects of hostile attitudes on academic self-efficacy and student achievement. National Conference on Race and Ethnicity in Higher Education, San Antonio, Texas.

1996

- Meinholdt, C. & Flanders, C.C. Attributions about negative events, attribution style and relationship satisfaction. International Network on Personal Relationships Annual Conference, Williamsburg, Virginia.

1995

- Meinholdt, C. Predicting dating satisfaction and break-up from attributions about distressing events. American Psychological Association Annual Convention, Los Angeles California.

1994

- Meinholdt, C. Attributions as predictors of dating relationship satisfaction and stability. International Network on Personal Relationships Annual Conference, Iowa City, Iowa.

1994

- Meinholdt, C. How does attributional reasoning about relationship problems affect dating relationships? Graduate Research Conference, University of Maryland, College Park Maryland.

1994

- Meinholdt, C. Person/environment congruence and vocational satisfaction in mid-life. North Carolina College Personnel Association Annual Conference, Charlotte, North Carolina.

1981

Invited Presentations

- Meinholdt, C. Statistics in Psychology: the History of Measuring Intelligence. STEM (Science, Technology, Engineering and Mathematics) Scholarship program, Ferris State University, Big Rapids, Michigan
2010
- Meinholdt, C. & Baker, A. American Democracy Project & Political Engagement, Center for Teaching, Learning and Faculty Development, Ferris State University, Big Rapids, Michigan
2006
- Meinholdt, C. (Moderator) Psychology of Relationships: Dating, Mating & Hating Midwest Psychological Association, Chicago, Illinois.
2005
- Meinholdt, C. Using games in a learner-centered classroom. Center for Teaching, Learning and Faculty Development, Ferris State University, Big Rapids, Michigan
2004
- Meinholdt, C. Resolving Conflict at Work. University of Missouri - Rolla, Management Certification Program, Rolla, Missouri
1996
- Meinholdt, C., Scott, T.E. et al. Face-to-Face discussion of black-white relationships, University of Missouri, Rolla, Missouri
1996
- Meinholdt, C. Violence against women: Rape, sexual harassment and domestic violence. University of Maryland, College Park, Maryland
1992
- Meinholdt, C. Harmful effects of Caller ID for professional service providers. Maryland Public Utilities Commission, Baltimore, Maryland
1990

Professional Development

- Association for Psychological Sciences 24th Annual Conference. Chicago, Illinois
2012
- CUR Institute – Mentorship, Collaboration and Undergraduate Research in the Social Sciences and Humanities. Calvin College, Grand Rapids, Michigan
2012
- Michigan Undergraduate Psychology Research Conference. Calvin College,
2011
Grand Rapids, Michigan
- Office of Human Research Protection. Regulatory Responsibility and Innovative, Rush University Medical Center, Chicago, Illinois
2010
- Sciences at the Crossroads. Center for Teaching, Learning and Faculty Development, Ferris State University, Big Rapids, Michigan
2009

- Office of Human Research Protection. Reducing Regulatory Burden: Real Strategies for Real Change, University of Michigan, Ann Arbor, Michigan
2009
- American Association of State Colleges and Universities. American Democracy Project 4th Annual Conference, Snowbird, Utah
2006
- American Association of State Colleges and Universities. American Democracy Project 2nd Annual Conference, Portland State University, Portland, Oregon
2005
- 24th Annual Lilly Conference on College Teaching – Miami University, Oxford, Ohio
2004
- Workshop in Human Research Protections in the Behavioral Sciences, American Psychological Society Annual Meeting. Atlanta, Georgia,
2003
- Web CT, Preparing for your first semester - Center for Teaching, Learning and Faculty Development, Ferris State University, Big Rapids, Michigan
2002
- Lilly Conference on College & University Teaching – South, University of Georgia, Athens, Georgia
2002

Publications

- Meinholdt, C. (2001). *Instructor's Resource Manual and Test Bank* for Krumm's Introduction to Industrial/Organizational Psychology. New York, NY: Worth Publishers.
- Meinholdt, C. (1999). A review of: *The Conceptual Self in Context: Culture, Experience, Self-Understanding* (edited by Neisser, U. & Jopling, D.A.). *Personal Relationship Issues*, 6, 10 - 13.
- Meinholdt, C. & Murray, S.L. (1999). Why aren't there more women engineers? *Journal of Women and Minorities in Engineering*, 5, 239-263.
- Murray, S.L., Meinholdt, C., & Bergman, L. (1999). Addressing gender issues in the engineering classroom. *The Feminist Teacher*, 12, 169-183.
- Pattanapanchai, S., Murray, S.L., Meinholdt, C. & Benjamin, C.O. (2000). A comparative study of multi-criteria decision making techniques for facility location problems. *International Journal of Industrial Engineering*.
- Kruglanski, A.W. & Meinholdt, C. (1990). Cognitive biases, self-deceptions, and defense mechanisms: Bridging the gulf. *Polish Psychological Bulletin*, 21, 269-277.
- Kruglanski, A.W. & Meinholdt, C. (1990). Cognitive and motivational bases of judgmental biases: Toward a synthesis. *Polish Psychological Bulletin*, 21, 291-305.

Editorial Activity

- Reviewer for – *Social Psychology*. MacMillian Publishers.
2014
- Reviewer for Susan Nolan and Tom Heinzen. *Essentials of Statistics for the Behavioral Sciences*, (2nd edition). Worth.
2011
- User Critique for Gilovich, Keltner & Nisbett. *Social Psychology* (2nd edition). Norton.
2011
- Reviewer for Breedlove, *Principles of Psychology*, Oxford University Press.
2011
- Reviewer for Anonymous (textbook prospectus). *Fundamentals in Cultural Neuroscience*. Oxford University Press.
2010
- Reviewer for Newman & Erber, (pre-publication). *Social Psychology*. John Wiley & Sons.
2010
- Pilot Test for Gilovich, Keltner & Nisbett. *Social Psychology* (2nd edition). Norton
2010
- Reviewer for Anonymous, (textbook prospectus and sample chapters).
Social Psychology. Wadsworth/ Cengage Learning
2009
- Reviewer for Matsumoto & Juang, *Culture & Psychology* (3rd edition).
Belmont, CA: Wadsworth.
2005
- Reviewer for Myers, D, *Social Psychology* (8th edition). Columbus, OH:
McGraw Hill.
2004
- Reviewer for Christina Gallop (editor), *Cross-Discipline Studies*. Iowa State
University.
2003
- Reviewer for Bernstein, Penner, Clarke-Stewart & Roy, *Psychology* (6th edition).
Boston, MA: Houghton Mifflin.
2003
- Test Item Writer - Assessment Unit, Excelsior College, for Myers, A. & Hansen, C.
Experimental Psychology (5th edition). Pacific Grove, CA: Wadsworth.
2002
- Reviewer for Moghaddam, F. *The individual and Society: A Socio-Cultural Integration*.
New York, NY: Worth Publishers.
2001
- Reviewer, University of Missouri Research Board.
1998-2001

- Reviewer, Journal of Social and Personal Relationships.
1993-1999
- Ad Hoc Reviewer, Personality and Social Psychology Bulletin.
1990

Professional Memberships

- Member, American Association of University Women
- Member, American Psychological Association
- Member, American Psychological Society
- Member, Midwest Psychological Association
- Member, International Network of Personal Relationships (1990 - 2000)
 - Gerald R. Miller Early Career Award Committee (1996 - 1997)

Teaching

- Industrial/Organizational Psychology
- Introduction to Psychology
- Cultural Psychology
- Psychology of Food and Eating
- Psychology of Interpersonal Relations
- French Psychology, Healthcare and Culture (proposed – 2013, 2017)
- Psychology of Women
- Research Methods/Experimental Design
- Social Psychology
- Statistics for Behavioral Science

Undergraduate Research/Intern Supervision

- Mr. Matthew Bradley, Directed Research with Human Subjects: Industrial/Organizational Work Analysis of Residence Life Student Employees
2016
- Mr. Andrew Coles, Directed Research with Human Subjects: Industrial/Organizational Work Analysis of Residence Life Student Employees
2016
- Ms. Charnae Courts, Directed Research with Human Subjects: Industrial/Organizational Work Analysis of Residence Life Student Employees
2016
- Ms. Jenny Macdonald, Directed Research with Human Subjects: Empathy and Social Cognition.
2014
- Mr. Nick Chatman, Directed Research with Human Subjects: Empathy and Social Cognition.
2014

- Ms. Sasha Holmes, Directed Research with Human Subjects: Empathy and Social Cognition. College of Arts & Sciences Dean’s Research Grant (\$750.00)
2013-14
- Mr. Dakotah Jones, Directed Research with Human Subjects: Empathy and Social Cognition. College of Arts & Sciences Dean’s Research Grant (\$750.00)
2013-14
- Mr. Tyler Burt, Directed Research with Human Subjects: Empathy and Social Cognition.
2013
- Ms. Catarina McGlynn, Directed Research with Human Subjects: Empathy and Social Cognition. University Research Grant (\$600.00)
2012-14
- Mr. Blake Schlosser, Directed Research with Human Subjects: Empathy and Social Cognition.
2013
- Mr. Jacob Cobb, Independent Study: Developing Sensation & Perception teaching materials for Introductory Psychology students.
2013
- Ms. Irma Collins, Faculty Assistant, FSU Institutional Review Board
2012-13
- Mr. Omotayo Moss, Directed Research with Human Subjects: Empathy and Social Cognition.
2012-13
- Mr. Trevor Barker, Independent Study: Do we have “natural tendencies” for both prejudice and fairness? College of Arts & Sciences Dean’s Research Grant (\$500.00)
2011-12
- Mr. Craig Dickinson, Independent Study: Do we have “natural tendencies” for both prejudice and fairness? College of Arts & Sciences Dean’s Research Grant (\$500.00)
2011-12
- Ms. Samantha Holt, Independent Study: Do we have “natural tendencies” for both prejudice and fairness?
2011
- Ms. Jaime Erhmann, Independent Study: The psychology of food and eating.
2010

- Ms. Dawn Bayman, Independent Research: What makes victims stay in abusive relationships?
 2010
- Ms. Julie Buczynski, Independent Research: Influence of parents and personality on substance abuse.
 2009
- Ms. Sara Briseno, Faculty Assistant: Carneige Foundation / Political Engagement Project course survey and assessment project.
 2007
- Ms. Sara Brinseno, Research Assistant: American Democracy Project Youth Voter Initiative
 2006
- Ms. Rachael Doepker, Intern, FSU Office of Institution Research: Civic Engagement
 2006
- Mr. Paul VanPorfleit, Intern, FSU Office of Human Resources: Evaluation of selection methods for clerical workers.
 2005
- Ms. Emily Shauger, Research Assistant: Commitment, jealousy and cheating in college students' dating relationships.
 2004
- Ms. Angela Seiter, Research Assistant: Commitment, jealousy and cheating in college students' dating relationships.
 2004
- Ms. Jennifer Kern, Research Assistant: Commitment, jealousy and cheating in college students' dating relationships.
 2004
- Ms. Heather Kchodl, Intern, FSU Office of Institutional Research: National college health assessment & student retention. College of Arts & Sciences Dean's Grant Award (\$500.00)
 2003
- Mr. Mircea Cotosman, Research Assistant: Gender differences in job satisfaction and union involvement among college professors.
 2003
- Ms. Charlotte Tetsworth, Intern, FSU Office of Institutional Research Intern: Alumni college satisfaction survey.
 2003
- Ms. Mary Mullaney, Research Assistant: Stereotype threat & empathy.
 2002

Doctorate Student Advising

- Ms. Renica Minott, Ed.D. *Risk Factors Predicting Community College Drop Outs and Failure*. Candidate, Community College Leadership program, Ferris State University. 2010 – 2012
- Dr. Andres Sousa-Poza, *Well-Being at Work: A Cross-National Analysis of the Levels and Determinants of Job Satisfaction*. Industrial Engineering Department, University of Missouri, Rolla. 1998 - 2000

Departmental and University Service Activity

- Member, Tenure Committee for Dr. Dawn Fox, Social Work Department Ferris State University 2015 – present
- Member, Tenure Committee for Dr. Christopher Redker, Social and Behavioral Science Department, Ferris State University 2015 - present
- Member, Tenure Executive committee, Department of Social and Behavioral Science, Ferris State University 2015 - 2018
- Chair, Promotion and Merit committee, College of Arts & Sciences, Ferris State University 2015 - 2016
- Member, Promotion and Merit committee College of Arts & Sciences, Ferris State University 2014-present
- Chair, Tenure Committee for Dr. Felix Smith, Psychology Program, Ferris State University 2014 - 2015
- Advisor, Psychology Minor Program, Ferris State University 2008-2013
- Faculty Member - Instructor Search Committee, Development Psychology Position, Ferris State University 2013
- Faculty Member - Tenure Track Search Committee, Clinical Psychology Position, Ferris State University 2012-2013
- Faculty Member - Tenure Track Search Committee, Social Psychology Position, Ferris State University 2012-2013

- Respondent – Performance Review Committee for Dr. Michelle Johnston, Dean, College of Education and Human Services 2011
- Chair, Institutional Review Board, Ferris State University 2004-2013
- Faculty Member, Human Subjects Research Committee, Ferris State University 2002-2004
- Faculty Member - Tenure Track Search Committee, Clinical Psychology Position, Ferris State University 2007-2008
- Faculty Member - Instructor Search Committee, Social Psychology Position Ferris State University 2007-2008
- Faculty Member – Department Head Search Committee, Social Sciences Department, Ferris State University 2006-2007
- Program Coordinator – American Democracy Project, Ferris State University 2005-2008
- Faculty Member – Undergraduate Scholarship Committee, Ferris State University 2004-2007
- Faculty Member – Faculty Research Committee, Ferris State University 2004-2007
- Campus Coordinator – Jack Kent Cooke Graduate Scholarship Program, Ferris State University 2003-2007
- Faculty Member – Tenure Track Search Committee, Cognitive Psychology Position Ferris State University 2003-2004
- Faculty Member – Psychology Curriculum Committee, Ferris State University 2002-2003
- Faculty member – College of Arts & Sciences Curriculum Committee, University of Missouri, Rolla 1998-2001
- Faculty member – College Student Affairs Committee, University of Missouri, Rolla 1998-2000

- Faculty Advisor - Gamma Beta Sigma Sorority. University of Missouri, Rolla 1998-2001
- Faculty member – Campus Environment Committee, University of Missouri, Rolla 1995-1997
- Faculty member – Computer Policy Committee, University of Missouri, Rolla 1994-1997
- Faculty member – Campus Faculty Conduct Committee University of Missouri, Rolla 1994-1997

Professional & Community Service

- Reviewer/Advisor (Human Subjects Research Committee) - research into ownership, privacy rights, and release forms for videotaping and web posting history interviews for Dr. Jorsch and Dr. Heuy 2006 & 2009
- Reviewer – College Student Dating Survey for Dr. Donna Smith, Communications program, Ferris State University 2004
- Faculty assistant – Urban Studies Chicago Classroom with Dr. Anthony Baker, Sociology program, Ferris State University 2004
- Museum Acquisition Trip, Jim Crow Museum with Dr. David Pilgrim, Sociology program, Ferris State University 2004
- Reviewer – Student Engagement Survey for Dr. Donald Roy, Political Science program, Ferris State University 2003
- Reviewer – Grand Rapids Fair Housing Survey for Dr. Anthony Baker, Sociology program, Ferris State University 2003
- Reviewer – Attitude change measurements for Mr. Cecil Queen, Criminal Justice program, Ferris State University 2002
- Member - Selection committee, Gerald R. Miller early career award, International Network on Personal Relationships. 1996
- Founding Board Member - Habitat for Humanity Phelps County, Missouri 1995-1997

- Communication Skills Trainer - National Institute of Relationship Enhancement, Bethesda, Maryland
1991-1994
- Conflict Mediator - Department of Human Development/Prince George's County Family Court Services, University of Maryland, College Park, Maryland
1990-1991
- Court Advocate - Montgomery County Department of Addiction, Victim, & Mental Health Services, Bethesda, Maryland
1989-1993
- Crisis Counselor/Trainer - Youth Emergency Services-Nighttime Emergency Outreach Network, Minneapolis, Minnesota
1983-1986
- Education Specialist - Governor's Council on the Status of Women, Raleigh, North Carolina
1981-1982
- Assistant Coordinator - Career Planning and Placement Center, North Carolina State University, Raleigh, North Carolina
1979-1981

Curriculum Vitae

Penney L. Nichols-Whitehead, Ph. D

Biographical Information

University Address

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Social Sciences Department

Ferris State University

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Home Address

1899 – 90th Ave.

Ewart, MI 49631

(616) 916 – 6933 - cell

pnicholswhitehead@gmail.com

Research Interests

- Development of Spatial cognition & referential communication skills
- Situated cognition and the role of context in development
- Psychology/development of political views
- The effects of arousal/anxiety on memory & cognition

Education

Ph.D. Developmental Psychology, University of Iowa, August 2003

B. S. Psychology (Suma Cum Laude), Central Michigan University, May 1994

A. A. Minneapolis Community College (Magna Cum Laude), May 1988

Professional Positions

- Assistant Professor of Psychology, Ferris State University, Aug 2016-Present
- Visiting Professor (Adjunct Level 3) of Psychology, Ferris State University, 2014-Present
- Assistant/Visiting Professor of Psychology, Grand Valley State University, 2005-Present

- Lecturer/Instructor, Psychology/OCP, Central Michigan University, Aug-Dec, 2012
- Assistant Professor of Psychology, Shippensburg University of Pennsylvania, 2003-2005
- Instructor, University of Iowa, 1996-2002

Professional Membership

- Association for Psychological Science
- Society for the Teaching of Psychology
- Society for Research in Child Development
- Cognitive Development Society
- Cognitive Science Society
- Midwestern Psychological Association

Teaching

Teaching Awards

- Outstanding Teaching Assistant Award Nominee, 1999, University of Iowa
- Excellence in Teaching Award, 1999, Department of Psychology, University of Iowa

Teaching Experience

Ferris State University

PSYC 150 Introduction to Psychology

Fall 2014, Spring 2015 (2), Fall 2015, Spring 2016 (2)

PSYC 226 Lifespan Human Development

Fall 2014 (2), Fall 2015 (2), Fall 2016 (2)

PSYC 241 Exceptional Child

Fall 2016

PSYC 341 Child Psychology

Fall 2014, Spring 2015 (2), Fall 2015, Spring 2016 (2), Fall 2016 (2)

Central Michigan University

PSY 100 Introduction to Psychology

Fall 2012

PSY385 Advanced Research Methods (online)

Fall 2012

PSY285 Research Methods (online)

Summer 2013

Grand Valley State University, Assistant (& Visiting) Professor of Psychology

PSY 101 Introductory Psychology

Winter 2013, Fall 2013, Winter 2014

PSY300 Research Methods

Summer 2005, Winter 2006, Fall 2008, Fall 2009, Fall 2010, Winter 2011, Fall 2011(online), Winter 2012

PSY301 Child Development

Fall 2005, Fall 2006, Fall 2007, Spring 2010, Spring 2011, Fall 2012 (2 sections), Winter 2013 (3 sections)

PSY 311 Controversial Issues

Summer 2012

PSY364 Life-Span Development

Fall 2005 (2 sections), Winter 2006 (2 sections), Fall 2006 (2 sections),

Winter 2007 (3 sections), Fall 2007 (2 sections), Winter 2008 (3 sections), Fall 2008 (2 sections), Winter 2009 (3 sections), Fall 2009 (2 sections), Winter 2010 (1 section), Fall 2010 (2 sections), Fall 2011 (2 sections), Winter 2012 (2 sections), Fall 2012 (2 sections), Fall 2013 (3 sections), Winter 2014 (2 sections)

PSY 399 Independent Readings

Summer 2006, Fall 2007, Winter 2010, Winter 2014

PSY 492 Capstone

Spring 2009, Winter 2010 (2 sections), Winter 2011 (2 sections), Winter 2014

PSY 499 Independent Study & Research

Fall 2006, Fall 2007 (2), Fall 2009 (3) Fall 2010

HON Honors Thesis, Fall 2009

Shippensburg University, Assistant Professor of Psychology

047101 General Psychology:

Fall 2003 (2 sections), Spring 2004 (2 sections), Fall 2004 (2 sections), Spring 2005 (2 sections)

047265 Child and Adolescent Psychology

Fall 2003 (2 sections), Fall 2004 (2 sections)

047352 Adult Development & Aging

Spring 2004 (2 sections), Spring 2005 (2 sections)

047325 Human Cognition

Fall 2004

047490 Language & Thought Seminar

Spring 2005

047495-497 Internship Supervision

Spring 2005

University of Iowa

31:014 Introduction to Child Development:

Co-Instructor: Summer, 1996 (30).

Instructor, Fall 2000 (40), Spring 2002 (30)

31:114 Cognitive Development of Children:

Instructor, Fall 2001 (40)

Teaching Assistant Experiences, 1996-2000: Elementary Psychology (Discussion Leader), Introduction to Child Development (Discussion Leader & Graduate Teaching Assistant), Cognitive Development of Children (Graduate Teaching Assistant), Theories of Developmental Psychology (Graduate Teaching Assistant), Honors Thesis Supervision: Welborn, A. (1997) Young Children's Recognition of Ambiguity.

Professional Development

Ferris State University

- New Faculty Transition Program,
 - Excursion: Grand Rapids/ArtPrize, Oct. 1, 2016
 - Game-Based Learning, Oct. 6, 2016
 - Community Engaged Learning, Sept. 22, 2016
 - Learner-Centered Teaching and Active Learning, Sept. 8, 2016
- New Faculty Orientation, FCTL, Ferris State University, Aug 15-19, 2016

- Association For Psychological Science Annual Convention, Chicago, IL, May 26-29, 2016
- APS-Society for the Teaching of Psychology Teaching Institute, Chicago, IL, May 25-26, 2016
- Students with Children Discussion With Faculty, Mar. 29, 2016
- Talk-Back Tuesdays, Faculty Student Dialogues on Diversity, FCTL, FSU,
 - Queering Class: Creating LGBTQ Inclusive Spaces, Apr. 5, 2016
 - Learning fro Change: Making Classes Affordable. Mar. 22, 2016
 - From MLK to #BLM: Why Discussion on Race (still) Matter, Jan. 19, 2016
 - Beyond Hijab: Listening to Muslim Students
 - Far from Home: Meeting the Needs of Student Parents, Mar. 1, 2016
 - Making the Invisible Visible: Supporting Students' mental health, Feb. 16, 2016
- Faculty Learning Community-Supporting Under-Prepared Students, Fall 2015
- Racial Climate Webinar Replay Participant, 23 Sept, 2015
- Economic Inequality Initiative/FCTL Book Club-"Our Kids" Reading Circle, Fall 1015
- Engaged Department Initiative Session Attendee, 17 Sept. 2015
- Great Lakes Teaching Conference, Central MI University, 13-15 May, 2015
- 2015 Midwestern Psychological Assoc. Annual Meeting, Chicago, 30 Apr-2 May, 2015
- New Faculty Transition Program, Creating Inclusive Classrooms, 23 April, 2015
- New Faculty Transition Program, Peer Observations: Debrief & Discuss, 9 April, 2015
- New Faculty Transition Program, Inclusive & Engaged Univ. Community, 5 Feb 2015
- New Faculty Transition Program, Navigating Tenure/reappointment, 4 December, 2014
- New Faculty Transition Program, Using Writing as a learning tool, 13 November, 2014
- New Faculty Transition Program, Engaging Students, 23 October, 2014
- New Faculty Transition Program, Learner Centered Teaching, 9 October, 2014
- New Faculty Transition Program, Active learning, 25 September, 2014
- New Faculty Transition Program, Assessment of Student Learning, 4 September, 2014
- New Faculty Orientation, Ferris Sate University, 11-15 August, 2014

Grand Valley State University

- Black Board Collaborate Certification, Central Michigan University, 5 August, 2013
- Great Lakes Teaching Conference, Central Michigan University, 9-11 May, 2012
- Teaching Online Workshop, Central Michigan University (online), 23 jan-19 Feb, 2012

- Black Board Fundamental Workshop, Central MI University (online), 23-19 Feb, 2012
- AAC&U Teaching for Personal & Social Responsibility Conference, Long Beach, CA, 13-15 October, 2011
- Online Discussion to Enhance Teaching & Learning 13 April 2011
- ONLINE Fundamentals of Online Course Design, Fall 2010
- Developing Intercultural Competence: Skills for the 21st Century,” October 21, 2010.
- Pew FTLC 16th Annual Conference on Teaching & Learning, August 25, 2010
- Pew FTLC 15th Annual Conference on Teaching & Learning, August, 2009
- Getting Ready for Blackboard NG Workshop, Apr 27, 2009
- STRIDE (Strategies and Techniques for Recruitment to Increase Diversity and Excellence) workshop, Sept. 23, 2008
- Pew FTLC 14th Annual Conference on Teaching & Learning, August 20, 2008
- Inclusion Advocate Training, GVSU, January 22, 2008
- 2-Day Institute for Healing Racism, GVSU, October, 2007
- Pew FTLC Workshop, Measuring What Matters, Designing Rubrics, October, 2007
- Pew FTLC 13th Annual Conference on Teaching & Learning, August 22, 2007
- Scholarship of Teaching & Learning Teaching Circle, Summer 2007
- Developmental Science Teaching Institute, Society for Research in Child Development, April 2007
- Banner Training, February 27, 2007
- IT Workshop, Using Student Feedback Surveys in Blackboard, February 6, 2007
- RefWorks Workshop, January 24 2007
- Topical Dialogues on Liberal Education, Creating an Inclusive Community of Engaged Learners, Fall, 2006
- Pew-FTLC 12th Annual Fall Conference on Teaching and Learning, August 23, 2006
- Teaching in the General Education Program, August 15, 2006
- Pew-FTLC Workshop, Teaching Today’s Electronic Learners, March 22, 2006
- Pew-FTLC Workshop, Student-led Discussions: Do They Really Work? February 28, 2006
- Culture, Expertise, and Resource Conflict, Eluminate Webinar, February 17, 2006
- CLAS Seminar on Student Advising, February 14, 2006
- Pew-FTLC Forum on 2005 Results of NSSE & FSSE, February 1, 2006
- Pew FTLC Workshop, How to structure assignments that encourage people to prepare for class February 1, 2006
- Pew-FTLC Workshop, Teaching in a Culturally Sensitive Classroom, Jan 20, 2006
- Teaching Life-Span Development Group, 2005-2006
- Biennial Meeting of the Cognitive Development Society, San Diego, CA, October 21-23, 2005 (Pew FTLC Travel Grant)
- New Faculty Orientation, August 16-18, 2005

- FTLC Fall Teaching Conference, August 17, 2005

Shippensburg University

- Pennsylvania State System of Higher Education Annual Conference for the Advancement of College Teaching and Learning; Harrisburg, PA, March 17-19, 2005
- Society for Research in Child Development Biennial Conference, Atlanta, April 2005
- CFEST Teaching Team member 2003-2005
- Faculty Exchange Meetings 2003-2004
- Teaching Intro Psych Meetings 2003-2005
- Advisor Training Session, August 2004
- Advisor Development Workshops 2003-2004:
 - Sept. 15th Plagiarism
 - Sept. 26th Advising Excellence
 - Oct. 20th Advising Excellence (English Dept.)
 - Oct. 22nd Students Under the Influence
 - Feb. 12th Academic Dishonesty Policies & Procedures
 - Feb. 19th FERPA
 - Mar. 25th Placement Testing
 - Apr. 30th Assessing Academic Advising

Research

Mentoring

Ferris State University

2016: Mentoring 3 student volunteers working on 2 separate projects.

The first project is a longitudinal assessment study for the Political Engagement Project. We are currently refining a survey that we have constructed that will assess political engagement, and will be administered to incoming freshmen and exiting seniors this fall, and then will be administered every 2 years over the next 8 years. At each cycle we will be adding new incoming freshmen and continuing to follow prior participants as they move through their careers at Ferris, graduate, and enter the work place. The goal is to assess how well Ferris is doing, in terms of producing politically engaged graduates, identify factors that impede political engagement, and ultimately address some of these factors within the university setting to promote further political engagement in a broader array of Ferris students and alumni.

The second project is a series of studies on the effects of arousal/anxiety on cognition & memory, that will employ eye-tracking and physiological arousal measures like Galvanic Skin Response, Heart Rate, respiration, etc., using the BIOPAC equipment that the department

already has and some new eye-tracking equipment I plan to purchase using the start-up funding I got when I was hired. This project is still in its infancy and the student who is working on it with me is doing a literature search and completing online tutorials to learn how to use the BIOPAC equipment. As soon as I get the PEP project submitted to the IRB I will write a professional development grant application for additional funding I will need for the eye-tracking equipment.

I am also collaborating with Bonnie Wright, Renato Cerdena, Christopher Redker, and Dawn Fox, on a multi-year, multi-stage project that is being funded through the Community Engaged Research and Creative Works Initiative, which is Part of the Economic Inequality Initiative. We are trying to determine how access to health care in Mecosta County has changed, post Affordable Care Act. We are holding fora with medical and social work professionals in Mecosta County to get a sense of how well they perceive the system is working for residents of Mecosta County. We will then use this information to devise questions for local community focus groups, and then ultimately generate a survey that will be administered to a stratified random sample of neighborhoods/regions of the county. We are also mapping the physical locations of health and health-related resources in the county. This map will then be used to help identify the sampling sectors. Students will be involved in multiple stages of this project, from locating and mapping resources, to attending community focus groups, and conducting door-to-door surveys, as well as entering and analyzing data. They will also be given opportunities to present some of their work at local, state and regional research conferences and other venues.

2015: Mentored 2 student volunteers who are conducting literature reviews to assist in designing new research projects, which we hope to submit for IRB approval early in Fall 2016.

Mentored two students writing honors papers in PSYC 341 & PSYC 226 classes, one of whom is also hoping to design a research project based on her paper.

Grand Valley State University

2005-2011: Mentored twenty (20) undergraduates in individual pursuits (9 volunteers, and 11 independent study, research, and honors thesis students-most of whom also volunteered in one or more semesters) who conducted literature reviews, collected, coded, entered and helped analyze data for 5 studies; three direction-giving studies following up on previous work, 1) one looking at information salience effects, 2) one looking at context complexity effects, and 3) a study on the effect of specific wording of questions on the informational biases in direction-giving tasks involving color and location information, 4) a study investigating the effects of environment of origin on spatial scaling of the University environment, and 5) a study to address a material-arousal confound in previous eyewitness memory research, employing eye-tracking technology to assess attention to various aspects of arousing and non-arousing scenes.

Results of the initial direction-giving study were presented at the Society for Research in Child Development Biennial Conference, in Boston, in April 2007. One of my students also presented a poster of our work at the Student Scholarship Day, April 2008. One wrote an Honors Thesis on the effects of question wording on direction giving. Preliminary results of the spatial scaling study were presented in a poster at the 2008 Cognitive Science Society annual conference in Washington D.C. One of my students also presented a poster on part of this work at the Student Scholarship Day, April 2009, and another helped present a poster at the Midwestern

Psychological Association in May 2010. They submitted a poster (that was not accepted) on the preliminary results of our eye-tracking study on the effects of anxiety/arousal on eyewitness memory for details of events for presentation at the Midwestern Psychological Association in May 2011.

I also had a group of students prepare and present a poster on eating healthy on a budget at the annual Conference on Aging at GVSU in February 2011.

Shippensburg University

2004-2005: Mentored four (4) Undergraduate Research Assistants and one (1) Graduate Research Assistant in study examining the developmental shift in informational biases and an additional study examining the effect of increasing color salience on information use.

One (1) student received a grant from the Shippensburg University Undergraduate Research Program, for presenting her research at EPA, in Boston, March 2005.

2003-2004: Mentored four (4) Undergraduate Research Assistants, collected data for 2 experiments in a study on the time course of a developmental shift in the type of disambiguating information provided in a direction-giving task.

One (1) student received a grant from the Shippensburg University Undergraduate Research Program, for developing and conducting this research.

Two (2) students presented posters at the Undergraduate Research Symposium at Shippensburg University, April 2004

Research Assistantships

- Spring, 2001-Spring 2003, Bicycling Simulation Lab, Plumert, J. M. & Kearney, J. University of Iowa, Depts. of Psychology & Computer Science
- Fall 1994-Summer 2003, Spatially Organized Thinking Lab, Plumert, J. M., University of Iowa, Dept. of Psychology

Published Manuscripts

Griffith, J. D., Adams, L. T., Gu, L. L., Hart, C. L., & Nichols-Whitehead, P. (2012). Students' attitudes toward statistics across the disciplines: a mixed methods approach. *Statistics Education Research Journal*, 11(2), 45-56.

Plumert, J. M. & **Nichols-Whitehead, P.**, (2007). Developmental differences in preferences for using color, size, and location information to disambiguate hiding locations. *Journal of Cognition and Development*, 8(4), 427-454.

Nichols-Whitehead, P. & Plumert, J. M., (2001). The influence of boundaries on young children's searching and gathering. *Journal of Cognition and Development*, 2(4), 367-388.

Plumert, J. M., Spalding, T., & **Nichols-Whitehead, P.** (2001). Preferences for ascending and descending hierarchical organization in spatial cognition. *Memory and Cognition*, 29, 274-284.

Libkuman, T. M., **Nichols-Whitehead, P. L.**, Griffith, J., & Thomas, R. (1999). Source of arousal and memory for detail. *Memory & Cognition*, 27, 166-190.

Plumert, J. M., & **Nichols-Whitehead, P. L.** (1996). Parental scaffolding of young children's spatial communication. *Developmental Psychology*, 32, 523-532.

Manuscripts/Research in Progress

Cerdena, R., Wright, B., **Nichols-Whitehead, P.** and Redker, C. (in preparation) Economic Inequality Initiative Project, Post Affordable Care Act: Access and Utilization of Healthcare Services in Mecosta County, MI

Nichols-Whitehead, P., Zafar, T., and Warju, A. (in preparation) Political Affiliation, Religious Bias, Fact-Checking, & Political Engagement Among Ferris Undergraduate Students

Nichols-Whitehead, P., Persoon, J., Amarose, T., & Rowe, T. (revising for resubmission). Environment of origin effects on spatial scaling of the university environment.

Nichols-Whitehead, P., Thompson, R., Bonter, A., & Kuczera, K. (in preparation). Addressing the material-arousal confound in eyewitness memory research.

Conference Presentations

Nichols-Whitehead, P. & Persoon, J. (2010, April). *Effects of previous environment and travel patterns on spatial scaling in new environments*. Poster presented at Midwestern Psychological Association 2010 Annual Conference, Chicago, IL.

Nichols-Whitehead, P., Smith, S., Werner, P., Amarose, T., Swaney, H., Rowe, T., & Hennessey, M. (2008, July) *You Drive all the Way to ...?! Effects of Previous Environment and Travel Patterns on Spatial Scaling*. Poster presented at the Cognitive Science Society 2008 Conference in Washington, D. C.

Nichols-Whitehead, P. & Swaney, H. (2007, April). *Effects of Color Salience on Developmental Differences in Preferences for Using Color Information*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Boston, MA

Culler, E., & **Nichols-Whitehead, P.** (2005, March) *Developmental Variations in Preferences for Using Color and Location Information*. Poster presented at the Annual Meeting of the Eastern Psychological Association

Nichols-Whitehead, P. (2003, April) *Parents' Role in Children's Use of Location Information in a Direction-giving Task*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Nichols-Whitehead, P. & Plumert, J. M. (2001, April) *What versus where: Developmental biases for two types of disambiguating information.* Poster presented at Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Nichols-Whitehead, P., Hawkins, A., & Plumert, J. M. (2000, April) *What versus where: Informational biases in children's communication about spatial locations.* Poster presented at Conference on Human Development, Memphis, TN.

Nichols-Whitehead, P. (1999, April) *The effects of boundaries on the organization of children's gathering behavior.* Poster presented at Society for Research in Child Development Biennial Conference, Albuquerque, NM.

Nichols-Whitehead, P. L., & Plumert, J. M. (1996, May). *Young children's ambiguity recognition in non-verbal search tasks.* Poster presented at Midwestern Psychological Association Conference, Chicago, IL.

Nichols-Whitehead, P. L. Plumert, J. M., & Welborn, A. (1996, April). *Young children's recognition of ambiguity in a nonverbal search task.* Poster presented at Society for Research in Child Development Biennial Conference, Washington, DC.

Nichols-Whitehead, P. L. (1995, May). *The effects of anxiety on memory for central and peripheral details of events.* Paper presented at Midwestern Psychological Association Conference, Chicago, IL.

Griffith, J. D., Libkuman, T. M., & **Nichols-Whitehead, P. L.** (1994, May). *The effects of physiological and cognitive arousal on cued recall.* Paper presented at Midwestern Psychological Association Conference, Chicago IL.

Colloquium Presentations, Invited Addresses, and Workshops

Lowe, C., & **Nichols-Whitehead, P.** (2008, November) SWS Teaching Collaborative Writing for Group Projects, SWS Workshop, GVSU, Grand Rapids (Nov. 11) & Allendale (Nov. 13), MI

Nichols-Whitehead, P. (2008, August) Power Struggles: Developmental Objectives vs. Personal Values. Guest Speaker, Grand Valley State University Children's Center Staff Training Session. Allendale, MI

Nichols-Whitehead, P. (2007, November). Space is in the Eye of the Perceiver, Psychology Research Colloquium, GVSU, Allendale, MI

Nichols-Whitehead, P. (2007, August) Power Struggles: Control, Compliance, & Empowerment. Guest Speaker, Grand Valley State University Children's Center Staff Training Session. Allendale, MI

Bowdle, B. & **Nichols-Whitehead, P.** (2007, August) Effective Strategies for improving Student writing. Workshop session, GVSU Pew FTLC Fall Conference on Teaching and Learning, Allendale, MI

Nichols-Whitehead, P. (2006, August) Power Struggles: Control, Compliance, & Empowerment. Guest Speaker, Grand Valley State University Children's Center Staff Training Session. Allendale, MI

Nichols-Whitehead, P. (2006, March) *Adult use of location information in a direction-giving task: bias, preference, convention, ...?* College of Liberal Arts and Sciences Research Colloquium, Grand Valley State University, Allendale, MI

Nichols-Whitehead, P. (2006, February) *The effects of environment of origin on spatial scaling of the university environment.* Cognitive Research Group Colloquium, Dept. of Psychology, Grand Valley State University, Allendale, MI

Nichols-Whitehead, P. (1999, April) *The effects of perceptual boundaries on children's gathering behavior.* Guest lecture, Cornell College, Mt. Vernon, IA

Nichols-Whitehead, P. (2004, March) *Child Development: Plan or Process.* Guest lecture Grace B. Luhrs University Elementary School Parent Teacher Organization, "Families Working Together" Workshop Program, Shippensburg, PA

Grants

- Annual Meeting of the Cognitive Science Society, Washington, DC, July 23-26, 2008 (Pew FTLC Scholarly Travel Grant)
- Biennial Meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1, 2007 (Pew FTLC Scholarly Travel Grant)
- Biennial Meeting of the Cognitive Development Society, San Diego, CA, October 21-23, 2005 (Pew FTLC Travel Grant)

Service

Departmental Service

Ferris State University

- * Faculty Development Committee (2016-2019*)
- * Program Review Panel (2016-)
- * Self & Society Committee (2016-)
- * Community Engaged Research & Creative Works Initiative - Post Affordable Care Access to Health Care Services in Mecosta County Research Project Collaborator
- * Equity Counts Initiative
- * Human Development Minor Program Review Committee (Fall 2015)

Grand Valley State University

- * Departmental Writing Skills Committee (Fall 2006-present)
- * WRT 280-Writing for Psychology Course Development Participant
- * Search Committee for Developmental Position 2008-2009
- * Transfer Orientation Facilitator, April 2008
- * Department Representative for PSY 364 to Great Expectations for General Education:

Writing Assessment Plans for Gen Ed Assessment Process (August, 2007)

- * Department Representative for Majors Fair (January 30, 2007)
- * Convener for Teaching Life-Span Development Interest Group (2005-2008)
- * Recorder for Faculty Meeting Minutes (2005-2006)

Shippensburg University

- Internship Committee (2003-2005)-Interim Chair 2005
- Undergraduate Curriculum Committee (2003- 2005)
- UCC Awards Sub-Committee (2003-2005)
- Capstone/Assessment Sub-Committee (2004-2005)
- Professional Development Committee (2004-2005)
- Student Portfolio Workshop, Psychology Day Fair 2005
- Internship Information Workshop, March, 2005
- Departmental Brown Bag Presentation (Student Portfolios), Dec. 8, 2004
- Psi Chi Induction Ceremony (Address), Nov. 18th, 2004
- Panelist-“Life in Graduate School”, Psychology Day Fair April 2004
- Departmental Brown Bag Presentation (Research), Oct. 16th, 2003
- * Awards of Distinctions Scholarship Competition

University Service

Ferris State University

- CAS Assessment Committee (Fall 2016-)
- Political Engagement Project Steering Committee (Sept. 2016-)
 - Constitution Day-Set up & student assistance
 - First presidential Debate Event –Set up & student assistance
- Ferris State University “Expect Diversity Program” – Presidential Election Discussion Panelist (Oct. 2016)
- Political Engagement Project Assessment Research-Primary Investigator (Spring 2016-)
- Students with Children Program-discussion/working group
- Ferris State University “Expect Diversity Program” – Hate Speech Discussion Panelist (Dec. 2015)
-

Grand Valley State University

- * Transitions Program Academic Module Faculty Leader (August 25, 2011)
- * Interviewer, Awards of Distinctions Scholarship Competition, Jan 15 & 22, 2011
- * Interviewer, Awards of Distinctions Scholarship Competition, Jan 23, 2010
- * Participant in Conversations w/President & Provost, February 18, 2010
- * General Education Committee (2007-present)
 - * Attended AAC&U Conference on Teaching for Personal & Social Responsibility—to facilitate GenEd program Revision
 - * Chair (2008-09)
 - * Gen Ed Fora – LEAP/Themes-co-organizer/facilitator
 - * Aligning Gen Ed Goals with LEAP workshop (facilitator) August 13-14, 2008
 - * Assessment Task Force (2007-present)

- * Library Information Literacy Core Competencies focus group, June 10, 2009
- * Writing Center Genre Guide Development
- * Presenter, SWS Writing Workshop, Teaching Collaborative Writing for Group Projects, Nov 11 (Pew) & 13 (Allendale), 2008.
- * Faculty Focus Group-Claiming a Liberal Education Initiative, March 20, 2008
- * Student Scholarship Competition Interviewer (January 26 & February 9 2008)
- * Facilitator: Great Expectations for General Education; Writing Assessment Plans for Gen Ed Assessment Process (August, 2007)

- * Presenter, Pew FTLC Fall conference on Teaching and Learning Workshop
- * University Writing Skills Committee (2006-2008)
- * Student Scholarship Competition Interviewer (December 2, 2006)
- * Transitions Program Academic Module Faculty Leader (August 25, 2006)

Shippensburg University

- Sabbatical Leave Committee, Shippensburg University (2004-2005)
- Guest lecture Grace B. Luhrs University Elementary School Parent Teacher Organization, “Families Working Together” Workshop Program, Shippensburg, PA
- Guest Speaker for AIM Program, Shippensburg University. March 2004
- Panelist, “Life in Graduate School” discussion, Psychology Day, Shippensburg University, April 2004
- Faculty Host, New Student Convocation Luncheon, Academic Day, Shippensburg University, August 2004
- Discussion Leader, Academic Day, Shippensburg University, August 2004

Professional Service

- Treasurer-Ferris Non-Tenure Track Faculty Organization, Fall 2015-Present
- Public Relations Officer-Ferris Non-Tenure Track Faculty Organization, Fall 2015-Present
- Ad Hoc Reviewer, Journal of Experimental Child Psychology
- Ad Hoc Reviewer, Cognitive Science Society
- Reviewer, *Development in Adulthood (Lemme)*, Psychology Text, Allyn & Bacon, February 2004.
- Panelist, Iowa Psychological Association Annual Conference, Workshop on applying to graduate school, Pella, IA, October, 1998.

Community/Public Service

- * Community Engaged Research & Creative Works Initiative - Post Affordable Care Access to Health Care Services in Mecosta County Research Project Collaborator
- * Participated in a panel discussion of Hate Speech on an Episode the FSU, Student produced TV show “Expect Diversity”
- * National Association of Legal Secretaries, Guest Speaker, Grand Rapids, MI (Sept. 2010).
- * Consulting for Lake Champlain Maritime Museum Pirate Festival, Vergennes, VT, (Spring 2009)

- * GR Press interview on the effect of news reports of piracy on young children, Apr, 11, 2009
- * Parent Advisor to Special Education Kent ISD (2007-present)
- * Parent Advisory Committee, Comstock Park High School (2007-present)
- * Co-Organizer: STARR Volunteer Project at Grand Valley State University Children's Center (2006-present)
- Community/Parent Interviews of Superintendent Candidates-Comstock Park Schools (August, 2008)
- Expert testimony brief (developmental psychology) for District Court (2008)
- Interviewed about Adolescent Development for GR Family Magazine (November 2007)
- Comstock Park (MI) Schools, Champions of Diversity Committee (2005-2009)
 - Leadership Committee Member (2007-2009)
 - Diversity Survey Development Leader (2007-2008)
 - Representative to Community Resource Fair (2007)
- Staff Training Session/Workshop for Grand Valley State University Children's Center-How to avoid power struggles with children (August, 2006 & 2007)
- Comstock Park Schools Continuous Improvement & Monitoring System Review Committee (2006)
- Coordinating student volunteers for local non-profit organizations-approx. 800 hours in 2009.
- Supervising groups of Psy 364-Life-Span Development students in writing grants for Greater Grand Rapids Area Community organizations that cater to, or have an impact on Human Development (2006-present)
 - Lincoln elementary School: \$8,200-lifejacket, swimming aids and supplies*
 - \$4,475 was awarded in December 2007
 - Kids Food basket:\$10,000-technological & organizational improvements
 - Grand Haven Public Schools, \$5,144: After-school Educational Assistance
 - GR Catholic Schools: \$19,000-Scholarships for underprivileged students
 - Sylvia's Place: \$15,000-child therapist for children in homeless shelter
 - Dorchester House: \$11,000-equip & furnish computer room
 - Aberdeen Elementary: \$8,000-supplies for after school program
 - Georgetown Elementary: \$1,700- indoor recess & snack supplies
 - Love INC.: \$9,650-Twice monthly Gleaners' Truck
 - Benjamin's House: - Community Center
 - Habitat for Humanity: \$26,592-Community Playground
 - Every Woman's Place: \$8,225- Playroom Furniture & Flooring
 - Camp Blodgett: \$32,400-Nature Center
 - Halfway Home Rescue: \$10,000-Pet Food & Supply Pantry for Seniors
 - Life Guidance Services: \$15,000-Grandparents Raising Grandchildren Program
 - Salvation Army: \$479,835-Caregivers & Medications for Seniors
 - Center for Women in Transition: \$500-Gas & Phone Cards for Clients
 - Zeeland Head Start: \$25,000-Playground
 - Safe Kids Lakeshore: \$17,250-Car Seat Education, Installation & Distribution Program
 - Catherine's Care Center: \$41, 191-Human Papilloma Virus Vaccination Program
 - Ken-O-Sha Van Auken Preschool: \$5,000-Parental Art Program

- Camp Tall Turf: \$15,000-Tuition grants for inner-city children to attend summer camp
- Residential Opportunities Incorporated: \$36,440-Community room & Kitchen in Group Home
- Burton Elementary School: \$5,000-In-school Daycare to facilitate parental involvement
- Alpha women's Center: \$1,025-Spanish Version of "Earn-While-You-Learn" program
- Grand Rapids Fire: \$35,120 Department-Child Safety Seat Program
- Children's Creations Theater: \$13,500-Tuition Grants for underprivileged children
- Lakeshore Pregnancy Center: \$5,800-Public awareness campaign
- Ronald McDonald House: \$51,271-Handicap Accessible Playground
- Love INC.: \$12,200-Summer Activity Books
- Allendale Middle School: \$477-Fifth Grade Field Trip to Nature Center
- North Ottawa County Council on Aging: \$15,000-Equip new Kitchen
- Alpha women's Center: \$7,818-New phone system
- Opera Grand Rapids: \$5,000-Seniors attendance at a Dress Rehearsal
- Grand Valley State University Children's Center-Grants for Student Parents
- Covenant Village; \$34,000-Landscape Garden
- Kent County Literacy Council: \$15,000-Tutor Training-Recruiting, training, & equipping Tutors
- Jenison Public Schools Autism Program, \$15, 928- Lending library & locker for parents*

*The library portion of the grant was funded

- Guest lecture Grace B. Luhrs University Elementary School Parent Teacher Organization, "Families Working Together" Workshop Program, Shippensburg, PA
- Carlisle Schools Science Fair Judge, Feb, 2005.
- Supervised Shippensburg University students in Psychology of Adult Development and Aging classes in writing grant proposals for eight community organizations that cater to adult/elderly populations.
 - Shippensburg Health Care Center-\$36, 718 for additional beds, wheelchairs
 - Episcopal Home of Shippensburg-\$12, 670 for a player piano for their recreation room
 - Falling Springs Nursing and Rehabilitation Center-\$18,620 for bariatric beds and wheelchairs
 - Claremont Nursing and Rehabilitation Center-\$34,257 for large-screen HDTV's for community rooms
 - Chapel Point at Carlisle-\$104,518 for remodeling and renovating the bathrooms and salon areas of the assisted living center
 - Menno Haven Village-\$36,406 for day-trips/excursions for residents
 - Menno haven Retirement Communities-\$30,258 for LifeTrail fitness course for community residents
 - Cumberland County Libraries-\$1,000 for audio books on CD for the visually impaired

Curriculum Vitae **Christopher M. Redker, Ph.D.**

EDUCATION:

Ph.D.: Central Michigan University, 12/09
Applied Experimental Psychology
Area of Specialization: Social Psychology

M.S.: Central Michigan University, 12/06
General/Experimental Psychology

B.S.: Central Michigan University, 5/02
Major: Psychology
Minor: English

A.A.: Alpena Community College, 5/99
Liberal Arts - General

RELEVANT WORK EXPERIENCE:

Associate Professor, Ferris State University, Department of Social Sciences, Big Rapids, MI. From 8/16 to present. Responsible for developing and teaching 4-5 courses per semester. Also, serving as academic advisor to many Pre-Psychology/Psychology majors and as Coordinator of the Psychology program. In addition, supervising several psychology majors in conducting experimental research within the fields of social cognition and consumer psychology.

Assistant Professor, Ferris State University, Department of Social Sciences, Big Rapids, MI. From 8/13 to 5/16. Responsible for developing and teaching 4-5 courses per semester. Also, serving as academic advisor to many Pre-Psychology/Psychology majors and as Coordinator of the Psychology program. In addition, supervising several psychology majors in conducting experimental research within the fields of social cognition and consumer psychology.

Visiting Assistant Professor, Ferris State University, Department of Social Sciences, Big Rapids, MI. From 8/09 to 5/13. Responsible for developing and teaching 4-5 courses per semester.

Instructor, Central Michigan University, Department of Psychology, Mt. Pleasant, MI. From 8/07 to 8/13. Responsible for developing and teaching various online courses for the Department of Psychology and CMU Global Campus.

Instructor, Mid Michigan Community College, Mt. Pleasant, MI. From 1/08 to 5/09. Responsible for developing and teaching 2 courses per semester.

Instructor, Central Michigan University, Department of Psychology, Mt. Pleasant, MI.
From 8/04 to 5/06. Responsible for developing and teaching various courses on an ad hoc basis while completing my graduate education.

TEACHING EXPERIENCE:

Courses Taught: Responsible for the content, organization, assignments, grading, lectures, and all other relevant aspects of the following courses:

Introduction to Psychology: Taught at Ferris State University, Central Michigan University and Mid Michigan Community College.

Statistics for Psychological Science: Taught at Ferris State University.

Research Methods: Taught at Ferris State University.

Developmental Psychology: Taught at Central Michigan University.

Social Psychology: Taught at Ferris State University and Central Michigan University.

Social Psychology (Honors): Taught at Ferris State University.

Directed Research Experience: Taught at Ferris State University.

Independent Study in Psychology: Taught at Ferris State University.

Psychology of Advertising: Taught at Central Michigan University.

PUBLICATIONS (*indicates works published as a tenure-track faculty member):

*Gibson, B., Hawkins, I., Redker, C., & Bushman, B. (in press). Narcissism on the jersey shore: Exposure to narcissistic reality TV characters can increase viewer narcissism. *Psychology of Popular Media Culture*.

*Gibson, B., Redker, C., & Zimmerman, I. (2014). Conscious and nonconscious effects of product placement: Brand recall and active persuasion knowledge affect brand attitudes and brand self-identification differently. *Psychology of Popular Media Culture*, 3, 19-37.

*Redker, C., Gibson, B., & Zimmerman, I. (2013). Liking of movie genre alters the effectiveness of background product placement. *Basic and Applied Social Psychology*, 35, 249-255.

Zimmerman, I., Redker, C., & Gibson, B. (2011). The role of faith in intuition, need for cognition and method of attitude formation in implicit-explicit brand attitude relationship strength. *Journal of Consumer Psychology*, 21, 290-30.

Redker, C. M., & Gibson, B. (2009). Music as an unconditioned stimulus: Positive and negative effects of country music on implicit attitudes, explicit attitudes, and brand choice. *Journal of Applied Social Psychology*, 39, 2689–2705.

Research and manuscripts in progress (*indicates data collection completed):

Allen, C., Gibson, B., Ewing, D., Kardes, F., & Redker, C. Different routes to brand attitude change via evaluative conditioning with and without contingency awareness.

Target outlet: *Journal of Consumer Research*. One study complete, data collection ongoing on Study 2.

Cerdena, R., Wright, B., Nichols-Whitehead, P., & Redker, C. Post Affordable Care Act: Access and utilization of healthcare services in Mecosta County, MI. Data collection ongoing.

CONFERENCE PRESENTATIONS (*indicates presentations as a tenure-track faculty member):

*Redker, C., Gibson, B., Hawkins, I., & Bushman, B., (2017, January). Narcissism on the jersey shore: Exposure to narcissistic reality tv characters can increase viewer narcissism. Presented at the annual convention of the Society for Personality and Social Psychology, San Antonio, TX.

*Redker, C., Gibson, B., Hawkins, I., & Bushman, B., (2016, May). The relationships between reality television exposure, experience taking, and viewer narcissism level. Presented at the 28th annual convention of the Association for Psychological Science, Chicago, IL.

*Roberson, J., Pastrick, N., & Redker, C. (2015, April). Surveillance reality television exposure and experience taking: Potential effects on viewer narcissism. Presented at the 27th annual Michigan Undergraduate Psychology Research Conference, Albion, MI.

*Redker, C., & Collins, I. (2014, May). Evaluative conditioning and drawing inferences: The role of contingency awareness. Presented at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Collins, I., & Redker, C. (2014, April). Investigating the role of contingency awareness in evaluative conditioning and making inferences. Presented at the 26th annual Michigan Undergraduate Psychology Research Conference, Kalamazoo, MI.

*Gibson, B., Allen, C., Ewing, D., Kardes, F., & Redker, C. (2013, October). Investigating deliberative and spontaneous inferences as outcomes of associative learning with high versus low contingency awareness. In M. Brendl (Chair), *Associative Learning in Branding*. Symposium conducted at the conference of the Association for Consumer Research, Chicago, IL.

Redker, C., Gibson, B., & Zimmerman, I. (2012, May). The effects of priming product placement on attitudes and brand self-identification. Presented at the 24th annual convention of the Association for Psychological Science, Chicago, IL.

Redker, C., Gibson, B., & Zimmerman, I. (2012, May). The effects of background placement and movie genre on implicit brand attitudes. Presented at the 24th annual convention of the Association for Psychological Science, Chicago, IL.

Redker, C., & Gibson, B. (2011, May). Negativity bias and positivity offset: Moderators of susceptibility to evaluative conditioning. Presented at the 23rd annual convention of the Association for Psychological Science, Washington, DC.

Ewing, D., Allen, C., Gibson, B., Kardes, F., & Redker, C. (2009, February). Implicit and explicit brand attitude formation in evaluative conditioning: Insights from the associative-propositional evaluation model. Presented at the 16th annual convention of the Society of Consumer Psychology, San Diego, CA.

Gibson, B., Zimmerman, I., & Redker, C. (2008, May). Individual differences in the relationship between newly formed implicit and explicit attitudes. Presented at the 20th annual convention of the Association for Psychological Science, Chicago, IL.

PROFESSIONAL ACTIVITY:

Program Session Moderator, Compassion and Morality, Midwestern Psychological Association annual meeting, Chicago, IL. (May 2015)

Program Session Moderator, Applied Social Psychology, Midwestern Psychological Association annual meeting, Chicago, IL. (May 2014)

Ferris State University Campus Representative, Midwestern Psychological Association (b. Spring 2013)

Peer Reviewer, for the journal Social Psychology (2013)

Local representative, Midwestern Psychological Association (b. Fall 2013)

Media Contact, Social Psychology Network (b. Fall 2012)

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS:

Association for Psychological Science

Midwestern Psychological Association

Social Psychology Network

SERVICE ACTIVITY:

University, Arts and Lectures Committee (b. Fall 2016)

University, General Education Sub-committee on Problem Solving (b. Spring 2016)

University, Honors Program Council CAS representative (b. Fall 2015)

University, Honors Program Invitational Q & A session participant (Spring 2015)

University, Academic Program Review Panel member for the Honors Program (b. Fall 2014)

University, Beyond: Diversity Initiative Advisory Committee member (2014)

University, Honors Program Invitational Q & A session participant (Spring 2014)

University, Student Research Fellowship Committee member (b. Spring 2014)

University, Faculty Research Committee member (b. Fall 2013)

University, Honors Curriculum Revision Task Force member (2013)

College of Arts and Sciences, Director of Student Academic Affairs Search Committee member (Fall 2016)

College of Arts and Sciences, Academic Policy and Standards Committee member (b. Fall 2015)

College of Arts and Sciences, Student Grade Appeal Review Sub-committee member (b. Fall 2015)

College of Arts and Sciences, Website Design Initiative consultant (Fall 2014)

College of Arts and Sciences, Professional Advisor Search Committee member (Fall 2014)

Department of Social Sciences, Geography Faculty Search Committee member (Summer 2016)

Department of Social Sciences, Faculty Development Committee chair (Fall 2015 – Spring 2016)

Department of Social Sciences, Social Sciences Planning Committee member (b. Fall 2014)

Department of Social Sciences, Geography Faculty Search Committee member (Spring 2014)

Department of Social Sciences, Political Science Faculty Search Committee member (Spring 2014)

Department of Social Sciences, Faculty Development Committee member (Fall 2013 – Spring 2015)

Psychology Program, Program Coordinator (b. Fall 2014)

Psychology Program, Developmental Psychology Faculty Search Committee member (Spring 2016)

Psychology Program, Revamped/updated the Psychology Program web site (Spring 2014)

Psychology Program, Developmental Psychology Faculty Search Committee member (Spring 2014)

Psychology Program, Advocated and subsequently created an PSYC 150 online course offering (Fall 2013)

TRAINING, SEMINARS, AND CONFERENCES:

Michigan Campus Compact Event - Engaged Departments: What, Why, and How: Grand Rapids, MI. (May 2015)

20th annual Online Learning Consortium International Conference (October 2014)

Affiliated meeting of the Society for the Teaching of Psychology: Chicago, IL. (May 2014)

Midwestern Psychological Association annual meeting: Chicago, IL. (May 2014)

Michigan Undergraduate Psychology Research Conference: Kalamazoo, MI. (April 2014)

Association for Consumer Research annual meeting: Chicago, IL. (October 2013)

Ferris State University, Faculty Center for Teaching and Learning:

Using Technology to Create a More Inclusive Learning Environment (October 2016)

How to Identify, Assist, and Support "At-Risk" Students in the Classroom (April 2016)

Fireside Chats - Lockdown Browser (September 2014)

Faculty Focus - Tips for Building Social Presence in Your Online Class (September 2013)

Worth Publisher's Teaching. Learning. Community (TLC) symposium series:

Social Psychology: Conveying the Science of Everyday Life (April 2015)

Think Like a Scientist: Techniques for Incorporating Research Methods Across the Psychology Curriculum (November 2014)

Stereotype Threat and Microaggressions in the College Classroom (February 2014)

Macmillan Higher Education's teaching webinars:

Assessment and Utilization of Non-Cognitives to Support Student Success and Retention (October 2014)

Use What Your Students Do Already: Optimizing Students' Tech Skills for Communicating (October 2014)

McGraw-Hill Higher Education teaching webinars:

No More Blank Stares: What Gets Students Engaged? (November 2016)

Flipping the Classroom: When You Should Try It & How to Make It Work (October 2016)

Foundations for Student Success: How Today's Students Are Different, and Why It Matters (February 2016)

Metacognition: Help Your Students Know What They Know... and Don't Know (October 2015)

Generation Me: Teaching and Working with Today's Students (September 2015)

Students First: How Today's Students are Different, Why it Matters, and What We Can Do about It (April 2015)

Social Media in the Classroom (November 2014)

OTHER CAMPUS INVOLVMENT:

Faculty Advisor, Psi Chi Honor Society local chapter (b. Spring 2013)

Consultant, Torch newspaper articles:

"Reality Bites: FSU Researchers Study Effects of Reality TV" (February 2016)

"Fifty Shades of Ferris" (February 2015)

“Ferris Welcomes Psi Chi Chapter: International Honor Society for Psychology Students” (March 2014)

“Marijuana Saved My Life” (February 2014)

“Weightism: Is Weight Discrimination the New Racism?” (October 2012)

Faculty Contact, visiting faculty member Ding Haiyan from Changsha Social Work College, China (Fall 2013)

Invited Presenter, Student Psychological Association - Tips for Graduate School Preparation (November 2013)

STUDENT MENTORING:

Social-Cognitive Research Laboratory, involving 8-12 upper level psychology majors per academic year who serve as experimenters (b. 2013). This has led to:

Student Researchers Poster Presentation, Michigan Undergraduate Psychology Research Conference (April 2015)

Student Researcher Poster Presentation, College of Arts and Sciences' Student Recognition Event (May 2014)

Student Researcher Poster Presentation, Michigan Undergraduate Psychology Research Conference (April 2014)

Senior Symposium Presentation, Ferris State University Honors Program (April 2014)

Student Research Assistant Program, for research assistant Irma Collins (September 2013)

Letters of recommendation for 23 students applying to graduate programs (as of September 2016)

HONORS:

Research featured, Ferris Magazine (Spring 2016)

Research selected to be recognized at Ferris State University's 4th annual Author Celebration (March 2016)

Community-Engaged Research and Creative Works Initiative funding recipient, Ferris State University (January 2016)

Timme Center Travel Grant recipient, Ferris State University (November 2015)

FCTL Block Grant recipient, Michigan Campus Compact - Engaged Departments: What, Why, and How: Grand Rapids, MI. (May 2015)

Research selected to be recognized at Ferris State University's 3rd annual Author Celebration (March 2015)

Research selected to be recognized at Ferris State University's 2nd annual Author Celebration (March 2014)

Student Research Assistantship Award, Ferris State University Office of Academic Research (September 2014)

Research selected to be recognized at Ferris State University's 1st annual Author Celebration (March 2013)

Timme Center Travel Grant recipient, Ferris State University (November 2011)

Dissertation Research Support Grant, Central Michigan University (October 2008)

Graduate Student Teaching Award, Central Michigan University (November 2007)

Student Research and Creative Endeavors Grant, Central Michigan University (January 2005)

James and Catherine Steinmetz Graduate Scholarship, Central Michigan University (March 2004)

Curriculum Vitae
Felix Smith, M.A., Ph.D.
License Psychologist
Office: (231) 591-5880
Cell: (989) 607-0390
E-mail Address: felixsmith@ferris.edu

EDUCATION

Ph.D., Clinical Psychology

Central Michigan University, Mount Pleasant, MI
American-Psychological Association–accredited program and internship
Conferred May 2012
Dissertation Title: “Discriminating Between Coercive Verses Deviant Sexual Interest”

M.A., Clinical Psychology

Central Michigan University, Mount Pleasant, MI
Conferred May 2006
Thesis Title: “A Multitrait-Multimethod Comparison of the Constructs of Openness to Experience and Rigidity”

B.Sc. (Hons), Psychology with Sociology

University of Leicester, Leicester, Leicestershire, United Kingdom, June 1999
Coursework included one year exchange at Kent State University, OH, U.S.A.
Undergraduate Project Title “Effects of Vehicle Model on Perceived Speed.”

Advanced Level General Certificates of Education, Psychology, Sociology, and Media Studies

Harlow College, Harlow, Essex, United Kingdom, May 1996

PROFESSIONAL INVOLVEMENT

License Psychologist in the State of Michigan.

License number: 6301015240

British Psychological Society, student member since 1996, graduate member since 1999

American Psychological Association, student member since 2007, full member since May 2012

HONORS

Research Fellowship, Central Michigan University, 2002-2003

Received Upper Second Class Degree, University of Leicester, U.K., 1999

TEACHING EXPERIENCE

August 2013 – Present

Assistant Professor of Psychology at Ferris State University

Classes Taught:

Introduction to Psychology. Introductory level class and general education requirement. Class is primarily lecture and activity based, and covered a general overview of psychology with a focus on thinking critically about the material. The majority of class members are not psychology majors.

Personality Psychology (Honors and non-Honors Sections). A junior level class only for honors students. This class is primarily lecture and activity based and covered older (e.g.: psychoanalysis, existentialist) and newer (e.g.: cross-cultural models, personality disorders) models of personality, with a focus on research and assessment of personality. Again, the many of students are not psychology majors and for many of them it was their first experience in a psychology class.

Abnormal Psychology. A senior level class for psychology major and a course required course for some criminal justice majors. Class is primarily lecture and activity based and covered the nature and philosophy of diagnosis, the broad categories of mental health concerns and some of the treatments involved. Treatment material is strong based on evidence based treatments.

Counseling Theories and Techniques. A senior level class for psychology majors. This class is primarily lecture and activity based. Addressed the issues involved in determining if treatments work, the different theories of counseling. This class also included developing basic interviewing and rapport building skills.

Human Services Internship. Taught the class portion of the human services internship. This involved discussing professional issues, teaching ethics and how these issues relate to different forms of practices. Class also cover careers and advancement information related to psychology and related professions.

Class in development: Criminal Psychology. As part of the social sciences development of a forensic psychology minor, this class is in development. It will include material on psychological factors that contribute to criminal behavior and how these factors can be assessed and treated.

August 2012 – August 2013

Adjunct faculty at Ferris State University

Classes Taught:

Introduction to Psychology (as described above)

Personality Psychology (Honors Section) (as described above)

Abnormal Psychology. (as described above)

History and Systems of Psychology. The psychology major senior seminar discussion course. This was a discussion based, capstone course required for all psychology majors. Participants were required to write and discuss the history and important movements in psychology and its precursor disciplines.

August 2012 – December 2012

Adjunct faculty at Central Michigan University

Class Taught:

Abnormal Psychology. This class was a sophomore level class that was a requirement not just for psychology majors, but for a variety of different majors, such as physical therapy and speech pathology. The class was primarily lecture based with some in class activities, and addressed mental health issues and stress across a variety of domains with a focus on dimensional and diathesis stress models.

January 2011 – May 2012, August 2006 – May 2007, January 2005 – May 2005 **Graduate Student Instructor at Central Michigan University**

Class Taught:

Abnormal Psychology (as described above).

Provided guest lecturing on deviant sexual behavior, sexual offending, and treatment for sexual offenders in other instructors' classes.

August 2007 – December 2008

Teaching Assistant at Central Michigan University

Assisted teaching **Introduction to Psychology**.

Responsible for covering specific lectures (psychological treatments and disorders), grading student classwork and fielding questions from students.

August 2004 – December 2004

Teaching Assistant at Central Michigan University

Assisted teaching **Abnormal Psychology**.

Responsible for covering specific lectures (sexual disorders, sexual offending and treatment of sexual offending) and grading papers, exams, and homework.

January 2003 – May 2003

Teaching Assistant at Central Michigan University

Assisted teaching **Introduction to Psychology (Honors section)**. Responsibilities included grading weekly exams and homework and providing specific lectures (emotion and motivation).

October 2005 – May 2011

Graduate Student Guest Lecturer at Central Michigan University

Provided class coverage and guest lecturing on specialist areas for graduate students and faculty teaching classes on **Abnormal Psychology, Interviewing and counseling, Developmental Psychology, and Personality Psychology**.

UNIVERSITY SERVICE

Honors Faculty Member, since August 2013

This has included teaching both honors specific sections of the course psychology of personality and completing honors option contracts for students in a non-honors section of abnormal psychology. As an honors faculty member, I assisted with judging the honors poster symposium in Spring 2015.

Member, Assessment committee August 2013 to August 2016

This committee did not meet during my time on it.

Recorded, Special Grants committee (Member since October 2013, Recorder since August, 2016)

The special grants committee accepts applications from students and accompanying or supervising faculty. Grants are disbursed to aid students to fund students so that they can engage in endeavors that advance them in the areas of research, skill development, or development of a performance or art piece. Frequently these grants are used to allow students who would not otherwise be able to attend conferences and present their work.

Human Services Internship (PSYC491) Coordinator, Psychology Program, since August 2014

Human services internship is one of the graduating requirement for psychology students. Students are required to complete either directed research or a human services internship. The role of coordinator includes assisting students in obtaining internships, authorizing and keeping records of those internships. I train students in understanding confidentiality and other important considerations for their placements. It includes a class portion during which students are taught about professional issues and like roles within the community. Part of this involves organizing guest speakers for the class that work in related fields. Further, I organize approximately three field trips. Student visit sites that are engaging related practice, such as Eagle Village, Mecosta-Osceola Intermediate school district, and the Department of Human Services in White Cloud. Further I coordinate with common internship sites, such as MOISD. As a part of my role as internship coordinator, I meet with students during the semester and over the summer to help them determine relative internships and apply for them.

Member, Honors Program Review Committee since September 2014

This has included assisting with statistical analysis, writing and review for the honor programs review document. This has been submitted to the university APR committee and will be submitted to an external review process through the National Collegiate Honors Council, the accrediting body for university honors colleges.

Chair, Social Sciences Faculty Development Committee, (Member since August 2015, Chair since August, 2016)

This committee reviews applications for the faculty development grant. The faculty development grant provides funds for the recipient to engage in professional

development, research, innovation, and experimentation. Committee work involves reviewing applications and comparing them to criteria for acceptance.

RESEARCH EXPERIENCE AND TRAINING PUBLICATIONS

Martin, S., **Smith, F.**, & Quirk, S. W. (2016). Discriminating Coercive from Sadomasochistic Sexuality, *Archives of sexual behavior*, 45, 1173.

MANUSCRIPTS UNDER REVIEW:

Adams, S., Locker, D., Sathyapalan, T., **Smith, F.**, Miller, G., & Leveson, S. H. (Under review). A Pilot Study Developing a Patient Selection Tool for Gastric Bypass, *BMC Surgery*.

MANUSCRIPTS IN PRESS:

Smith, F. & Young, K. (In press). Best Practice in Sex Offender treatment. *Journal of Psychological Practice*.

Haseley, E. N. & **Smith, F.** (In press). Best Practices in the Treatment of Juvenile Sex Offenders. *Journal of Psychological Practice*.

RESEARCH GRANTS:

Author on Central Michigan University SRCEE Grant (January, 2005). *A Multitrait-Multimethod Comparison of the Constructs of Openness to Experience and Rigidity*.

Author on Central Michigan University Dissertation Grant (August, 2010). *Predictors of Criminal Sexual Interest and Deviant Sexual Arousal*.

PRESENTATIONS:

Smith, F. and Penix Sbraga, T. (2005, October). *A Multitrait-Multimethod Comparison of the Constructs of Openness to Experience and Rigidity*. Presented at the Association for Behavioral and Cognitive Therapies, Washington, DC.

Smith, F., Daniels, L., Quirk, S. W., Libkuman, T. & Siegle, G. (2008, May). *Detection of Deception Using Pupil Dilation as a Measure of Cognitive Load*. Presented at the Association Psychological Science, Chicago, IL.

Suraweera, D., Date, A. L. & **Smith, F.** (2008, May). *Establishing Norms for Sexual Behavior in Pre-Adults: A Pilot Study*. Presented at the Association for Psychological Science, Chicago, IL.

Smith, F., Udell, C., Haseley, E. N., Suraweera, D., Currell, C., & Date, A. L. (2008, November). Does Use of Sadomasochistic pornography and Participation in it Predict

Either Criminal Behavior or Criminal Victimization? Presented at the Association for Behavioral and Cognitive Therapies, Orlando, Fl.

Suraweera, D., **Smith, F.**, Udell, C., Haseley, E. N., Currell, C., & Date, A. L. (2008, November). Juvenile Sexual Behavior and Teen Antisocial Behavior. Presented at the Association for Behavioral and Cognitive Therapies, Orlando, Fl.

Adams, S. T., Locker, D. Sathyapalan, T., **Smith, F. B.**, Miller, G. V., Leveson, S. H. (2014, August). Preliminary Outcomes of a Pilot Study Developing a Patient Selection Tool for Gastric Bypass. Presented at the 19th World Congress of the International Federation for the Surgery of Obesity & Metabolic Disorders (IFSO), Montreal, Canada

Research Training and Positions:

August 2004 – **Research Assistant**
December 2005 **Central Michigan University**
August 2005 – Mount Pleasant, MI
August 2006 Supervisors: Stuart Quirk, Ph.D.
Terry Libkuman, Ph.D.

Assisted with laboratory projects on emotional processing, alexithymia, and social interaction in schizotypal individuals and psychosis prone individuals. Worked as an experimenter in a deception based social interaction study. Performed as an expert rater on emotional processing studies. Assisted in the development of multiple studies using pupil dilation as an index of cognitive load to detect deception. Acquired experience using psychophysical measurement equipment, including eye tracker and galvanic skin response measurement equipment.

September 2003 - **Expert MMPI interpreter**
January 2010 **Central Michigan University**
Mount Pleasant, MI

Assisted in three student Thesis projects and one dissertation project investigating properties of the MMPI-2. Projects compared human interpretations to computer based test interpretation and clinical scales to restructured clinical scales. All studies used varieties of the q-sort methodology.

August 2002 – **Research Assistant**
August 2004 **Central Michigan University**
Mount Pleasant, MI
Supervisor: Tamara Loverich, Ph.D.

Engaged in bibliographical research in preparation for field studies and researching grant information. Assisted in empirical projects, working as an expert rater on studies examining effects of bibliotherapy for relapse prevention. Worked as an expert rater on a thought suppression study. Supervised data entry and performed statistical analysis for multiple studies. Trained as an expert rater on the Relapse Prevention Knowledge Questionnaire.

January 1998 – May 1998 **Undergraduate Research Assistant**
McBeath Perception Lab, Kent State University
Kent State, OH
Supervisor: Michael McBeath, Ph.D.

Assisted with experimentation and data gathering in field of perception and experimental psychology. Participated in coding and entry of statistical data. Ran participants using a protocol for turning in ambiguous situations in both the U.S.A. and the U.K.

January 1999 – March 1999 **Undergraduate Investigator**
University of Leicester
Leicester, Leicestershire, U.K.
Supervisor: Graham Davies, Ph.D.

Completed an undergraduate research thesis examining the effect of automobile model on eyewitness testimony reports of vehicle speed.

CLINICAL PRACTICE AND EXPERIENCE

September 2010 – Current **Psychological Associate**
Partners In Change
Midland, MI
Supervisors: Ann Date, Psy.D., Thomas Olson, Psy.D.,
and Mark Deskovitz, Ph.D.

Provided group and individual mental health services for forensic and non-forensic clients, including adults and adolescents. Provided treatment with individual with substance abuse problems, history of sexual offending, and a wide variety of other mental health issues. Provided feedback and progress to probation/parole department and the court system. Performed risk assessments for forensically involved juveniles and juveniles in inpatient or detention facilities and provided feedback and recommendations to juvenile court system and other treatment providers. Currently providing treatment for a variety of clients. Providing clinical supervision for limited license practitioners. TK participated in team based treatment approaches for developmentally disable individuals and juveniles and led team.

July 2009 – June 2010 **Psychology Intern**
Summit Psychological Associates
Akron, OH
Supervisor: Leslie McClure, Psy.D.

Provided individual and group mental health services for forensic and non-forensic clients. Providing treatment for sex offenders, individuals with substance abuse problems, and individuals in a variety of court diversion programs, including those with serious mental illness.

Provided assessments for a variety of referral issues, including adult and juvenile presentence investigations, parenting competency, competency to proceed assessment, and psychological evaluations for clients involved in the legal system at the state and federal level. Gave case presentations and participated in group supervision. Position was full time, APA approved internship.

August 2008 – June 2009
Practicum Student
Partners in Change
January 2005 to March 2005
Midland, MI
Supervisor: Thomas Olson, Psy.D.
June 2004 – September 2004

Provided individual mental health services for primarily forensic private practice clients. Provided therapy for clients with a variety of different issues including substance abuse and domestic violence perpetration. Provided assessment for competency to stand trial and sex offender risk assessments in adult and juvenile populations. Maintained three to five hours of client contact time per week.

June 2007 – August 2008
Practicum Student
Midland County Jail
Midland, MI
Supervisor: Katherine Dollard, Psy.D.

Contracted through Community Mental Health, Midland to provide mental health and substance abuse services for county jail housing 120 male and female inmates. Provided individual therapy and facilitated a substance abuse treatment group. Group members included voluntary and court ordered members. Assessed group members' progress and provided recommendations for court. Participated in program development, developing the treatment manual for the occurring groups. Worked closely with probation officers and social workers working in the jail. Maintained three to five client contact hours per week.

June 2007 – August 2008
Practicum Student
Community Mental Health – Midland County
June 2005 – August 2006
Midland, MI
Supervisor: Katherine Dollard, Psy.D.

Worked at a community mental health organization providing services to indigent clients and consumers of differing socioeconomic status. Provided individual cognitive behavioral therapy for variety of clients including those on probation and parole. Maintained several long-term clients with treatment lasting approximately one year. Provided individual therapy for juvenile and adult sex offenders based on current treatment research. Treated clients with a wide variety of disorders including schizophrenia, bipolar disorders, depression, anxiety, personality disorders, developmental disorders, as well as substance abuse and dependency disorders. Provided assessments of cognitive and general adaptive functioning to clients. Performed assessments to determine if intensive services were required and to provide diagnostic feedback to other clinicians. Maintained ten to twelve client contact hours per week during the first year.

August 2003 – June 2007
Practicum Student
Psychological Training and Consultation Center
Central Michigan University, Mount Pleasant, MI

Supervisors: Donna Ronan, Ph.D. August 2006
– June 2007
Nathan Weed, Ph.D. August 2005
– August 2006
Stuart Quirk, Ph.D. August 2003
– August 2004

Worked in both the general clinic and in the assessment specialty clinic. Provided individualized treatment for a wide variety of clients from both student and community populations. Conducted phone screening interviews with potential clients to determine appropriateness for services. Treated clients with disorders including bipolar disorder, depression, anxiety, substance abuse and dependence, self-harm, and personality disorders. Provided treatment in both cognitive behavioral and psychodynamic psychotherapy perspectives.

Provided comprehensive assessments for general functioning, learning difficulties, and attention deficit hyperactivity disorder. Liaised with university organizations on clients behalf.

Was involved in group supervision and case presentation with other student clinicians. Supervised other student's assessment providing assistance and recommendations.

Maintained five to ten client contact hours per week during general clinical rotations.

August 2004 – August
2006

Practicum Student
Sexual Deviance and Impulse Control Disorders Clinic
Central Michigan University, Mount Pleasant, MI
Supervisor: Tamara Loverich, Ph.D.

Provided therapy for clients through a specialist clinic at Central Michigan University. Provided treatment to a adolescents and adults with a variety of sexual impulse control problems, included sexual assault of family members and step-family members and work place sexual harassment. Liaised with probation agents and the courts to provide recommendations and treatment outcome information. Maintained an average of one to two client contact hours per week.

June 2005 – June 2009
June 2004 – September
2004

Practicum Student
Community Mental Health – Midland County
Midland, MI
Supervisors: Tamara Loverich, Ph.D.
Katherine Dollard, Psy.D.

Provided weekly sex offender treatment groups for probationers and parolees. Led and facilitated multiple groups, each lasting one year. These groups addressed a wide variety of criminal sexual conduct behaviors. Group members had served a wide variety of sentences from 3 months to 22 years and ranged in age from 18 to 63 years old. Group members had been convicted of a wide variety of sexual offenses including child pornography offenses, rape, child molestation, and probation violations. Provided assessment at intake including actuarial measures of risk such as the Relapse Prevention Knowledge Questionnaire, the Static-99, and the Multiphasic Sex Inventory. Assisted with the continuing development of the group protocol. Liaised closely with local

probation and parole service providing updates and recommendation. Engaged in three to five hours of clinical contact time per week.

June 2004 – August 2005 **Practicum Student**
Community Mental Health – Isabella County.
Supervisor: Tom Olson, Psy.D.

Provided individual therapy for indigent clients and other clients without insurance. Provided treatment for clients with a variety of axis I and II diagnoses as well as co-occurring disorders.

Worked with agency Dialectical Behavior Therapy group to provide individual services for group members. Maintained an average of five client contact hours per week.

PROFESSIONAL DEVELOPMENT

Trainings delivered:

August 2015 Provided two trainings for an organization that provides guardianship, case management, and payee services for individuals with a variety of disabilities. Provided training to one of their treatment and staffing teams on *complex trauma* and how to deal with traumatized individuals in their care. Also present were a number of caseworks from other organizations.
The Arc of Midland
Midland, Michigan

October, 2009 Provided training on providing empirically supported treatments for practicing clinicians.
Summit Psychological Associates
Akron, Ohio

Trainings attended:

May 2016 **Workplace Violence Risk Assessment and Management**
Presented by Laura S. Guy, PhD, ABPP
Day seminar in using structured clinical judgment tools such as the HCR-20 to estimate and manage violence risk.

May 2016 **Improving Clinical Judgment and Decision Making in Psychological Assessment**
Presented by Randy K. Otto, PhD, ABPP
Half day seminar on understanding how heuristic errors can interfere with criminal assessment and how to manage these errors.

May 2016 **PTSD and Cognitive Processing Therapy**
Present by Patricia A. Resick, PhD, ABPP
Day training on the underlying theory of Cognitive Processing Therapy and how it applies to practice.

April 2006 **Seminar in Teaching for Graduate Students**
Presented by Neil Christiansen, Ph.D.

- Central Michigan University
Mount Pleasant, MI
Semester long, seminar in evidence based teaching methods.
Received training in empirically-based and novel methods for teaching undergraduate students.
- April 2006 **Training on the Assessment of Sexual Offenders**
Presented by Tamara Loverich, Ph.D.
Partners in Change Psychological and Community Services
Midland, Michigan
- March 2006 **Training on the Treatment of Juvenile Sexual Offenders**
Presented by Tamara Loverich, Ph.D.
Community Mental Health - Midland
Midland, Michigan
- Spring 2004 **Seminar in Structural Equation Modeling**
Presented by Neil Christiansen, Ph.D.
Central Michigan University
Mount Pleasant, MI
Advanced semester long, statistical seminar taught, Received additional training in a variety of statistical techniques, including factor analysis, structural equation modeling, Linear Regression, and multivariate analysis.
- October 2004 **Relapse Prevention Knowledge Questionnaire Training**
Presented by Tamara Loverich, Ph.D.
Central Michigan University
Mount Pleasant, Michigan

REFERENCES:

Meral Topcu, Ph.D. Professor of Psychology, Department Chair for Social Sciences, Ferris State University, ASC 2105, 720 W. Campus Drive, Big Rapids, 49307. Telephone (231) 591-2751; email: MeralTopcu@ferris.edu

Stuart Quirk Ph.D. Licensed Clinical Psychologist and Associate Professor, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859. Telephone: (989) 774-6486; email: quirk1sw@cmich.edu

Tamara Loverich, Ph.D. Licensed Clinical Psychologist and Associate Professor, Department of Psychology, Eastern Michigan University, 537 Mark Jefferson, Ypsilanti, MI 48197. Telephone: (734) 487-1155; email: tpenix@emich.edu

Thomas Olson, Psy.D. Licensed Clinical Psychologist, Partners in Change, 720 W Wackerly st, Midland, MI 48640. Telephone (989) 832-2165; email tjolson@midmichpsych.com

MERAL TOPCU

Ferris State University
Social Sciences Department
Psychology Program

231-591-2751

meraltopcu@ferris.edu

EDUCATION & HONORS

Ph. D. in Psychology, *Wayne State University*, Detroit, 2000.

Major: Cognitive Psychology

Minor: Developmental Psychology

Dissertation: Capacity limitations and talker voice processing.

M. A. in Psychology, *Wayne State University*, Detroit, 1995.

Thesis: Talker normalization, rehearsal and the representation of voice in short-term memory.

B. S. in Psychology, *Middle East Technical University*, Ankara, Turkey, 1988.

Thomas Rumble University Graduate Fellowship, *Wayne State University*, 1990 – 1991.

Valedictorian, *Middle East Technical University*, 1988.

President's Honor List, *Middle East Technical University*, 1984 – 1988.

TEACHING and ADMINISTRATIVE POSITIONS

Social Sciences Department Chair

2014 – present

Full Professor

2012 – present

Psychology Program, Ferris State University, Big Rapids, MI,

- teaching Introduction to Psychology, Physiological Psychology, Cognitive Psychology, Sensation and Perception, Psychology of Death and Dying.

Associate Professor

2007 – 2011

Psychology Program, Ferris State University, Big Rapids, MI

- teaching Introduction to Psychology, Physiological Psychology, Cognitive Psychology, Sensation and Perception, Psychology of Death and Dying

Assistant Professor

2003 – 2006

Psychology Program, Ferris State University, Big Rapids, MI

- teaching Introduction to Psychology, Physiological Psychology, Cognitive Psychology, Sensation and Perception

Graduate Teaching Assistant & Instructor

1991 – 2003

Department of Psychology, Wayne State University, Detroit

- teaching Introduction to Psychology, Developmental Psychology, Cognitive Psychology, Psychology of Perception, Research Methods, Psychology of Women, Parent Child Interaction, Psychology of Personality, Psychology of Adjustment
- conducting class experiments and maintaining experimental equipment including computer hardware and software

- administering exams and grading papers required for the writing intensive section of the courses
- tutoring students
- supervising junior teaching assistants

1994 **Course Development: Undergraduate Laboratory Project,**

In this project computerized laboratory facilities were developed for use in undergraduate perception and cognition teaching laboratories under Dr. Mullennix's supervision.

- designing and testing experiments
- programming experiments using Micro Experimental Laboratory (MEL) program
- preparing instructions and data collection forms

RESEARCH POSITIONS

Research Supervisor

2003 – 2010

Psychology Program, Ferris State University, Big Rapids, MI,

- designing and running experiments
- data collection, analysis and database construction
- supervision of undergraduate student assistants
- manuscript and grant writing

Research Associate

2001 – 2003

ACTIVE study, Institute of Gerontology, Wayne State University,

Detroit,

- research coordination
- administering tests and interviews
- data collection, analysis and database construction
- supervision of research staff
- manuscript and grant writing

Research Assistant

2000 – 2001

Spirituality and Cancer study, Wayne State University, Detroit

1999 – 2000

Emotion and Cognition study, Wayne State University, Detroit

- research coordination
- data analysis and database construction

Graduate Research Assistant

1997 – 1999

Smoking and Cognition study, Wayne State University, Detroit

1993 – 1997

Speech Perception Laboratory, Wayne State University, Detroit

- research coordination
- designing and running experiments
- administering tests and interviews
- data collection, analysis and database construction
- supervision of undergraduate student assistants

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Learning Communities and Training

2016	Integrative Course Design Workshop
2016	Institute on Inclusion and Inclusive Classrooms
2016	Free the Textbook Workshop
2011	Helping students to Read Learning Community
2009	Critical Thinking Learning Community, Level III
2008	Critical Thinking Learning Community, Level II
2007	Critical Thinking Learning Community, Level I
2008	Inquiries into Teaching and Learning Community
2007	Course Portfolio Initiative
2006 – 2008	Political Engagement Project
2004	Learning-Centered Teaching Community

Research

2006 – 2010	Speech Perception and Attention Research
2008	Research on racial segregation in Detroit, MI with Dr. Bonnie Wright
2007	Thesis Review Committee Member. Thesis author Brannon M. A.
“Hospital G:	A Qualitative Study on Nursing Retention.”

Course Development and Independent Study

2010	Independent study on Positive Psychology
2007	Developing “Psychology of Death and Dying” course
2007	Developing Study Away in Turkey Program
2006 – 2007	Independent study on Psychology of Death and Dying
2007	Independent study on Physiological Psychology

Publications and Presentations

Topcu, M., (2011). Hospice: Giving Care to Caregivers. Presentation at Michigan Sociological Association Annual Meeting, Grand Valley State University, Grand Rapids, MI.

- Book Review for Mullennix, J.W., & Stern, S.E. (2010). *Computer Synthesized Speech Technologies: Tools for aiding /impairment/*. Hershey, PA: IGI Global Publishing.
- Topcu, M., Stanislav, T., Wright, B., Franklund, C., Gray, J.S. (2009). *Inquiries into Teaching and Learning: Putting Research into Practice through an Initiative to Support SoTL at Ferris State University*. Presentation at Scholarship of Teaching and Learning Academy, Eastern Michigan University, Ypsilanti, MI.
- Wright, B., Topcu, M., Evanzo, D., & Evans, M. (2008). *Costs and Rewards of Racial Segregation: An Analysis of Daily Life at the Grosse Pointe Park-Detroit Border*. Presentation at Midwest Sociological Association Conference, Muskegon Community College, Muskegon, MI.
- Wright, B., Baker, T., Griffin, R., & Topcu, M. (2007). *Political Engagement Project in Ferris State university*. Panel Presentation at Midwest Sociological Association Conference, Lansing, MI.
- Topcu, M., Coy, A. E., Miller, K., Kartanys, R., Knorr, J. (2006). *The Effect of Capacity Limitations on Speech and Visual Processing*. Poster presented at the Midwestern Psychological Association Conference, Chicago, IL.
- Topcu, M. & Wright, B. (2006). *Learner-Centered Activities using Response-System Technology*. Workshop presented at the Lily South Teaching Conference, Greensboro, NC.
- Doyle, T., Topcu, M., & Smith, S. (2005). *Learner-Centered Learning Community in Ferris State*. Presentation at Lily-North Teaching Conference, Traverse City, MI.
- Brown, D. R. & Topcu, M. (2003). *Willingness to participate in clinical treatment research among older African Americans and Whites*. *The Gerontologist*, *43*, 62-72.
- Topcu, M. (2000). *Capacity limitations and talker voice processing*. Unpublished dissertation, Wayne State University.
- Kilbey, M.M., Mullennix, J. W., Fiscaro, S., Farnsworth, L. M., Topcu, M. & Torrento R. (2000). *Cognitive descriptors predict nicotine dependence*. *Problems of Drug Dependence 1999*, L. S. Harris, (ed) NIH Publication No. 00-4737, U.S. government Printing Office, Washington, DC, page 198.
- Kilbey, M. M., Mullennix, J. W., Fiscaro, S., Torrento, R., Farnsworth, L. M., & Topcu, M. (1999). *Factor Structure of Smoking Related Words: A comparison of SOW and SCQ-A Predictions of Nicotine Dependence*. Poster presented at the 107th Annual Meeting of the American Psychological Association, Boston, MA, August, 1999.
- Bernstein, S. E., Zorzi, M., & Topcu, M. (1999). *Vowel and Consonant Activation in Reading*. Paper presented at the Midwestern Psychological Association, Chicago, IL.
- Topcu, M., Mullennix, J. W., Bakalis, T., Stauch, M., & Trajcevski, T. (1996). *Talker variability effects on spoken word recall: Encoding or rehearsal?* Paper presented at the 1996 meeting of the Acoustical Society of America, Indianapolis, IN, May, 1996.

- Mullennix, J. W., Johnson, K. A., Topcu-Durgun, M., & Farnsworth, L. M. (1995). The perceptual representation of voice gender. *Journal of the Acoustical Society of America*, *98*, 3080-3095.
- Topcu-Durgun, M. (1995). Talker normalization, rehearsal and the representation of voice in short-term memory. Unpublished masters thesis, Wayne State University.
- Topcu-Durgun, M., & Mullennix, J. W. (1993). The effects of a continuous distractor task on encoding of voices into memory. Paper presented at the 1993 meeting of the Midwestern Psychological Association, Chicago, IL, May, 1993.
- Mullennix, J. W., Johnson, K. A., & Topcu, M. (1991). Context effects in the perception of personal information in the speech signal. Paper presented at the 121st meeting of the Acoustical Society of America, Baltimore, MD, May, 1991.

Professional Associations

- Association for Psychological Science
- Society for the Teaching of Psychology
- Midwestern Psychological Association
- Association for Death Education and Counseling
- Michigan Sociological Association

FERRIS STATE UNIVERSITY SERVICE

2013	Bargainin Team member for FFA
2012	Presentation at “Silk Road Experience”
2008 – present	Chair of the Social Awareness Committee
2010	Organizer in Ferris Faculty Association
2010	Hosting the visit of Mr. Kenan Ipek, Turkish General Consul of Chicago for the Globalization Initiative
2008 – 2010	Member of the College of Arts and Sciences Planning Committee
2007 – 2009	Senator , Academic Senate
2007 – 2008	Chair of the Student Life Committee
2008	Guest Speaker in Dr. Neil Patten’s Cross-Cultural Communication class
2008	Reader at the Faculty in-service celebration of Martin Luther King Day
2007	Guest Speaker in Dr. Sandy Alspach’s Cultural Communication class.
2006 – 2012	Chair of the College of Arts and Sciences Curriculum Committee

2006 Member of the Classroom Performance Systems Committee

2006 Founder of the Human Cognition Lab

2006 Worked as an actor in the “Vagina Monologues.”

2006 Classroom Performance Systems Committee

2005 Graduate Program Review Committee

2004 Psychology Program Assessment Committee

2003 Psychology Program Review Committee

Curriculum Vitae

Jim C. Van Treese, Ph.D.

- Professor of Psychology Ferris State University
- Licensed Psychologist
- Clinical Director of Regional Psychology
- Consultant to FSU Counseling Center
- Consultant to FSU Disabilities Services
- Member of FSU Behavior Review Committee
- Member of FSU Threat Assessment Committee

PROFESSIONAL ORIENTATION:

In addition to preparing me to teach at a university level, my academic training and applied experiences were designed to address the full range of psychological services to children, adolescents and their families. I have experience as: a university instructor; a psychologist in a community mental health setting; a psychologist in school settings, involving a range from severely multiply impaired to regular school students; a consultant in forensic psychology involving civil and criminal cases up to and including homicide cases; and, a child, adolescent and family psychologist in private practice.

I have extensive experience in court consultation in the forensic psychology. Court consultations have included custody evaluations, disability evaluations, mental competency assessments, evaluations of victims of child abuse and neglect, evaluations of perpetrators of child abuse and neglect, evaluations of victim's and/or perpetrator's response to psychotherapy, evaluations of competency (cognitive and/or emotional) to parent children, competency to stand trial, and criminal responsibility.

I have consulted with police agencies regarding pre-employment psychological evaluations and fitness for duty psychological evaluations.

I have consulted with K-12 schools regarding threat assessment of students.

I have also consulted with the courts regarding matters relating to educational disability and special education.

I have been on the Ferris State University Behavior Review Committee since it began 2007 and their Threat Assessment Team since it began in 2008. FSU provided training for the initial members which was provided by two former FBI Special Agents. This training consisted of approximately 30 hours over a several month time period. Since then, I have attended additional trainings and seminars on school safety and risk control.

I have testified as an expert witness in Allegan County, Branch County, Kent County, Lake County, Mecosta County, Mason County, Montcalm County, Muskegon County, Newaygo County, Osceola County and Wexford County. In addition to testifying in those courts, my written reports and professional opinions have been reviewed in those courts as well as in Charlevoix County, Ingham County, and other counties.

I have given numerous presentations and training seminars to graduate psychology students, caseworkers, therapists, teachers, Court Appointed Special Advocates, Friend of the Court Workers, adoptive parents, and foster parents in various areas of psychology such as adoption, behavior management, reactive attachment disorder, effects of witnessed domestic violence, and abuse and neglect. I have given a presentation on forensic interviewing of children to graduate psychology students at Central Michigan University. I have guest lectured at Michigan State University on child abuse and neglect for a graduate level class. I teach Introduction to Forensic Psychology at Ferris State University.

I have taught undergraduate classes in introductory psychology, adolescent psychology, measurement and evaluation in psychology, forensic psychology and educational psychology.

I have taught graduate classes in adolescent psychology and in tests and measurements.

I have been an internship supervisor for school psychology interns from Central Michigan University and from Michigan State University as well as practicum supervisor for a doctoral level psychology student and four masters level students from Western Michigan University who were doing a practicum at the Ferris State University Counseling Center. I am a consultant to the FSU Counseling Center. I am also consultant to FSU Disabilities Services where I review psychological documentation of disabilities.

My main therapeutic orientation is a blend of psychodynamic therapy and reality therapy. As the setting and presenting problem varies, other therapies of a cognitive and a behavioral nature are also used.

PROFESSIONAL EXPERIENCE (STARTING WITH MOST RECENT):

August 1999 to Current

Full-time Instructor of Psychology at Ferris State University, Assistant Professor rank Fall 2001, Associate Professor rank Fall 2005, Professor rank Fall 2010

Duties: Teach psychology courses including Introduction to Psychology, Educational Psychology, Psychological Measurement and Assessment, Introduction to Forensic Psychology, and Adolescent Psychology. Coordinator of Senior Practicum Placements from Fall 2001 to Spring 2014; Psychology Program Liaison to FSU Counseling Center since Fall 2001; Consultant to FSU Counseling Center since Fall 2003; Consultant to FSU Disabilities Services since Fall 2007

January 1999 to May 1999

Adjunct Instructor of Psychology at Ferris State University

August 1999 to Current

In part-time private practice in child, adolescent and family psychology. Specializing in assessment and treatment of moderately to severely traumatized children and their families in addition to providing the full range of psychological services to other types of cases involving difficulties such as (but not limited to) attention disorders, learning disorders, adjustment to traumatic brain injury, adjustment to family disorder, adjustment to death of siblings, adjustment to chronic or terminal physical illness, and adjustment death of child. Other services are school consultations, court consultations, consultations to medical services providers, consultations to substance

abuse agencies, consultations to police agencies and consultations for the Department of Human Services.

June 1986 to August 1999

In full-time private practice in child, adolescent and family psychology providing services listed above.

September 1982 to June 1986

In part-time private practice in child, adolescent and family psychology providing services listed above.

August 1985 to June 1986

I was a School Psychologist serving Holton Public Schools. My responsibilities included the full range of psychological services including consultation, research, psychological assessment, in-service presentations to teachers and parents, and psychotherapy.

August 1980 to August 1985

I was a School Psychologist serving the North Muskegon and the Holton Public Schools. Supervisors: Building principals: Holton (231/821-2123), North Muskegon (231/744-4602). My responsibilities included the full range of psychological services including consultation, research, psychological assessment, in-service presentations to teachers and parents and psychotherapy.

September 1983 to September 1991

I was Field Instructor for Department of Psychology, Central Michigan University. I taught various classes in Educational Psychology.

September 1980 to September 1983

I was Senior Extension Lecturer for Department of Counseling, Educational Psychology and Special Education of Michigan State University. I taught various classes in Educational Psychology.

May 1979 to August 1980

I was a School Psychologist with Livingston I.S.D. Howell, Michigan 48843. Supervisor: Dr. Elizabeth Anderson, Director Special Education. This temporary assignment mainly involved relieving the psychologist at the unit serving severely impaired and severely multiply impaired students.

September 1979 to June 1980

I was a School Psychologist Intern with Children's Day Treatment, Lansing, Michigan 48910. Supervisor: Dr. Barb Anderson and Dr. Gilbert DeRath (Licensed Psychologists). Children's Day Treatment was a community mental health program which serviced about 30 severely emotionally impaired children ages from five to seventeen from a tri-county area. My responsibilities included psycho-educational assessment, aftercare consultation with public schools, psychotherapy, and activity therapy. This community mental health internship also included a Pediatric Psychology practicum, a workshop on advanced consultation, a workshop on the DSM III and ICD-9-CM diagnostic systems, and bi-monthly seminars on

professional psychology. I was the presenter at one of the professional psychology seminars on the topic of learning disabilities. The Pediatric Psychology practicum included a one week rotation under Ray Helfer M.D. at MSU's medical, psychiatric, psychology and mental health training clinic for child abuse.

September 1979 to December 1979

I was a Graduate Teaching Assistant in the College of Education, Michigan State University, East Lansing, Michigan 48824. Supervisor: Dr. J. Bruce Burke. Responsibilities included instructing a five hour course on teaching theory and practice. This course included a group process component on interpersonal skills.

March 1979 to June 1979

I was a Graduate Assistant in the School of Nursing, Michigan State University, East Lansing, Michigan 48824. Supervisor: Nancy Kline, R.N., M.N. Responsibilities included assisting the instructor of a course in medical nursing research.

September 1977 to June 1978

I was a School Psychologist Intern with the Ingham Intermediate Schools, Mason, Michigan 48854. Supervisor: Dr. Mary-Clare Boroughs. (Licensed Psychologist). My responsibilities included psycho-education evaluation and educational programming of children in elementary, junior and senior high school. I also consulted with teachers, parents, administrators and special education staff. In addition, I carried out behavior management programming and individual therapy.

March 1977 to June 1977

I was a School Psychologist Practicum Student with Beekman Center, Lansing, Michigan 48910. Supervisor: James Somers, M.Ed. Beekman Center is a day training center for trainable and severely impaired children from ages 0-25. Responsibilities included psycho-educational assessment and behavior management programming.

September 1975 to June 1976

I was an Assistant Teacher with Children's House, Petoskey, Michigan, 49770. Supervisor: Susan Melvin, B.A. Children's House is an Association of Montessori International certified pre-school and kindergarten where I worked as a teacher's aide.

September 1974 to June 1975

I was a Graduate Assistant in the Department of Psychology, Bowling Green State University, Bowling Green, Ohio 43402. Supervisor: Dr. Robert Warehime. Responsibilities included assisting instructors of various undergraduate courses in psychology.

September 1973 to June 1974 and September 1972 to June 1973

Undergraduate Research Assistant in the Department of Psychology, Michigan State University, East Lansing, Michigan 48824. Supervisor: Dr. M. Ray Denny. Responsibilities included data collection and analysis.

EDUCATION:

Michigan State University

East Lansing, Michigan 48824

September 1976 - March 1982

Program: School Psychology

Degrees: **Master of Arts**, June 1977

Educational Specialist, June, 1978

Doctor of Philosophy, March, 1982

Bowling Green State University

Bowling Green, Ohio 43402

September 1974 - June 1975

Program: Clinical Psychology

Degree: None

Michigan State University

East Lansing, Michigan 48824

September 1972 - June 1974

Major: Psychology

Degree: **Bachelor of Science**

Honors: Graduated "with high honor"

Elected to National Honor Society of Phi Kappa Phi (1974)

North Central Michigan College

Petoskey, Michigan 49700

September 1970 - June 1972

Major: Psychology

Degree: **Associate of Arts**

Honors: Graduated "with honor"

LICENSES:

Licensed to practice as Psychologist in Michigan by the Board of Psychology, #6301002725.

PROFESSIONAL ORGANIZATIONS:

American Psychological Association

National Association of School Psychologists

RESEARCH AND PUBLICATIONS:

Van Treese, J.C., Richmond, C. & McDowell, P. (2016, February). *Ocular convergence insufficiency and pseudo-ADHD symptoms*. Poster session accepted for presentation at the National Association of School Psychologists annual convention in New Orleans, Louisiana.

Van Treese, J.C. & Stroschin, J. (1992) *The colors of love*. Autumn Honeytree Publishing Co., Holton, MI: Autumn Honeytree Publishing Co. (Self Published.) This book is a therapy and teaching aid for those working with abuse and torture victims.

Mckenzie, R. & Van Treese, J.C. (1985). Evaluating all-day alternate-day kindergarten. *Michigan School Board Journal*, April, 1988, 6-8.

McKenzie, R., Van Treese, J. C. & Clarizio, H. F. (1985) All-Day, Alternate-Day Kindergarten - A Report. *Principal*, Vol. LXI,(2), 6-9.

Van Treese, Jim C., A Psychological Study of Teachers' and School Psychologists' Perceptions of Student Reward Preferences, Dissertation. Michigan State University, 1982. (Note: This research was also presented at the 1982 National Association of School Psychologists Annual Conference.)

FSU HONORS:

April 2011 Invited to the “Honors Program Senior Send-Off

Banquet” by two students who selected me because I had a positive impact on their career at FSU.

August, 2010

Promoted to rank of Professor

April, 2007

Invited to the “Honors Program Senior Send-Off Banquet” by a student who selected me because I had a positive impact on his career at FSU.

August, 2006

Granted tenure

August, 2005

Promoted to Associate Professor

November 4,2004

I was inducted as an honorary member of the FSU Chapter of the Golden Key International Honor Society in recognition of going above and beyond the call of duty for students at FSU.

October 28, 2004

I was honored at THE FOURTH ANNUAL STUDENT AFFAIRS FACULTY/STAFF APPRECIATION LUNCHEON. Dr. Sullivan, the FSU Counseling Center Director, nominated Dr. Van Treese for this recognition for volunteering to be a consultant to the Counseling Center. Dr. Sullivan noted that Dr. Van Treese initiated this contact and has assisted in case consultations, developing a needs assessment instrument for the Counseling Center, and by offering to give at least one hour per week during the Fall 2004 semester giving clinical supervision to a doctoral level intern (from Western Michigan University). This supervision was a key part in attracting a doctoral level intern to the Counseling Center.

SERVICE TO FSU AND TO THE BROADER COMMUNITY AND PRESENTATIONS SINCE BECOMING TENURE TRACK IN THE FALL 2001

Note: These presentations and trainings provide opportunities for advanced psychology majors, and a few social work majors, to attend professional events and to interact with those working in this field. These presentations and trainings, almost all of which were done pro bono, also serve to as a “thank you” to the organizations who have graciously allowed our FSU senior exploratory practicum students to be involved in learning activities in their agencies. These presentations and trainings also serve to enhance the awareness of our psychology program at the local and state levels.

I also list here two presentations by other speakers that I facilitated bringing to FSU.

March 2004 to current

Two to three times each year, I co-present a three and one half hour evening teaching and therapy session at a therapeutic group home for abused children. Typically foster parents, foster children ages 8 to 18, adoptive parents and adult survivors attend. Department of Human Services caseworks also attend. 5-11 FSU internship students also typically attend.

November 7, 2009 and continuing through June 2013

Elected Chair of the West Michigan Conference of the United Methodist Church Abuse Prevention Committee’s Sub-Committee on Adult Sex Offenders in the Church Task Force on November 7, 2009. The task of this committee was assigned by the 2009 annual conference was described as follows: “The West Michigan Conference Abuse Prevention Team or designates shall design a plan for situations in which an adult convicted and/or registered as a child sexual offender is involved or seeks involvement in the conference, its activities or facilities. This plan shall be developed for consideration at the 2010 annual conference.”

Note: This does not refer to policies related to employment or related to those in a caregiver (i.e., nursery) role. Those policies have already been developed. This task refers to child sexual offenders in roles such as choir, usher, church committee member and any similar roles. We have completed surveying pastors regarding the main issues related to this topic and are beginning writing policy and procedure guidelines.

November 6, 2006

I gave a one and one half hour presentation to Court Appointed Special Advocate trainees. The training was held at the Fremont Area Community Foundation as part of the Andre Bosse' Center's child abuse and victim's services program for Oceana and Newago Counties. Nine trainees and the director of the training program attended. Five FSU psychology students in Senior Practicum attended. (Note: I do this approximately one time per year pro bono as part of my service to the community.)

October 17, 2006

I presented an evening training on October 17th sponsored by the Lake and Newago Counties Department of Human Services. The training was for foster parents. The topic was, "Foster Care and Boundaries." In addition to foster parents and a DHS case worker, six FSU psychology students in Senior Practicum attended.

November 29, 2005

I was invited by the FSU Pre-Med Club to speak on the topic of interviewing strategies.

November 22, 2005

I was invited by the FSU Student Psychology Association to speak on the topic of career paths in Clinical, Counseling and School Psychology.

November 1, 2005

I gave a one and one half hour presentation to Court Appointed Special Advocate trainees. The training was held at the Fremont Area Community Foundation as part of new CASA recruits' training. In addition to the trainee's, four FSU psychology students attended.

October 7, 2005

I was one of three invited speakers presenting the "Career Options: Perspectives from Field Supervisors" session at the Michigan State University Graduate Program in School Psychology Fall Fest. Fall Fest is a one day overview of the profession of school psychology and of the MSU School Psychology Program. Fall Fest is for seniors considering applying to MSU's School Psychology Program. Two FSU psychology students, Destiny Ruffner and Christina Wiersum attended Fall Fest along with about forty seniors from other universities.

September 17, 2005

I gave a half day training on Attachment Disorders and on ADHD to adoptive and foster

parents at the Mecosta/Osceola Department of Human Services in Big Rapids. Over thirty attended including three FSU psychology students.

April 19, 2005

I, along with the Social Work Program and the FSU Counseling Center, facilitated bringing Dr. Susan Jacob to speak at FSU on “Addressing the Needs of Sexual Minority Youth (GLBTQ) in the Public School. Dr. Jacob is Professor of Psychology at Central Michigan University and a national level speaker.

March 24, 2005

I gave a 2 hour presentation to Court Appointed Special Advocate trainees. The training was held at the Fremont Area Community Foundation as part of the Andre Bosse' Center's child abuse and victim's services program for Oceana and Newago Counties. Two trainees and the director of the training program attended.

March 3, 2005

I, along with the Social Work Program and the FSU Counseling Center, facilitated bringing Christopher Richmond to speak at FSU on Eating Disorders. Christopher Richmond was a Doctoral Candidate at WMU and I supervised his Doctoral Practicum at the FSU Counseling Center fall semester of 2004. Sixty FSU students and faculty attended his presentation.

February, 2005

I presented a one and one half hour talk at FSU on “Effects of Witnessed Domestic Violence on Children” at the request of the Newago County Friend of the Court. Two FOC workers and about seven FSU psychology students attended.

November 30, 2004

I was a guest speaker at a 400 level substance abuse class in educational psychology class at Michigan State University. I spoke on some of the clinical practice aspects of substance abuse cases.

November 16, 2004

I gave a one and one half hour presentation, "Some Basics of Forensic Criminal Sexual Conduct Interviewing with Children and Adolescents" at Central Michigan University. About 22 CMU school psychology graduate students and faculty attended. Also attending were two FSU psychology students.

November 4, 2004

I gave a 2 hour presentation to Court Appointed Special Advocate trainees. The training was held at the Fremont Area Community Foundation as part of the Andre Bosse Center's child abuse and victim's services program for Oceana and Newago Counties. Ten CASA trainees attended.

Fall Semester 2004

I, with Kathy Palazzolo-Miller (FSU Social Work Program Coordinator) developed a special opportunity for advanced students in Social Work and Psychology who wished to obtain a better understanding of sexual abuse issues including how working with such cases affects novice and experienced therapists. We were co-faculty facilitators of what was titled a "Short Seminar on Issues in Sexual Abuse from a Practitioner's Perspective." This short seminar met on October 20th, October 27th, November 3rd, and November 10th of 2004. All sessions began at 6:30 p.m. and went until about 8 p.m. This was offered at no cost to our students. Attendance averaged ten students a session.

Fall 2004

I was asked by the students in a newly registered student organization for psychology majors, "Women in Psychology" to be co-faculty advisor. Have assisted with organizational issues and have assisted by arranging for a women clinical psychologist to come to FSU and speak to this group.

September 25, 2004

I gave a three and one half hour training to adoptive and pre-adoptive parents. This training was sponsored by Family Independence Agency Zone 3 Adoption Unit and it was held at Mecosta County FIA. The training addressed parenting challenges faced when adopting abused or neglected children and some psychological characteristics of abused and neglected children. Attendees included adoptive parents, pre-adoptive parents and three FSU psychology students.

June 21, 2004

I gave a three hour presentation to Court Appointed Special Advocate trainees. The training was held at the Fremont Area Community Foundation as part of the Andre Bosse Center's child abuse and victim's services program for Oceana and Newago Counties. In addition to the trainee's, one FSU psychology student attended.

July 19, 2004

I gave a one and one half hour presentation to Court Appointed Special Advocate trainees. The training was held at the Fremont Area Community Foundation as part of the Andre Bosse Center's child abuse and victim's services program for Oceana and Newago Counties.

July 28, 2004

I conducted a half-day training on Reactive Attachment Disorder at the Family Independence Agency's Office of Professional Development Training Center in Grand Rapids on July 28th. This training was for approximately thirty FIA adoption workers and about six regional and Lansing based FIA administrators. Four FSU psychology students attended in addition to a FSU social worker intern and an FSU premed student.

March 8, 2004

I presented a two and one half hour evening training on March 8th in Fremont at the Fremont Area Foundation for the Court Appointed Special Advocate (CASA) program for Newago and Oceana counties. CASA training is part of the Andre' Bosse Center's child abuse and victim's services program. The training addressed abuse and attachment issues in children as related to therapy and advocacy in the courts. Attendees to the CASA training included the six trainees, the training director, a MSU psychology student and a Muskegon Community College student.

January 23, 2004

I, and an associate from Regional Psychology, Kathleen Korstange, M.A., presented a half-day professional development training, "Sources and Solutions to Stress" This training was sponsored by MOISD Early Success - Right From the Start. Approximately twenty eight teaching and human services professionals attended. Also, one FSU psychology student attended.

January 19, 2004

I presented a two hour evening training, "Anger and Violence in Abused and Neglected Children" on This training was sponsored by the Newago County Family Independence Agency. Two FIA workers and approximately twenty six foster parents attended this inservice.

November 2003

I gave a one hour presentation to two FSUS classes on Clinical, Counseling and School Psychology.

October 30, 2003

I presented a two hour training in Fremont for the Court Appointed Special Advocate program for Oceana and Newago Counties. CASA training is part of the Andre Bose Center's child abuse and victim's services program. The training addressed abuse issues, attachment issues and some public policy issues. In addition to the trainees, two Senior Exploratory Practicum students attended.

June 18, 2003

I presented an in-service training for the Lake and Newago Counties Family Independence Agencies at the White Cloud office. The training covered issues related to psychological consultations. About 40 FIA staff attended. Four Senior Exploratory Practicum students attended.

May 3, 2003

I presented a half-day training in Hesperia for the Court Appointed Special Advocate (CASA) program for Newago and Oceana counties. CASA training is part of the Andre' Bosse Center's child abuse and victim's services program.

The training addressed abuse and attachment issues in children. In addition to the trainees, one of the FSU psychology program senior exploratory practicum students attended.

Fall 2002

Through my private practice, I was able to become involved in data collection for the standardization of the Millon Pre-Adolescent Clinical Inventory in fall semester of 2002. Regional Psychology was one of the many research sites enlisted in this effort. This was done to create an opportunity for one of my FSU practicum students to participate.

November of 2002

I did a *Pizza With A Professor* presentation on abuse issues to FSU Honors Program students.

FSU COMMITTEE WORK AND SERVICE TO THE FSU COMMUNITY

Spring 2015-Spring 2016

Search Committee for Dean of College of Arts and Sciences

2007-2008 through the current Academic Years

Consultant to the FSU Education and Career Counseling Center regarding psychological data review of student's eligibility requesting disability accommodations pursuant to applicable aspects of American's with Disabilities Act and other relevant statutes. This includes working directly with some students to help them understand their disability and how to be more successful at FSU.

Beginning in Summer 2009, I was asked to sit on the Disability Academic Review Committee that reviews requests for waivers and special accommodations.

2015-16

Tenure Executive Committee (To May 2016)

Tenure Committee Member for:

Chris Redker

Jessica Gladden

2014-2015

Social Sciences Tenure Executive Committee member

2014-201

Tenure Committee member for:

Chris Redker (Psychology)

Rita Walters (Social Work)

Daniel Underwood (Public Administration)

Kim Dickman (Educational Counseling)

2011-2012 Academic Year

Tenure Committee member for:

Mikael Snitger-Magin (Educational Counseling)

2009-2010 Academic Year

Began three year term on Department of Social Sciences Tenure Executive
Committee

2009-2010 Academic Year

Member of Dr. Root Luna's tenure committee.

2009 Academic Year

Member of Dr. Jennifer Johnson's tenure committee.

2007 to current Academic Years

Member Behavior Review Team (formerly called Students of Concern
Committee) This team consults regarding FSU students that present behaviors may
require intervention or monitoring to assure a safe campus community. I am also a
member of the Threat Assessment Team that began in 2008.

2006-2007 to current Academic Years

Consultant to the FSU Counseling Center

2003-2008 Academic Years

Member and Elected Chair of Senate Health Promotion and Substance Abuse Prevention
Committee

2007-2008 and 2008-2009

Member Dr. Johnson's tenure committee

2007-2009

Member Psychology Program Faculty search committee

2006-2007

Member College of Arts and Sciences and General Education Graduate Education Committee

2005-2007 Academic Years

Member College of Social Sciences Professional Development Committee

2005-2007 Academic Years

Member of Psychology Program Development and Assessment Committee of Psychology Program Development and Assessment Committee

2004-2005

Member of Psychology Program Development and Assessment Committee

2003-2004

Member of Senate Graduate Studies Committee but needed to resign due to a scheduling issue.

2003-2004

Member of Psychology Program Development and Assessment Committee

2002-2003

Member of Psychology Program Search Committee

PROFESSIONAL DEVELOPMENT SINCE BECOMING TENURE TRACK at FSU IN FALL 2001 (starting with most recent):

February 2016

Attended National Association of School Psychologists national convention in New Orleans, LA. I and two FSU students presented a poster presentation on the overlap between ocular convergence insufficiency and ADHD measures.

I attended various trainings and poster sessions in psychological disorders, treatment and assessment over a three day period.

February 2015

Attended National Association of School Psychologists national convention in Orlando, FL
I attended various trainings and seminars in psychological disorders, treatment and
assessment over a three day period. Three sessions were on Threat Assessment and Threat
Management.

December 2014

Collaborative Institutional Training Initiative (CITI) Social & Behavioral Research –
Basic/Refresher 12/17/14 Social and Behavioral Responsible Conduct of Research

February 2014

Attended National Association of School Psychologists national convention in Washington,
D.C. I attended various trainings and seminars in psychological disorders, treatment and
assessment over a three day period.

February 2013

Attended National Association of School Psychologists national convention in Seattle. I
attended various trainings and seminars in psychological disorders, treatment and
assessment over a three day period.

February 2012

Attended National Association of School Psychologists national
convention in Philadelphia. I attended various trainings and seminars in psychological
disorders, treatment and assessment over a three day period.

February 2011

Attended National Association of School Psychologists national
convention in San Francisco. I attended various trainings and seminars in psychological
disorders, treatment and assessment over a three day period.

February 2010

Attended National Association of School Psychologists national convention in Chicago. I
attended various trainings and seminars in psychological disorders, treatment and
assessment over a three day period.

2008-2009 Academic year

As part of the FSU Behavior Review Team (BRT) and the developing

FSU Treat Assessment Team (TAT), FSU has provided extensive training to the team members. The training was done by consultants Steve Romano and Gene Rugala who are former FBI Special Agents. Trainings for BRT and TAT members consisted of a half day session on October 7, and two full-day sessions on November 3 and 4. In addition, they also did some additional sessions that were open to the general faculty and staff. Those sessions were a full day session on June 3 and a half day session on October 8.

February 2009

Attended National Association of School Psychologists national convention in Boston. I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

February 2008

Attended National Association of School Psychologists national convention in New Orleans. I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

October 2007

Attended Michigan Association of School Psychologists annual convention in Boyne Falls, MI. This was a one day event.

March 2007

Attended National Association of School Psychologists national convention in New York. I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

March 2006

Attended National Association of School Psychologists national convention in Anaheim. I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

March/April 2005

Attended National Association of School Psychologists national convention in Atlanta. At NASP, I participated in the graduate student mentoring initiative which involved an hour of one-to-one

discussion of school psychology with a graduate student.

March 2004

Attended National Association of School Psychologists national convention in Dallas I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

March 2003

Attended National Association of School Psychologists national convention in Toronto. I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

March 2002

Attended **Lilly Conference on College and University Teaching**
West Kellogg Center, Pomona California

February 2002

Attended National Association of School Psychologists national convention in Chicago I attended various trainings and seminars in psychological disorders, treatment and assessment over a three day period.

Fall 01 and Winter 02

Attended several of the **New to FSU CTLFD** trainings

UNIVERSITY TEACHING EXPERIENCE - COURSES TAUGHT (not including graduate teaching assistant courses):

Fall 2007 to current (FSU): **Psyc 490 now Psyc 350 Forensic Psychology**

Taught Fall Semester every year. This course is an introduction to the roles and functions of psychology in forensic settings. Research and practice, with an emphasis on practices, are addressed. The major areas of application covered are: police and investigative psychology; criminal psychology; psychology and the courts; victimology and victim services; correctional psychology; and,

forensic school psychology.

2007-2008 (FSU): Psyc 490 Forensic Psychology

I taught an independent study group of five students forensic psychology because they would be graduating before the course began its regular rotation in Fall of 2007. This course came on regular rotation Fall of 2007 and was also offered Fall 2008.

2001-2014 (FSU): Psyc 481/491 Human Services Internship/Practicum

I was the coordinator, the instructor of the weekly one hour discussion group on professional issues, and the clinical rotation supervisor for seniors in practicum experiences who have interests in Clinical, Counseling or School Psychology career paths. The senior seminar is offered Fall, Winter and most Summer Semesters.

2000 to Current (FSU): Psyc 310 Educational Psychology

Taught Fall and Spring Semesters. Psychological principles and methods relevant to human learning and their application in a variety of instructional settings. Study of learner characteristics and environmental factors involved in teaching, and the instructor's role in facilitating the learning process. One to two sections of this course offered each semester.

1999 to current (FSU): Psyc 150 Introductory Psychology

Taught Fall and Spring Semesters. Psychology, its tools and techniques, psychological factors influencing behavior, and some applications of psychological principles to understanding behavior patterns and societal problems. Topics typically include psychological methods, development, learning and memory, motivation and social factors. Other topics will be drawn from biological factors, mental processes, individual differences and mental health. One to two sections of this course offered each semester.

2004 to current (FSU): Psyc 415 Measurement and Assessment in Psychology

This course examines the testing, measurement, and assessment of psychological characteristics, with an emphasis on intelligence and personality. The development, administration, scoring, and evaluation of tests and assessment instruments, as well as their interpretation, limitations, correlations, applications, and pitfalls are covered in this course.

This course was offered every other Spring semester from 2004 to 2012. Since then it has been offered every Spring semester.

1999-2003 (FSU): Psyc 342 Adolescent Psychology

Adolescence discussed as a stage of development. An examination of the complexities of adolescence including physical, social, cognitive, and moral development. Discussions include historical perspectives, cross cultural comparisons, and deviance. Dr. Van Treese taught one section of this course

Fall semester 1999, one section Winter 2000 and one section Summer 2003.

1991 (CMU): Psy 682 Psychology of Child Development

The course objectives were: to acquaint the student with current methodologies used in the study of children; to provide and overview of current theoretical positions in the field of child development; to review the research literature on child development with an emphasis toward educational and applied fields.

1989 (CMU): Psy 682 Psychology of Child Development

The course objectives were: to acquaint the student with current methodologies used in the study of children; to provide and overview of current theoretical positions in the field of child development; to review the research literature on child development with an emphasis toward educational and applied fields.

1983 (CMU/MSU): CEP 800 Principles of Educational Measurement

Nature of measurement and types of scales. Units, scores, norms, sampling, item analysis, batteries and profiles. Principles of reliability and validity. Use of test scores in decision making.

1981 (MSU): CEP 818A Behavior Disorders in Children

Characteristics, causes and treatment of school related behavior disorders in children considered within a developmental framework.

Curriculum Vitae
Janice E. Weaver, Ph.D
Department of Social Sciences
ASC 2098, Ferris State University
Big Rapids, MI 49307
(231) 591-3597

Education

Ph.D. in Experimental Psychology, University of Kentucky, 2003

M.A. in Experimental Psychology, Georgia Southern University, 1994

B.A. in Psychology, Berea College, 1992

Employment Experience

Coordinator for the Psychology Program, Fall, 2008-Summer, 2013; Spring 2014-Summer 2014

Responsibilities include program promotion, student advising, new student orientation to the major, program assessment, etc.

- Academic Program Review Summer & Fall, 2011
- Curriculum Development PSYC 370 & 470, 2012-2013

Full Professor: Ferris State University, Fall 2010-Present

Associate Professor: Ferris State University, Fall 2005-Summer, 2010

Assistant Professor: Ferris State University, Fall 2001-Summer, 2005

Instructorship: University of Kentucky, Summer 2001

Instructorship: Berea College, Fall 2000

Sabbatical Replacement: Berea College, Spring 1999

Teaching and Professional Assistantships

Teaching Assistant: University of Kentucky, 1994-2001

Research Assistant: University of Kentucky, 1995-2000

Graduate Assistant: Georgia Southern University, 1992-1994

Courses Taught

Senior Seminar for Psychology Majors (History of Psychology)
(PSYC 472/482 – Ferris State University) taught individually and team-
taught with Andy Karafa

Principles of Learning with Rat Laboratory
(PSYH 390 – Ferris State University, PSY 307 – Berea College)

Behavior Modification with Rat Laboratory
(PSYC 410 – Ferris State University)

- Equipment update – pellet dispensers installed

Guided Research with Animals
(PSYC 478 – Ferris State University)
Updates to Lab:
Social Housing – Spring 2015
New interface components, response keys, operating system and computer
setup – Fall, 2015

Statistics for Psychology
(PSYC 210 – Ferris State University, PSY 205 – Berea College)

Independent Studies in Animal Cognition Research and Behavior Modification
Application (PSYC 297, 397, & 497 – Ferris State University)

Introduction to Psychology
(PSYC 150 – Ferris State University, PSY100 – University of Kentucky,
PSY150 – Berea College)

Lab Courses Taught (1995-1998)

Animal Behavior Laboratory
(PSY 552 – University of Kentucky)

Learning Laboratory
(PSY450 – University of Kentucky)

Involvement with Student Organizations and Student-Lead Initiatives

Advisor for Student Psychology Association
Fall, 2008-present

“Guide to Behavioral Change,” advice and pamphlet for Awareness Week Spring, 2008

Faculty Sponsor and Cast Member, “Vagina Monologues” 2006-2008
Nurturing Inclusive Community through Education (N.I.C.E.) Conference
committee member, Spring, 2007 -Cheytaya Brown formed committee
to plan and arrange the conference.

“Dive into Diversity” panel discussant, Fall 2005 and Spring, 2007

“Graduate School Preparation,” presented to Student Psychology Association,
Fall, 2005 & 2006

Served as Judge for Student Activities
Lip Sync Homecoming contest, Fall, 2006
DSAGA Mock Beauty Pagent, Spring 2007
FSU’s Finest Talent Showcase, Spring 2007

Cast Member, “Vagina Monologues” 2005

Advisor for Women in Psychology Club (Jim Van Treese was co-advisor) 2004-
2005

“Gender Differences in Depression,” presentation to Delta Sigma Theta. Fall,
2004

“Graduate School & the GRE” panel discussant for Student Psychology Club.
Fall, 2004

“The Graduate Records Examination,” presented to Student Psychology Club.
Fall, 2003

Committee Work and Service

Chair – Institutional Animal Care and Use Committee, 2001- present

This committee is responsible for the review of protocols for the use of animals in teaching and research. The committee ensures that animals are treated humanely and in accordance with state and federal regulations. Semi-annual inspections and reports of all laboratory facilities are conducted.

- Health and Safety Program implemented (current work to maintain and increase inclusion)
- AAALAC accreditation site visits Summer 2010 & 2013

Research Advisory Committee, Spring 2012

Ferris Faculty Association Executive Board, 2004- Spring, 2013

The executive board of the faculty union works to negotiate the contract and ensure faculty are treated in accordance to the rights afforded them in the contract. Attended MEA conferences (higher education bargaining, leadership, etc.) Grievance Training Level 1 – Served on Grievance Committee
Workload Review Committee

- Negotiation team member for 2006 and 2010 contracts

Changing Culture/Relationship Committee, Fall 2008 – Summer, 2010

As part of the Ferris Faculty Association leadership I worked with University administrative leaders, Board of Trustees Members (Jim Haveman and Tom Cook), and a consultant to improve faculty/administrative relations. Members of this committee also conduct meetings with each college and with deans and department heads.

Department Tenure Committees

Felix Smith, Program Representative, 2015 -2016

Pete Hector, Committee Chair, 2013 - Present

Rita Walters, Committee Chair, 2014-Present

Chris Redker, Committee Chair, 2013-Present

Janet Vizina Roubal, Department Representative, 2013-2014

Lindsay Root-Luna, Committee Chair, 2009-2012

Elisha Marr, Department Representative, 2008-2009

Meral Topcu, Department Representative, 2007-2008

Department Planning Committee, Fall, 2008 – present

This committee develops mission statements, assessment techniques, procedures and policies for departmental approval.

Search Committees

Political Science (tenure-track), Spring 2014

Developmental Psychology (adjunct), Spring & Summer 2013, Spring 2014

Social Psychology (tenure-track), Spring 2013

Clinical Psychology (tenure-track), Spring 2013

CAS Dean, Fall 2011-Spring 2012

Social Psychology (adjunct), Spring 2012

Clinical Psychology (adjunct), Spring 2012

General Psychology (adjunct), Fall 2011

Psychology Search Committee, 2002-2003, 2007- 2008 and 2008-2009

This committee reviewed applications and interviewed candidates for a tenure-track position and a one-year temporary position.

Office of Multicultural Student Services Relocation Committee, Fall, 2008

This committee identified and recommended relocation of the Office of Multicultural Student Services to an area where this office could better serve the needs of campus with little impact on other student services.

Behavioral Review Team (formerly Students of Concern), Fall, 2007 - present

Members of this team consult often with short notice regarding reports of students who may present behaviors that may require intervention to provide a safe campus environment. I am also a member of the Treat Assessment Team (a subset of the Behavioral Review Team) that would respond in the case of a campus emergency.

Animal Facilities Coordinator Search Committee, Fall, 2007

This committee produced the job advertisement, reviewed applications and interviewed candidates for the manager of the animal care facilities of at Ferris State University.

Emergency Situations Committee, Fall ,2007

This committee reviewed materials based on the Virginia Tech shooting and similar tragedies and proposed strategies that Ferris State University could use to improve campus safety and response readiness.

Search Committee – Dean of Enrollment Services, Fall, 2008

This committee reviewed applications and interviewed candidates for the position of Dean of Enrollment Services.

Psychology Minor Coordinator, Spring, 2007-Spring, 2008

As coordinator I helped students, declare the minor, advised on selection of classes that would complement their major, and audited their fulfillment of minor requirements.

Social Sciences Faculty Development Committee, 2003-2004

This committee reviews grants for faculty development activities and schedules a faculty colloquium twice a year.

Sabbatical Committee for Arts and Sciences, 2002-2003

This committee review applications for sabbatical leave and develops a rank-ordered list that is forwarded to the University Sabbatical Committee.

Psychology Assessment Committee, 2003-2004

This committee is responsible for developing assessment tools to evaluate the effectiveness of the psychology program. This committee established an advisory board for the program.

Conferences attended and Special Training since Fall, 2011

- Midwestern Psychological Association, May 2015, Chicago
- Michigan American Association of Laboratory Animals Science meeting, September 2014, Big Rapids, MI
- Conference on Comparative Cognition, March 2014, Melbourne, FL
- Midwestern Psychological Association, May 2013, Chicago
- Association for Psychological Science, May 2012, Chicago
- Council on Undergraduate Research, March 2012, Grand Rapids, MI
- Midwestern Psychological Association, May 2011, Chicago

Conferences attended and Special Training 2005-2010

- IACUC 101 and 201 Plus, August 2010 – San Francisco, CA
- Michigan Division 5 American Association Laboratory Animal Science, 2010 – Kalamazoo, MI
- Association for Psychological Science, 2010 – San Francisco, CA
- Training for Behavioral Review Team and Threat Assessment Team – Steve Romano and Gene Rugula (former FBI agents) provided 2 ½ days of training in Fall, 2008.
- Michigan Education Association Summer Leadership Conference, 2008 – Saginaw, MI
- Michigan Education Association Labor Relations Practicum, 2008 – Mt. Pleasant, MI

National Education Association Higher Education Conference, 2008 –
Washington, DC
Michigan Education Association Higher Education Bargaining Conference, 2007
– Lansing, MI
Midwestern Psychological Association, 2007 – Chicago, IL
Midwestern Psychological Association, 2005 – Chicago, IL
Tri-State Plus Conference on Animal Learning, Behavior, and Cognition, 2005 –
Windsor, ON

Conferences attended 2001-2004

Lilly North Teaching Conference, 2004 – Traverse City, MI
Midwestern Psychology Association, 2004 – Chicago, IL
Lilly North Teaching Conference, 2003 – Traverse City, MI
Psychonomic Society, 2003 – Vancouver, BC
Midwestern Psychology Association, 2003 – Chicago, IL
Lilly North Teaching Conference, 2002 – Big Rapids, MI
Midwestern Psychology Association, 2002 – Chicago, IL
Lilly West Teaching Conference, 2002 – Pamona, CA

Reviews

History of Psychology Text, Sage Publishing, Fall, 2009
Manuscript for *Learning and Behavior*, Spring 2005
Introduction to Psychology Text, Thompson Learning, Spring 2004

Honors and Awards

MEA Scholarship to Attend National Higher Education Conference, 2008
Vagina Warrior, 2005
Target of Opportunity Research Assistant, University of Kentucky, 1999
Target of Opportunity Research Assistant, University of Kentucky, 1998
Georgelle Thomas Memorial Scholarship, Georgia Southern University, 1993
Psi Chi, Berea College

Research Published in Peer-Reviewed Journals

Zentall, T. R., Weaver, J. E., & Clement, T. S. (2004). Pigeons group time intervals according to their relative duration. *Psychonomic Bulletin and Review*, *11*, 113-117.

Zentall, T. R., Clement, T. S., & Weaver, J. E. (2003). Symmetry training in pigeons can produce functional equivalences. *Psychonomic Bulletin and Review*, 10, 387-391.

Zentall, T. R., Kaiser, D. H., Clement, T. S., Weaver, J. E., and Campbell, G. (2000). Presence/absence-sample matching by pigeons: Divergent retention functions may result from the similarity of behavior during the absent sample and the retention interval. *Journal of Experimental Psychology: Animal Behavioral Processes*, 26, 294-304.

Weaver, J. E., Dorrance, . R., & Zentall, T. R. (1999). Present/absent sample matching in pigeons: Is comparison choice controlled by the sample stimulus or by differential sample behavior.

Clement, T. S., Weaver, J. E., Sherburne, L. M., & Zentall, T. R. (1998). Simultaneous discrimination learning in pigeons: Value of S- affects the relative value of its associated S+. *Quarterly Journal of Experimental Psychology*, 51B, 363-378.

Weaver, J. E., Steirn, J. N., & Zentall, T. R. (1997). Transitive inference in pigeons: Control for differential value transfer. *Psychonomic Bulletin and Review*, 4, 113-117.

Zentall, T. R., Weaver, J. E., & Sherburne, L. M. (1996). Value transfer in concurrent discriminations. *Animal Learning and Behavior*, 24, 401-409.

Steirn, J. N., Weaver, J. E., & Zentall, T. R. (1995). Transitive inference in pigeons: Simplified procedures and a test of value transfer theory. *Animal Learning and Behavior*, 23, 76-82.

Presentations given at Professional Meetings

Weaver, J. A., Clyde, A. Maguire, R. A., & Hough, J. (2013, May). Functional equivalence based on sample response requirement. Poster presentation at Midwestern Psychological Association Conference.

Karafa, J. A., & Weaver, J. E. (2004, September). The development of a learning community: Team-teaching a capstone experience. Workshop presented at the Lilly Conference on College Teaching – North, Traverse City, MI

Weaver, J. E., Zentall, T. R., & Clement, T. S. (2002, May). Symmetry training in pigeons can result in functional equivalences. Paper presented orally at the Midwestern Psychological Association Conference.

Weaver, J. E., Steirn, J. N., & Zentall, T. R. (2001, May). The role of contrast in pigeon's transitive inference performance. Poster presented at the Midwestern Psychological Association Conference.

Weaver, J. E., Bardo, M. T., & Zentall, T. R. (2000, May). Predelay administration of amphetamine affects spatial working memory in rats. Poster presented at the Midwestern Psychological Association Conference.

Weaver, J. E., & Zentall, T. R. (1998, May). Asymmetrical retention functions in presence-absence-sample matching-to-sample: The role of confusion. Poster presented at the Midwestern Psychological Association Conference.

Steirn, J. N., & Weaver, J. E. (1998, May). Relocating the critical stimulus in a transitive inference array. Paper presented at the Midwestern Psychological Conference.

Weaver, J. E., Kraemer, P. J., & Zentall, T. R. (1997, May). Value transfer in rats in a swim task. Paper presented orally at the Midwestern Psychological Conference.

Clement, T. S., Zentall, T. R., Weaver, J. E., & Sherburne, L. M. (1997, May). Contrast in a simultaneous discrimination in pigeons. Poster presented at the Midwestern Psychological Association.

Weaver, J. E., Kreamer, P.J., & Zentall, T. R. (1997, January). Value transfer in rats in a hidden platform swim task. Paper presented orally at the University of Kentucky Biology Graduate Student Conference.

Weaver, J. E., Sherburne, L. M., & Zentall, T. R. (1996, May). Value transfer in concurrent schedule discriminations. Poster presented at the Midwestern Psychological Association Conference.

Steirn, J. N., Whittaker, A. R., & Weaver, J. E. (1996, May). Issues in the study of transitive inference with nonhumans. Paper presented at the Midwestern Psychological Association Conference.

Weaver, J. E., & Steirn, J. N. (1995, May). An examination of the role of positive value transfer in pigeon's transitive inference performance. Paper presented orally at the Midwestern Psychological Association Conference.

Steirn, J. N., & Weaver, J. E. (1995, May). Positive and negative value transfer in a transitive inference task in pigeons. Paper presented at the Midwestern Psychological Association Conference.

Steirn, J. N., & Weaver, J. E. (1994, May). Common coding through nonhedonic differential outcomes in pigeons. Paper presented at the Midwestern Psychological Association Conference.

Weaver, J. E., & Steirn, J. N. (1994, March). Common coding through nonhedonic differential outcomes. Paper presented at the Conference of Comparative Cognition.

Steirn, J. N., & Weaver, J. E. (1993, November). A differential outcomes effect with nonhedonic differential outcomes. Paper presented at the Psychonomic Society.

Steirn, J. N., McGaha, C., Weaver, J. E., & Hieneman, R. C. (1993, April). Rats' performance of a transitive inference task on a radial arm maze. Paper presented at the Midwestern Psychological Association.

Weaver, J. E., & Scudder-Davis, M. (1992, April). Effects of reorganizational and linear practice and the order of presentation on mean number errors in a seven-term transitive inference task. Paper presented at the MidAmerican Undergraduate Psychology Research Conference.

Curriculum Vitae
Dan Boyll, Ph.D.

Education

- 2011 Ph.D., Applied Experimental Psychology
Central Michigan University, Mt. Pleasant, Michigan
- 2005 M.S., General/Experimental Psychology
Central Michigan University, Mt. Pleasant, Michigan
- 2003 B.A. (cum laude), Psychology
Knox College, Galesburg, Illinois

Teaching Experience

Adjunct Instructor, Ferris State University, Dept. of Social Sciences

Fall 2011 to present

Courses Taught: Introduction to Psychology; Statistics for Psychological Science; Research Methods; Physiological Psychology; Principles of Learning

Duties: Responsible for teaching 4 courses per semester. Responsible for course organization, lectures, assignments, exams, grading, learning management systems (e.g., “Blackboard”), and all other relevant aspects of each course.

Online Instructor, Central Michigan University Global Campus

Summer 2012 to present

Courses Taught: Learning and Memory

Duties: Responsible for grading, e-mail and Blackboard correspondence, discussion board moderation, creation of learning aids (including video lectures), and revision of master course content.

Graduate Instructor, Central Michigan University, Psychology Dept.

Fall 2006 to Spring 2009

Courses Taught: Learning and Memory; Application of Research Methods

Duties: Responsible for course organization, lectures, assignments, exams, grading, learning management systems (e.g., “Blackboard”), supervision of undergraduate research, and all other relevant aspects of each course.

Graduate Teaching Assistant, Central Michigan University, Psychology Dept.

Fall 2004 to Spring 2006

Courses: Introduction to Psychology; Learning and Memory; Cognitive Psychology

Duties: Responsible for exam proctoring and guest lecturing, as well as assisting with exam construction, grading, and preparation of lecture materials.

Teaching Assistant, Knox College, Psychology Dept.

Spring 2002 to Spring 2003

Courses: Introduction to Psychology; Environmental Psychology

Duties: Responsible for supervising weekly lab sections (Introduction to Psychology), guest lecturing (Environmental Psychology), grading, and leading exam review sessions.

Research Interests

I am broadly interested in how human social cognition and exchange has been shaped by evolutionary forces. More specifically, my research to this point has focused on the relative importance that individuals place on others' reputations and facial appearance when gauging trustworthiness and deciding with whom they should cooperate.

Publications

Boyll, D.L., Sheffert, S.M., Colarelli, S.M., & Gibson, B. (2005). Cheater recognition and the avoidance of exploitation in social exchange. In J.S. Monahan, S.M. Sheffert, & J.T. Townsend (Eds.), *Proceedings of the 21st Annual Meeting of the International Society for Psychophysics* (pp. 49-54). Mt. Pleasant, MI: The International Society for Psychophysics.

Sheffert, S.M., Boyll, D.L., & Olson, E. (2005). Audiovisual talker familiarity and long-term memory for spoken words. In D.T. Rosen (Ed.), *Trends in Experimental Psychology Research* (pp. 1-36). Hauppauge, New York: Nova Science.

Conference Presentations

Boyll, D.L., & Gibson, B. (2012). *Facial appearance and thin slices of behavior as potential "greenbeards" for trustworthiness*. Presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, Illinois.

Boyll, D.L. (2007). *Recognition, explicit identification, and avoidance of "cheaters": Does an adaptive bias exist?* Presented at the 13th Annual Student Research and Creative Endeavors Exhibition, Central Michigan University, Mt. Pleasant.

Boyll, D.L. (2006). *Recognition, explicit identification, and avoidance of "cheaters": Does an adaptive bias exist?* Presented at the 47th Annual Meeting of the Psychonomic Society, Houston, Texas.

- Boyll, D.L. (2005). *Cheater recognition and the avoidance of exploitation in social exchange*. Presented at the 11th Annual Student Research and Creative Endeavors Exhibition, Central Michigan University, Mt. Pleasant.
- Boyll, D.L. (2005). *Cheater recognition and the avoidance of exploitation in social exchange*. Presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, Ontario.
- Boyll, D.L. (2005). *Cheater recognition and avoidance of exploitation*. Presented at the 21st Annual Meeting of the International Society for Psychophysics, Traverse City, Michigan.
- Boyll, D.L., & Hoffmann, H. (2003). *Behavioral and neurochemical effects of methamphetamine: Restorative effects of irreversible MAOI*. Presented at the Annual Scientific Meeting of the Chicago Chapter of the Society for Neuroscience, Chicago, Illinois.
- Boyll, D.L. (2002). *Behavioral and neurochemical effects of methamphetamine: Restorative effects of irreversible MAOI*. Presented at the Pew Midstates Mathematics and Science Consortium (Undergraduate Research Symposium), Chicago, Illinois.

Honors and Awards

- | | |
|-------------|---|
| Spring 2009 | Psychology Graduate Teaching Award
Central Michigan University |
| Fall 2003 | Fellowship for Graduate Research in Psychology
Central Michigan University |
| Spring 2003 | Robert S. Harper Prize for Graduate Study in Psychology
Knox College |
| Summer 2002 | Ford Fellowship for Undergraduate Research
Knox College |

Grants

- | | |
|-------------|---|
| Spring 2006 | Graduate Student Research and Creative Endeavors Grant (\$600)
Central Michigan University
<i>Recognition, Explicit Identification, and Avoidance of “Cheaters”: Does an Adaptive Bias Exist?</i> |
| Spring 2004 | Graduate Student Research and Creative Endeavors Grant (\$470)
Central Michigan University
<i>Cheater Recognition and Avoidance of Exploitation in Social Exchange</i> |

References

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Dr. Kyunghye Han (Faculty, Central Michigan University Psychology Dept.)
(989) 774 – 6496
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Dr. Hajime Otani (Faculty, Central Michigan University Psychology Dept.)
(989) 774 – 6494
otani1h@cmich.edu

Dr. Frank McAndrew (Faculty, Knox College Psychology Dept.)
(309) 341 – 7525
fmcandre@knox.edu

Dr. Chris Redker (Faculty, Ferris State University Dept. of Social Sciences)
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(231) 591-2739

Newaygo County Sheriff's Office
300 Williams Street
White Cloud, Michigan 49349
(231) 689-7303

Education

- Master of Arts, Counseling Psychology, Western Michigan University, 2004
- Bachelor of Science, Psychology Major, Grand Valley State University, 2000
- Associate in Arts, Criminal Justice, Grand Rapids Community College, 1996

Experience

November 1996-1997

Grand Rapids Community College Campus Police Department
Grand Rapids, MI.

As a newly employed police officer I was trained in the basics of police operations, communication skills, dealing with diversity in the community, stress management and various law enforcement subjects.

August 1997-1998

Grand Valley State University Department of Public Safety
Allendale, MI.

Employed as a police officer while working on undergraduate studies at Grand Valley State University.

September 2001-2003

Grant Public School, Substitute Teacher, teaching grades K-12 on a part-time basis while finishing undergraduate work and working as an officer.

July 1998- March 2010

Fremont Police Department
Fremont, MI.

Patrol officer; perform general patrol duties dealing with various situations including domestic violence, suicidal subjects and delinquent juveniles.

Involved in various proactive policing activities dealing with school children such as the Kids Care Program, lecturing in classroom settings, and also drug intervention and mentoring programs.

Received a letter of commendation for planning and facilitating a fund raiser to help victims of domestic violence. Also authored the Fremont Police Department's domestic violence policy.

September 2001- Present

Newaygo County Sheriff's Department

2001-2003 as a deputy assigned to the Youth Services Division worked with juveniles and issues specific to youth in the school systems, also organized and executed various undercover business checks to deter local businesses from selling alcohol and tobacco to youth in Newaygo County.

2003- Present assigned to road patrol performing various road patrol duties, also trained and assigned to the Newaygo County Emergency Response Team as a Critical Incident Hostage Negotiator.

June 2004-2006

Psychologist, State Licensed, Master's level, employed at Advanced Health Care, Fremont, MI.

Specialized in working with emergency service personnel (police officers, fire fighters, etc.), conduct pre-employment psychological evaluations for perspective police officers, provides specialized training in areas such as post traumatic stress disorder, hostage negotiations and stress management, works with the general public providing various psychological treatments.

March 2006 - March 2012

Adjunct Professor at Ferris State University in the Criminal Justice Program

April 2010 – Present

Instructor/Advisor, School of Criminal Justice, Ferris State University

Instructor for following classes: Ethical Issues in Criminal Justice, Introduction to Criminal Justice, Current Issues in Criminal Justice, Crime Control Policy and Procedure, Capstone Assessment Course. Also participates in yearly guest speaking for the Ferris State University's Police Academy teaching about "Responding To the Mentally Ill."

As an instructor, responsibilities include: Grand Rapids/Ferris State University internship program, instructor for the program in summer of 2010-2012, and also conducted internship meetings for summer 2011-2012 program.

As the advisor for the Grand Rapids/Ferris State University Criminal Justice program responsibilities include: appointments to see 20-30 students per week to assist students in the Criminal Justice program, as well as assist them in determining what area of criminal justice best suits their interests. I have also developed group advising programs to better serve the student population.

As a full-time instructor, I also attend meetings with local law enforcement agencies to maintain a working relationship between Ferris State University and area municipalities.

September 2012 – Present

Instructor, School of Social Sciences, Psychology, Ferris State University

Instructor for following classes: Introduction of Psychology, Personality Assessment, and Abnormal Psychology.

As an adjunct, full-time instructor, I also meet with students on a weekly basis to provide academic assistance as well as be available for career information. I also attend monthly departmental meetings to remain current on issues and information relevant to my department.

November 2006-Present

Psychologist, State Licensed, Master's level, self-employed at Regional Psychology, 4845 Snyder, Fremont, Michigan. Supervising Ph.D. – Jim C. VanTreese, Clinical Director of Regional Psychology

Training and experience includes the treatment of stress and anger issues, dealing with anxiety and adjustment disorder. Other areas of specialty also include divorce and separation, dealing

with blended families, abuse and neglect issues as well as providing psychological testing for all ages. Suicide assessment, crisis intervention, trauma response and working with individuals dealing with family conflict and domestic violence are also offered. Areas covering Forensic Psychology and Post-traumatic Stress Disorder are also specialties.

Individual therapy and group therapy is offered for adults and children covering various areas such as self-esteem, depression, and career issues.

Psychological testing/evaluations administered

Conduct pre-employment psychological evaluations for perspective police officers.

Expert Witness Testimony

Community Involvement History

- Safe and Drug Free School Consortium, Newaygo County, 2004- 2008
- Read Across America volunteer, Newaygo County Sheriff's Youth Services, 2001
- Women's Information Service Inc (WISE), 5k fund raiser, 1999
- Kids Care Program volunteer, 1998
- Volunteer for Grant Public Schools providing group therapy (8 sessions) to the Grant Alternative Education Program "At Risk Youth," grades 6th –8th.
- Member of the Grand Rapids Community College Juvenile Services Advisory Board, 2010-2012.
- Member of the Grand Rapids Community College Corrections Advisory Board, 2010-2012.
- Member of the Grand Rapids Community College Law Enforcement Advisory Board, 2010-2012.
- Volunteer Guest Speaker for Newaygo County's Love Incorporated programs, 2011.
- Volunteer at Ferris State University's Career Fair for inner city youth, Rogers Plaza, Grand Rapids, 2011.
- Yearly attendant of Grand Rapids Community College's student research presentations, 2011-2012.
- Classroom visits to Grand Rapids Community College for recruitment of students into Ferris State University each semester, 2010-2012.
- Volunteer for the Muskegon Hispanic Center "Summer Learning Loss" programs, summer 2010.
- Member of the Michigan Association of Hostage Negotiators since 2003

- Attendee of Ferris State University's Graduation Ceremony's 2010-2012. Also attendee of open house celebrations offered by Ferris State University/Grand Rapids for each graduating semester.

- Take Back the Night & Our Little Secret event, April 2012. Provided referral and counseling to students who had been victimized by sexual assault.

- Consult for the prevention of suicide, Grant Public Schools, Spring 2015.
- Volunteer speaker and organizer for the Prevention of Post-Traumatic Stress Disorder in Emergency Responders, 2014-2016. Newaygo County.
- Attendee to the Michigan Association of Hostage Negotiations Conference, 2014-2016.

Professional & Academic Writing

- Developed an eight session psychotherapy training program for dealing with stress in law enforcement occupations, 2004
- Authored the Fremont Police Department's domestic violence policy, 2001
- Developed a training program for critical incident hostage negotiations for police and corrections officers, 2005
- Developed a training program for emergency service workers dealing with the effects of Post-Traumatic Stress Disorder, 2004

Awards

- As a graduate student at Western Michigan University maintained a 3.86-4.0 GPA throughout the masters program.
- Received the Distinguished Scholarship Award in 1993 and also in 1994 for outstanding GPA while finishing the police academy and attending Grand Rapids Community College.
- Awarded a letter of commendation from the Fremont Police Department, 1998. Awarded for 5K fund raising events to help victims of domestic violence.
- Excellence in Public Service award from the Fremont Police Department for 12 years of service to the City of Fremont.
- Awarded the Ferris State University's Challenge Coin for Excellence in Instruction, School of Criminal Justice, 2011.
- Received appreciation reward from the FSU student athletic association for positive influence on student athletes.

Seminars Taught

- Critical Incident Hostage Negotiations
- Post Traumatic Stress Disorder Seminar
- Drug Intervention (K-12)
- Love & Logic, authored by Jim Fay
- Dealing with the Mentally Ill in Law Enforcement
- Excited Delirium, Response and Procedure
- Forensic Psychology and Police Culture
- Ethics in Law Enforcement Training Speaker 2014 – 2016

- Developed and implemented “Police Psychology” course for Ferris State University’s psychology minor and concentration programs, 2015.

Professional Conferences, Presentations, & Seminars

- Dialectical Behavior Therapy Training, PESI Health Care, September 2005
- Michigan Association of Hostage Negotiators Seminar, September 2005
- Hostage Negotiation, Kalamazoo Community College, 1999
- Cyber Crime Seminar, Center for Computational Engineering, 2001
- Blood Born Pathogen Training, Gerber Memorial Hospital, 1998
- Defensive Driving, Muskegon Community College, 1999
- Infrared Breath Test Operations, Michigan State Police, Lansing, 1999
- Tactical Building Search Training, Fremont Police Department, 2000
- Pressure Point Control Tactics Training, Fremont Police Department, 2000
- Domestic Violence Response, MCOLES, 2000
- Bulletproof Mind/Mental Preparation Seminar, Lt. Col. Dave Grossman, 2001
- Environmental Crimes, Schoolcraft College, 2001
- Tactical Encounters, Schoolcraft College, 2001
- Traffic Safety Summit, Grand Rapids, 2001
- HAZ MAT Training, Schoolcraft College, 2001
- Police Response to Mental Illness, MSP, 2001
- Hispanic Cultural Diversity, MSP, 2001
- Active Shooter Response Training, Fremont Police Department, 2002
- Understanding the Mentally Ill, Dr. Robert Wolford/ MSP, 2004
- Specialized Hostage Negotiations, MI Association of Hostage Negotiators, 2004
- Specialized Hostage Negotiations, MI Association of Hostage Negotiators, 2005
- Cultural Diversity Training, Fremont Police Dept., 2007
- Critical Incident Hostage Negotiations Seminar MAHN Conference, 2008
- Critical Incident Hostage Negotiations Seminar MAHN Conference, 2009
- Valid, up to date, clear record, Child Abuse Central Registry Check, Michigan Department of Human Services
- Psychology Licensure/Limited Licensed Psychologist, State of Michigan, current
- Best Practices in Critical Incident Hostage Negotiations, Ann Arbor, 2010
- Conference on Critical Hostage Negotiations, Traverse City, 2010
- Ferris State University New Faculty Seminar, 2011
- Ferris State University Academic Advising Workshop, 2010
- Ferris State University Presentation Zen Workshop, 2010
- Ferris State University Blackboard Training, 2011
- Critical Incident Hostage Negotiations Seminar MAHN Conference, 2012-2016
- Firearms qualifications 1998 – 2016

**Walter Podufaly
Curriculum Vitae**

Education

Michigan State University EdS School Psychology 1982
Michigan State University MA, Educational Psychology 1981
Michigan State University MA, English 1977
Michigan State University BA, English 1975
North Central Michigan College AA Liberal Arts 1972

Career

Certified School Psychologist since 1982
Employed as a School Psychologist at the Mecosta Osceola Intermediate School District from 1982 to 2014
 Assessed learning disorders, emotional disturbance, behavioral impairment, adaptive behavior, autism, and complications/sequela related to neurological traumas.
 Assisted in the planning of Special Education and General Education programming for individual students with educational needs
 Consulted with agencies outside of the school settings.
 Provided individual psychological counseling to students.

Adjunct Ferris State University since 2006
 Have taught Adolescent Psychology, Abnormal Psychology, and Introduction to Psychology
School Psychology intern 1982
English and Humanities Instructor Michigan Technological University 1977-78
Graduate English Intern Michigan Technological University 1976-77
Remedial Reading Aide Pattengill Junior High Lansing, Michigan
Teacher Certification, provisional 1975
Writing Tutor Lansing Catholic Central 1975-76
Reading Tutor Adult Basic Education Lansing Michigan 1974

Professional Development

Creating Totally Qualified Effective Schools	1993
Brain Based Learning	1995
Student Rights and Legal Issues	1995
Michigan Association of Learning Disabilities Educators	1996
Michigan CEC Conference	1998
The Emotional Quotient, Northern Lower Michigan Teaching and Learning Consortium	1998
Classroom Discipline, NLMLTC	1998
Glaser's Reality Therapy, NLMLTC	1998
The Defiant Child, Central Michigan University	1998
Michigan CEC Conference	1999

Michigan CEC Conference	2000
Discipline Without Stress, WMU	2000
Wonders of the Brain, CMU	2000
IDEA 97 Training	2000
POHI/SXI Conference	2000
Team Building	2000
Michigan CEC	2001
Michigan CEC Conference	2002
MASP Convention, Critical Issues	2003
Michigan CEC	2006
MOISD Back to School Conference	2007
MASP Advanced Professional Workshop	2007
MASP Convention 2007	2007
Michigan CEC Conference	2008
Michigan CEC Conference	2009
MOISD School Psychology Committee.	2009
MOISD Back to Sch. Conference 2009	2009
MASP Critical Issues	2010
MOISD School Psychology Committee	2010
Back to School Facilitating Change	2010
Conference Michigan Department Of Education	2010
MOISD When Children Take You to the End of Your Rope	2010
Trauma 101 and the Effects on Young Children	2011
Regional Data Initiative Survey 3	2011
Michigan Institute for Educational Management	
Regional Data Initiative Survey 4	2011
Michigan Institute for Educational Management	
Conversation at Café MOISD	2011
MASP Critical Issues 2012	2012
Blackboard Training FSU	2016

Organizations

Past member Michigan Association of School Psychologists
Michigan Education Association-Retired
National Association of School Psychologists-Retired

Appendix H - IDEA/SAI Reports

F2115

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.1	4.2
Overall Ratings		
B. Excellent Teacher	4.7	4.8
C. Excellent Course	4.4	4.8
D. Average of B & C	4.6	4.8
Summary Evaluation (Average of A & D) ¹	4.4	4.5

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)						64			
Higher Next 20% (56-62)			59	60	58		59	62	57
Similar Middle 40% (45-55)	54	55							
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	46	51	57	61	54	63	56	62	51	57
Institution	52	55	58	61	57	63	58	62	55	59

IDEA Discipline used for comparison:

Psychology

F2115

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.0	4.0
Overall Ratings		
B. Excellent Teacher	4.4	4.5
C. Excellent Course	4.0	4.2
D. Average of B & C	4.2	4.4
Summary Evaluation (Average of A & D) ¹	4.1	4.2

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56-62)									
Similar Middle 40% (45-55)	51	51	53	54	52	54	53	54	52
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	43	46	50	54	46	52	48	53	46	50
Institution	50	51	53	55	51	54	52	55	51	53

All Classes in the IDEA Database

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.3	4.3
Overall Ratings		
B. Excellent Teacher	4.4	4.4
C. Excellent Course	4.3	4.5
D. Average of B & C	4.4	4.5
Summary Evaluation (Average of A & D) ¹	4.4	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56-62)					59			57	
	56	56			56			56	57
Similar Middle 40% (45-55)			53	54			55		
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	49	53	49	53	51	57	50	55	50	54
Institution	54	56	52	54	55	58	54	56	54	56

IDEA Discipline used for comparison:

Psychology

All Classes in the IDEA Database

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.8	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.6
C. Excellent Course	4.8	4.3
D. Average of B & C	4.9	4.4
Summary Evaluation (Average of A & D) ¹	4.9	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)	64				65			63	64
Higher Next 20% (56-62)			61						
		55		56		56		56	56
Similar Middle 40% (45-55)									
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	62	53	60	56	62	54	61	55	62	54
Institution	63	56	61	57	64	56	63	57	63	57

Describe your attitudes and behavior in this course.

Fall 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	0% (0)	4.35% (1)	8.7% (2)	86.96% (20)	4.83	0.48	0	23
B	0% (0)	7.14% (1)	7.14% (1)	14.29% (2)	71.43% (10)	4.5	0.91	0	14
C	0% (0)	0% (0)	12.5% (3)	25% (6)	62.5% (15)	4.5	0.71	0	24
D	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	4.83	0.37	0	6

Overall, I rate this course as excellent.

Describe your attitudes and behavior in this course.

Fall 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	9.09% (3)	12.12% (4)	30.3% (10)	36.36% (12)	12.12% (4)	3.3	1.11	0	33
B	30.43% (7)	21.74% (5)	13.04% (3)	17.39% (4)	17.39% (4)	2.7	1.49	0	23
C	9.52% (2)	4.76% (1)	23.81% (5)	47.62% (10)	14.29% (3)	3.52	1.1	0	21
D	23.08% (6)	15.38% (4)	15.38% (4)	30.77% (8)	15.38% (4)	3	1.41	0	26

Fall 15

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	0% (0)	10% (2)	15% (3)	75% (15)	4.65	0.65	0	20
B	0% (0)	0% (0)	3.57% (1)	14.29% (4)	82.14% (23)	4.79	0.49	0	28
C	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	4.88	0.33	0	16
D	0% (0)	0% (0)	0% (0)	14.29% (1)	85.71% (6)	4.86	0.35	0	7

Describe your attitudes and behavior in this course.

Fall 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	2.78% (1)	2.78% (1)	22.22% (8)	30.56% (11)	41.67% (15)	4.06	1	0	36
B	0% (0)	4.35% (1)	13.04% (3)	30.43% (7)	52.17% (12)	4.3	0.86	0	23

Describe your attitudes and behavior in this course.

Fall 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	7.69% (2)	15.38% (4)	34.62% (9)	42.31% (11)	4.12	0.93	0	26
Overall, I rate this course as excellent.									
A	3.85% (1)	11.54% (3)	15.38% (4)	34.62% (9)	34.62% (9)	3.85	1.13	0	26

Sp15

Assessment:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
I was interested in the subject matter before I took this course.	11.11% (1)	0% (0)	44.44% (4)	44.44% (4)	0% (0)	9	0	0.92	2.78
Overall, I rate this as an excellent course.	11.11% (1)	33.33% (3)	33.33% (3)	11.11% (1)	11.11% (1)	9	0	1.13	3.22
Overall, I rate this instructor as an excellent teacher.	25% (2)	37.5% (3)	12.5% (1)	12.5% (1)	12.5% (1)	8	0	1.32	3.5

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- Course Evaluations - Campus Labs

Sp15

Assessment:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
I was interested in the subject matter before I took this course.	0% (0)	10% (1)	40% (4)	30% (3)	20% (2)	10	0	0.92	2.4
Overall, I rate this as an excellent course.	0% (0)	30% (3)	30% (3)	30% (3)	10% (1)	10	0	0.98	2.8
Overall, I rate this instructor as an excellent teacher.	10% (1)	30% (3)	10% (1)	40% (4)	10% (1)	10	0	1.22	2.9

Describe your attitudes and behavior in this course.

Sp 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	7.14% (1)	7.14% (1)	35.71% (5)	28.57% (4)	21.43% (3)	3.5	1.12	0	14
B	0% (0)	0% (0)	20% (2)	20% (2)	60% (6)	4.4	0.8	0	10
C	4.76% (1)	0% (0)	14.29% (3)	28.57% (6)	52.38% (11)	4.24	1.02	0	21
D	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6

Describe your attitudes and behavior in this course.

Sp 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	27.78% (5)	11.11% (2)	11.11% (2)	33.33% (6)	16.67% (3)	3	1.49	0	18
B	11.11% (2)	0% (0)	22.22% (4)	33.33% (6)	33.33% (6)	3.78	1.23	0	18
C	30% (9)	26.67% (8)	20% (6)	23.33% (7)	0% (0)	2.37	1.14	0	30
D	20% (5)	28% (7)	16% (4)	20% (5)	16% (4)	2.84	1.38	0	25

Describe your attitudes and behavior in this course.

Sp 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	0% (0)	0% (0)	26.67% (8)	73.33% (22)	4.73	0.44	0	30
B	4.76% (1)	0% (0)	0% (0)	9.52% (2)	85.71% (18)	4.71	0.88	0	21
C	0% (0)	0% (0)	10.34% (3)	13.79% (4)	75.86% (22)	4.66	0.66	0	29
D	4.55% (1)	0% (0)	4.55% (1)	4.55% (1)	86.36% (19)	4.68	0.92	0	22

Describe your attitudes and behavior in this course.

Sp 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	8.57% (3)	11.43% (4)	31.43% (11)	48.57% (17)	4.2	0.95	0	35
B	0% (0)	7.14% (1)	0% (0)	35.71% (5)	57.14% (8)	4.43	0.82	0	14

Describe your attitudes and behavior in this course.

Sp 15

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	7.69% (2)	7.69% (2)	23.08% (6)	42.31% (11)	19.23% (5)	3.58	1.12	0	26

Sp16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.3	3.9
Overall Ratings		
B. Excellent Teacher	4.7	4.4
C. Excellent Course	4.7	4.3
D. Average of B & C	4.7	4.4
Summary Evaluation (Average of A & D) ¹	4.5	4.2

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)					62			60		
	56		58			56			58	
Similar Middle 40% (45-55)		49		53				55		52
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	51	46	55	52	59	53	57	54	50
Institution	55	50	57	54	61	55	59	57	53

IDEA Discipline used for comparison:
Psychology

Sp16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.3
Overall Ratings		
B. Excellent Teacher	4.7	4.7
C. Excellent Course	4.5	4.3
D. Average of B & C	4.6	4.5
Summary Evaluation (Average of A & D) ¹	4.6	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	61		59	58	60		60		61	
		56				56		57		57
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	53	57	58	56	54	57	56	57	55
Institution	60	56	58	58	59	56	59	57	60	57

IDEA Discipline used for comparison:
Psychology

Sp 16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.7	4.7
C. Excellent Course	4.7	4.6
D. Average of B & C	4.7	4.7
Summary Evaluation (Average of A & D) ¹	4.6	4.6

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					63					
Higher Next 20% (56-62)	61					61	61		59	61
Similar Middle 40% (45-55)		58	58	57						59
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	56	55	56	57	60	59	58	58	57	57
Discipline (IDEA Data)										
Institution	59	59	58	58	62	60	60	59	60	59

IDEA Discipline used for comparison:
Psychology

Sp 16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.1
Overall Ratings		
B. Excellent Teacher	4.6	4.6
C. Excellent Course	4.5	4.6
D. Average of B & C	4.6	4.6
Summary Evaluation (Average of A & D) ¹	4.4	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)					60	60		58	58	57
Similar Middle 40% (45-55)	56	54	56	56						56
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	49	49	54	56	56	59	55	58	52	54
Discipline (IDEA Data)										
Institution	54	54	56	57	59	60	58	59	56	57

IDEA Discipline used for comparison:
Psychology

Overall, I rate this instructor as an excellent teacher.

Sp 16

A	11.76% (2)	35.29% (6)	29.41% (5)	11.76% (2)	11.76% (2)	3.24	1.16	0	17
B	38.46% (5)	38.46% (5)	15.38% (2)	7.69% (1)	0% (0)	4.08	0.92	0	13

Overall, I rate this instructor as an excellent teacher.

Sp 16

A	25% (2)	37.5% (3)	25% (2)	12.5% (1)	0% (0)	3.75	0.97	0	8
B	25% (1)	0% (0)	75% (3)	0% (0)	0% (0)	3.5	0.87	0	4
C	66.67% (4)	33.33% (2)	0% (0)	0% (0)	0% (0)	4.67	0.47	0	6

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 3.60

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	2	9.52	
Disagree	2.00	2	9.52	
Neutral	3.00	3	14.29	
Agree	4.00	8	38.10	
Strongly Agree	5.00	5	23.81	
Total Valid		20	95.24	
Missing		1	4.76	
Total		21	100.00	

Sp 16

Q23 Overall, I rate this instructor as an excellent teacher

Sp 16

Mean: 4.00

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	0	0.00	
Disagree	2.00	1	7.14	
Neutral	3.00	1	7.14	
Agree	4.00	4	28.57	
Strongly Agree	5.00	3	21.43	

ate this an an excellent course

Sp 16

Mean: 3.89

	Value	Frequency	Percent	Graph
1	1.00	0	0.00	
2	2.00	0	0.00	
3	3.00	4	28.57	
4	4.00	2	14.29	
5	5.00	3	21.43	

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<https://ferris.campuslabs.com/ce/facultyreporting#summaryreport/9...>

be your attitudes and behavior in this course.

Sp 16

Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
ate this instructor an excellent teacher.								
0%	5.88%	23.53%	70.59%	4.65	0.59	0	17	
(0)	(1)	(4)	(12)					
6.25%	12.5%	31.25%	50%	4.25	0.9	0	16	
(1)	(2)	(5)	(8)					
14.29%	0%	14.29%	71.43%	4.43	1.05	0	7	
(1)	(0)	(1)	(5)					
0%	0%	30%	70%	4.7	0.46	0	10	
(0)	(0)	(3)	(7)					
0%	0%	30%	60%	4.3	1.19	0	10	
(0)	(0)	(3)	(6)					

be your attitudes and behavior in this course.

Sp 16

Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
ate this instructor an excellent teacher.								
7.79%	13.79%	27.59%	13.79%	31.03%	3.34	1.4	0	29
(4)	(8)	(8)	(4)	(9)				
8.33%	8.33%	29.17%	29.17%	3.29	1.57	0	24	
(2)	(2)	(7)	(7)					
26.47%	11.76%	29.41%	2.94%	2.5	1.27	0	34	
(9)	(4)	(10)	(1)					
24.4%	10.34%	24.14%	27.59%	2.74	1.26	0	20	
(8)	(3)	(6)	(7)					

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	16.67% (2)	25% (3)	50% (6)	8.33% (1)	3.5	0.87	0	12

Describe your attitudes and behavior in this course.

Sp 16

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	5% (1)	0% (0)	35% (7)	60% (12)	4.5	0.74	0	20
B	0% (0)	0% (0)	8.33% (1)	8.33% (1)	83.33% (10)	4.75	0.6	0	12
C	0% (0)	0% (0)	11.76% (2)	17.65% (3)	70.59% (12)	4.59	0.69	0	17
D	7.14% (1)	0% (0)	0% (0)	14.29% (2)	78.57% (11)	4.57	1.05	0	14

Describe your attitudes and behavior in this course.

Sp 16

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	2.7% (1)	2.7% (1)	8.11% (3)	29.73% (11)	56.76% (21)	4.35	0.94	0	37

Sp16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.3
Overall Ratings		
B. Excellent Teacher	4.7	4.7
C. Excellent Course	4.5	4.3
D. Average of B & C	4.6	4.5
Summary Evaluation (Average of A & D) ¹	4.6	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56-62)	61		59	58	60		60	57	61
		56			56			57	57
Similar Middle 40% (45-55)									
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	53	57	58	56	54	57	56	57	55
Institution	60	56	58	58	59	56	59	57	60	57

IDEA Discipline used for comparison:
Psychology

All Classes in the IDEA Database

Sp16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.3	3.9
Overall Ratings		
B. Excellent Teacher	4.7	4.4
C. Excellent Course	4.7	4.3
D. Average of B & C	4.7	4.4
Summary Evaluation (Average of A & D) ¹	4.5	4.2

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)					62				
Higher Next 20% (55-62)			58				60		58
		56			56		55		
Similar Middle 40% (45-55)			49	53					52
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	51	46	55	52	59	63	57	53	54	50
Institution	65	50	57	54	61	55	52	55	57	53

IDEA Discipline used for comparison:
Psychology

Sp 16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.7	4.7
C. Excellent Course	4.7	4.6
D. Average of B & C	4.7	4.7
Summary Evaluation (Average of A & D) ¹	4.6	4.6

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					63					
Higher Next 20% (56-62)	61					61	61		59	61
		58	58	57						59
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	55	56	57	60	59	58	58	57	57
Institution	59	59	58	58	62	60	60	59	60	59

IDEA Discipline used for comparison:
Psychology

Sp 16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.1
Overall Ratings		
B. Excellent Teacher	4.6	4.6
C. Excellent Course	4.5	4.6
D. Average of B & C	4.6	4.6
Summary Evaluation (Average of A & D) ¹	4.4	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)					60	60		58	58	57
	56		56	56						56
Similar Middle 40% (45-55)		54								
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	49	49	54	56	56	59	55	58	52	54
Institution	54	54	56	57	59	60	58	59	56	57

IDEA Discipline used for comparison:
Psychology

F 16

Overall, I rate this instructor as an excellent teacher Mean: 4.43

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	0	0.00	
Disagree	2.00	0	0.00	
Neutral	3.00	2	13.33	
Agree	4.00	4	26.67	
Strongly Agree	5.00	8	53.33	
Total Valid		14	93.33	
Missing		1	6.67	
Total		15	100.00	

Q24. I was required to take this course

Mean: 4.44

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	2	5.88	
Disagree	2.00	0	0.00	
Neutral	3.00	1	2.94	
Agree	4.00	8	23.53	
Strongly Agree	5.00	21	61.76	

Fall 16

Mean: 4.57

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	0	0.00	
Disagree	2.00	0	0.00	
Neutral	3.00	1	5.88	
Agree	4.00	4	23.53	
Strongly Agree	5.00	9	52.94	
Total Valid		14	82.35	
Missing		3	17.65	
Total		17	100.00	

Fall 16

Rate this instructor an excellent teacher.					FALL 16			
25%	6.25%	31.25%	34.38%	21.88%	3.59	1.09	0	32
(1)	(2)	(10)	(11)	(7)				

Rate this instructor an excellent teacher.					FALL 16			
12%	12%	24%	24%	24%	3.28	1.37	0	25
(3)	(3)	(6)	(6)	(6)				

Evaluations - Campus Labs

<https://ferris.campuslabs.com/ce/facultyreporting#summaryreport/9...>

following items, choose the option that best corresponds to your
 nt. *Excellent teacher FALL 16*

Definitely True	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
58.82%	5.88%	17.65%	11.76%	58.82%	4.12	1.23	0	17
(10)	(1)	(3)	(2)	(10)				
58.82%	5.88%	17.65%	17.65%	58.82%	4.29	0.96	0	17
(10)	(1)	(3)	(3)	(10)				
35.71%	0%	28.57%	35.71%	35.71%	4.07	0.8	0	14
(5)	(0)	(4)	(5)	(5)				
41.67%	0%	25%	33.33%	41.67%	4.17	0.8	0	12
(5)	(0)	(3)	(4)	(5)				

Evaluations - Campus Labs

<https://ferris.campuslabs.com/ce/facultyreporting#summaryreport/9...>

following items, choose the option that best corresponds to your
 nt. *Excellent teacher FALL 16*

Definitely True	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
80%	0%	5%	15%	80%	4.75	0.54	0	20
(16)	(0)	(1)	(3)	(16)				
89.29%	0%	3.57%	7.14%	89.29%	4.86	0.44	0	28
(25)	(0)	(1)	(2)	(25)				
100%	0%	0%	0%	100%	5	0	0	18
(18)	(0)	(0)	(0)	(18)				
85.71%	0%	0%	14.29%	85.71%	4.86	0.35	0	14
(12)	(0)	(0)	(2)	(12)				

For the following items, choose the option that best corresponds to your judgment.

Excellent teacher *Fall 16*

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Respor
A	20% (1)	20% (1)	0% (0)	40% (2)	20% (1)	3.2	1.47	0	5
C	0% (0)	66.67% (2)	33.33% (1)	0% (0)	0% (0)	2.33	0.47	0	3
D	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	2	0	0	1
E	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	3	0	0	1

All Classes in the IDEA Database

Fall 16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.3
Overall Ratings		
B. Excellent Teacher	5.0	4.9
C. Excellent Course	4.8	4.5
D. Average of B & C	4.9	4.7
Summary Evaluation (Average of A & D)¹		
	4.8	4.5

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	63		63		64		64		64	
Higher Next 20% (56-62)		57		61		59		60		59
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	58	54	62	62	61	58	62	60	60	57
Institution	61	57	62	61	62	59	62	60	62	59

IDEA Discipline used for comparison:

Psychology

FU16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.7	4.6
Overall Ratings		
B. Excellent Teacher	4.8	4.7
C. Excellent Course	4.7	4.3
D. Average of B & C	4.8	4.5
Summary Evaluation (Average of A & D) ¹	4.8	4.6

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)		
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C				
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)	65									63	
Higher Next 20% (56-62)		61	60	59	62		61		58		60
Similar Middle 40% (45-55)											
Lower Next 20% (38-44)											
Much Lower Lowest 10% (37 or lower)											

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	61	59	58	59	59	55	59	57	60	58
Institution	63	62	59	59	61	56	60	58	62	60

IDEA Discipline used for comparison:
Psychology

FU16

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.9	4.3
Overall Ratings		
B. Excellent Teacher	5.0	4.6
C. Excellent Course	4.9	4.1
D. Average of B & C	5.0	4.4
Summary Evaluation (Average of A & D) ¹	5.0	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	67		63		66		65		66	
Higher Next 20% (56-62)				56						
Similar Middle 40% (45-55)		55			54		56		55	
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	64	53	62	56	63	51	63	54	64	54
Institution	65	56	62	57	64	53	63	55	64	56

IDEA Discipline used for comparison:
Psychology

F51116

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.7	4.5
Overall Ratings		
B. Excellent Teacher	4.7	4.4
C. Excellent Course	4.5	4.2
D. Average of B & C	4.6	4.3
Summary Evaluation (Average of A & D) ¹	4.7	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)		
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C				
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)	64										
Higher Next 20% (56-62)		59	58		59		59			62	
Similar Middle 40% (45-55)				54		54		54			
Lower Next 20% (38-44)											
Much Lower Lowest 10% (37 or lower)											

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	61	57	56	53	54	52	55	53	58	55
Institution	61	60	57	54	57	54	57	54	59	57

IDEA Discipline used for comparison:
Psychology

SP 17

Q23 Overall, I rate this instructor as an excellent teacher Mean: 3.71

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	0	0.00	
Disagree	2.00	1	5.56	
Neutral	3.00	6	33.33	
Agree	4.00	7	38.89	
Strongly Agree	5.00	3	16.67	

Q23 Overall, I rate this instructor as an excellent teacher Mean: 4.17

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	1	5.26	
Disagree	2.00	0	0.00	
Neutral	3.00	3	15.79	
Agree	4.00	5	26.32	
Strongly Agree	5.00	9	47.37	

Q23 Overall, I rate this instructor as an excellent teacher Mean: 4.30

Response	Value	Frequency	Percent	Graph
Strongly Disagree	1.00	0	0.00	
Disagree	2.00	0	0.00	
Neutral	3.00	4	20.00	
Agree	4.00	6	30.00	
Strongly Agree	5.00	10	50.00	

Total Valid 20 100.00

Sp 17

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential -see page 2)	4.7	5.0
Overall Ratings		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	4.7	5.0
D. Average of B & C	4.8	5.0
Summary Evaluation (Average of A & D) ¹	4.8	5.0

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
	B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw		Adj.	
	Raw	Adj.	Raw	Adj.	Raw	Adj.				
Much Higher Highest 10% (63 or higher)	64	70		63	63	69		66	63	68
Higher Next 20% (56-62)			61				62			
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	60	70	59	64	59	68	59	66	60	68
Institution	62	70	60	63	61	68	61	66	62	68

IDEA Discipline used for comparison:
Psychology

Sp 17

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential -see page 2)	4.5	4.6
Overall Ratings		
B. Excellent Teacher	4.7	4.7
C. Excellent Course	4.5	4.8
D. Average of B & C	4.6	4.8
Summary Evaluation (Average of A & D) ¹	4.6	4.7

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
	B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw		Adj.	
	Raw	Adj.	Raw	Adj.	Raw	Adj.				
Much Higher Highest 10% (63 or higher)		63			64			62		63
Higher Next 20% (58-62)	60		58	59	60		59		60	
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	55	61	55	59	55	63	55	61	55	61
Institution	58	63	57	59	58	63	58	61	58	62

IDEA Discipline used for comparison:
Psychology

Sp 17

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Three objectives were selected as relevant (Important or Essential -see page 2)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.6	4.5
C. Excellent Course	4.6	4.5
D. Average of B & C	4.6	4.5
Summary Evaluation (Average of A & D)¹	4.6	4.5

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)			
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C					
		Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)											
Higher Next 20% (56-62)	60	58	57		61	60	59	58	60	58	
Similar Middle 40% (45-55)											
Lower Next 20% (38-44)											
Much Lower Lowest 10% (37 or lower)											

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	54	55	54	55	57	58	56	57	55	56
Institution	58	59	56	56	59	59	58	58	58	59

IDEA Discipline used for comparison:
Psychology

All Classes in the IDEA Database

Sp 17

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Three objectives were selected as relevant (Important or Essential -see page 2)	4.4	4.4
Overall Ratings		
B. Excellent Teacher	4.8	4.8
C. Excellent Course	4.6	4.7
D. Average of B & C	4.7	4.8
Summary Evaluation (Average of A & D)¹	4.6	4.6

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)		
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C				
		Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	59	58	60	60	62	62	61	61	60	60
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	53	55	59	60	58	61	59	61	56	58
Institution	57	58	59	60	60	62	60	61	59	60

IDEA Discipline used for comparison:
Psychology

Overall, I rate this instructor an excellent teacher. *SP17*

A	16.67% (5)	10% (3)	30% (9)	33.33% (10)	10% (3)	3.1	1.22	0	30
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- Course Evaluations - Ca... <https://ferris.campuslabs.com/ce/facultyreporting#summaryreport/9...>

For the following items, choose the option that best corresponds to your judgment. *Excellent Teacher SP17*

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
A	25% (7)	17.86% (5)	21.43% (6)	14.29% (4)	21.43% (6)	2.89	1.47	0	28
B	16.67% (4)	25% (6)	33.33% (8)	8.33% (2)	16.67% (4)	2.83	1.28	0	24
C	25% (8)	28.13% (9)	25% (8)	12.5% (4)	9.38% (3)	2.53	1.25	0	32
D	30% (6)	0% (0)	25% (5)	15% (3)	30% (6)	3.15	1.59	0	20

For the following items, choose the option that best corresponds to your judgment. *Excellent Teacher SP17*

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
A	0% (0)	0% (0)	18.18% (2)	36.36% (4)	45.45% (5)	4.27	0.75	0	11
B	0% (0)	0% (0)	7.69% (1)	23.08% (3)	69.23% (9)	4.62	0.62	0	13
C	0% (0)	0% (0)	0% (0)	22.22% (4)	77.78% (14)	4.78	0.42	0	18
D	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	4.33	0.75	0	6

Overall, I rate this instructor an excellent teacher. *SP17*

A	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6
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For the following items, choose the option that best corresponds to your judgment. *Excellent Teacher SP17*

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
A	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	4.87	0.34	0	15
B	11.11% (1)	0% (0)	0% (0)	22.22% (2)	66.67% (6)	4.33	1.25	0	9



FERRIS STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

TO: Gary Todd, Chair, Academic Program Review Council (APRC)

CC: Meral Topcu, Department Chair, Social & Behavioral Sciences
Chris Redker, Chair, Program Review Panel

FROM: Kristi L. Haik, Dean, College of Arts & Sciences *Kristi L Haik*

RE: Psychology B.S. and Minor

DATE: 09/12/2017

The Psychology B.S. Program and the Psychology Minor are housed in the Department of Social and Behavioral Sciences in the College of Arts and Sciences. The program review committee has presented a comprehensive review that highlights the strengths of the program and makes some suggestions for improvement of the program. The mission of this program is consistent with those of the college and the university, and the program has a well-defined strategic plan.

The faculty associated with this program are proud of the opportunities that the program provides for students, and they are highly invested in the success of their students. Information provided in the review indicates that students and faculty are active on campus and have impacts on the community and other external stakeholders. A survey of those faculty indicates that they have a positive overall view of the program and the students in the program, but that compared to programs at other universities, there is room for improvement, as indicated below.

Most students in the program (~70%) indicate that they intend to pursue graduate studies, while the remainder intend to enter the workforce directly. The program appears to prepare them well for both of these career pathways. Overall, current students have a positive view of the program, as do alumni.

The curriculum, which is designed to be flexible, includes several core courses that are required and upper-level electives that allow students to tailor their experiences to match their career aspirations. Changes to program outcomes and curriculum are based on the recommendations of the American Psychological Association and are designed to prepare students for graduate school or the workforce as well as possible. The curriculum is also unique, amongst undergraduate programs in psychology, in that it requires a hands-on experience (research, internship, etc.) for each student.

With respect to program assessment, data has been collected in a variety of ways, including student exit surveys, student intern evaluation surveys, course grades, measures of writing ability in specified courses, and use of the ETS Major Field Exam in Psychology. The program has well-defined program

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outcomes that have been influenced by the recommendations of the American Psychological Association. Assessment of these outcomes began in earnest during the Fall 2016 semester as part of a college-wide plan to carry out program assessment for all programs in the college. Thus far, program outcomes have been established, those outcomes have been mapped to selected courses, and a timeline for assessment of particular outcomes in particular courses has been established. Course-level assessment related to program outcomes will commence in the Fall of 2017 and will continue thereafter. The program will upload all appropriate assessment artifacts and findings into TracDat.

Some additional accomplishments/highlights during the past five-year cycle include the following:

- Maintenance of steady enrollments in the major (~140 students) and the minor (~70 students).
- Establishment of a Psychology Living-Learning Community, which appears to be the only one in the state.
- The creation of some new upper-level courses, specifically PSYC 335 (Police Psychology), PSYC 350 (Introduction to Forensic Psychology), and PSYC 470 (Counseling Theories and Techniques) as regular course offerings to serve majors and minors and as service to other programs from across campus.

Some areas for improvement, as suggested by the report, include the following:

- The faculty in the program would like to provide additional opportunities for undergraduate research. For this to occur, additional research space would have to be identified and developed.
- Specialized curricular pathways, such as Forensic Psychology and Applied Behavioral Analysis, will be investigated as possible improvements to the curriculum.
- The faculty would like to offer upper-level courses on a more consistent basis and add additional upper-level courses to the curriculum. This would likely require additional faculty members both to add the appropriate expertise to the department and to cover the additional workload.

The Dean's office recognizes the Psychology program as a strong and important component of the college. The training that students receive prepares them well for the next stages of their academic and professional careers. With respect to the suggestions for improvements that are outlined above, the Dean's office is certainly open to discussions about these suggested changes, while recognizing that conversations about items such as these can be delicate due to constraints related to available space and budget concerns.