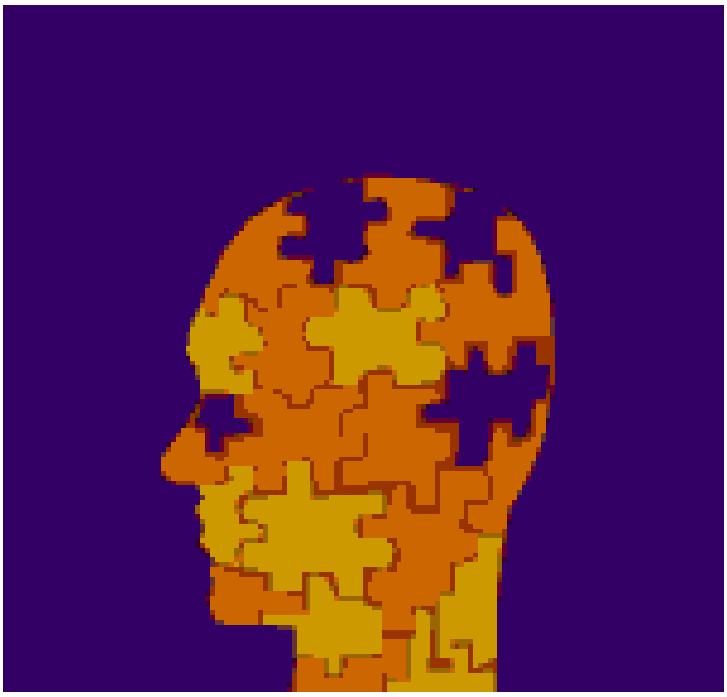
Experimental Psychology



2008-2009 Graduate Program Handbook

Central Michigan University

http://www.chsbs.cmich.edu/Psychology/expadmissions.htm

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About This Handbook

This handbook will provide an overview of the graduate programs in Experimental Psychology and their degree requirements. This handbook, however, is not intended to replace the *CMU Graduate Bulletin* and the faculty advisor. Thus, the student is expected to:

a. Become familiar with the academic regulations of the university and the requirements of the specific program.

b. Contact the advisor on a regular basis to keep informed of program requirements and to obtain general assistance in the completion of the program.

c. Assume primary responsibility for complying with all regulations of the university, the College of Graduate Studies, and the department, and for meeting all requirements for the degree within the allowable time limits.

If you have any questions regarding the Experimental Psychology Program, please contact the program director.

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General Description

The primary objective of the graduate programs in Experimental Psychology at CMU is to produce graduates who can demonstrate excellence in the broad arena of methodologies and general content so as to be prepared for doctoral training or research positions in the public or private sector.

The Experimental Program has the largest faculty membership of any graduate program within the Department of Psychology. The membership represents the complete spectrum of psychology including the areas of behavioral, physiological, developmental, social, clinical, cognitive, measurement, and statistics.

The program faculty members are committed to the traditional academic values of teaching and research. Many of the members have on-going research programs with substantial publication and presentation records, and many have obtained prestigious research grants. In addition, several indices (e.g., teaching awards, student ratings, alumni comments) indicate that many of the program faculty are excellent teachers.

Overall, the Experimental Program faculty are prepared for the opportunity and challenge of providing a quality education to our students. The second floor of Sloan Hall (where many of our faculty reside) is active with students and faculty. A collegial atmosphere exists where leading edge research is being conducted, discussed, and debated. This close student-faculty interaction has provided the foundation for the success of our program.

M.S. in Experimental Psychology Program Description

The major goal of the program is to prepare students for doctoral training in psychology. Our success in placing our students in prominent doctoral programs has been excellent. For example, we have had graduates from our program completing their doctoral training at *University of Southern Mississippi, University of Georgia, and University of Illinois.* In addition to preparing students for doctoral programs, the mission of the program also includes preparing students for research positions in the private and public sector.

The program has been very successful, with many of its graduates completing doctoral degrees in psychology. Some of these individuals have attained national and international reputations in scientific psychology. In addition, the program has produced graduates who have become successful in other endeavors including administration, health and legal professions, and business and industry.

Over 350 students have graduated from the program over the past 34 years. Currently, there are about 20 students enrolled in the program. The faculty-student relationship is based on a mentoring system. All incoming students are required to be actively involved in research with a program faculty member throughout their program of study (typically two years). The mentoring system allows students to develop their research skills as well as develop close interpersonal and academic relationships with faculty. Finally, students are provided feedback regarding their progress in the program via evaluations by program faculty at the end of each academic year.

M.S. Degree Requirements

The Master of Science degree in Experimental Psychology is based upon the satisfactory completion of a minimum of 36 semester hours of graduate work, including a thesis. The program is broad yet flexible enough to develop individual scholarship in the student's area of study. Each student is assigned to a faculty member who serves as the student's mentor/advisor. The mentor is responsible for monitoring the student's progress through the program particularly with respect to the development of research skills. Each student is required to be actively involved in research with his or her mentor.

Degree Requirements:

Required Courses:		26 Cr.
PSY 511	Statistics in Psychology	3 Cr.
PSY 609	History and Systems of Psychology	3 Cr.
PSY 690	Research Seminar in Experimental Psychology (Taken each semester in the first year for total of 2 credits)	1 Cr.
PSY 798	Thesis (with oral defense) (See Committee Requirements on page 8)	6 Cr.
Select at least one course from each of the following four groups:		
PSY 611	Research Design	3 Cr.
PSY 612	Applied Multiple Regression and Correlation	
PSY 613	Multivariate and Correctional Methods	
PSY 587	Physiological Psychology	3 Cr.
PSY 687	Physiological Foundations	
PSY 589	Cognitive Psychology	3 Cr.
PSY 680	Learning	
PSY 681	Sensation and Perception	

PSY 624	Advanced Developmental Psychology	3	Cr.
PSY 630	Advanced Social Psychology		

Cognate Courses: To be chosen in consultation with an advisor. 0-6 Cr.

Electives: To be chosen in consultation with an advisor. 4-10 Cr.

In addition to coursework, a student must complete an oral examination over thesis.

Total (minimum hours for first and second years) 30-36 Cr.

Accelerated M.S. in Experimental Psychology Option

Advanced undergraduate students majoring in psychology who want to obtain additional training in experimental psychology may want to consider an option by which they can obtain their Bachelor of Science with the General Major in Psychology and their Master of Science in Experimental Psychology in five years. The accelerated program requirement is identical to the General Major in Psychology and to the Master of Science in Experimental Psychology; and allows the student to apply 12 credit hours of graduate coursework toward both their Bachelor of Science and Master of Science degrees.

To be eligible for the accelerated program, students must meet all of the admissions requirements for regular admission to the Master of Science in Experimental Psychology program and have completed at least 84 credit hours of undergraduate coursework, including all General Education, University Program, and competency requirements. It is expected that students will already be engaged in research with a faculty member prior to admission to the accelerated program.

The Accelerated Master of Science in Experimental Psychology program is a 12-month program. Students will complete the Bachelor of Science degree requirements and the first year of coursework for the Master of Science by the end of the summer term of their fourth year. Students will complete the coursework for the Master of Science in conducting and defending their thesis by the end of the summer term of their fifth year.

A sample curriculum for a student who has completed 84 credit hours of undergraduate coursework is given below. Undergraduate coursework completed beyond 84 credit hours would lead to conferral of the Bachelor of Science degree prior to the end of the summer term in Year Four.

Accelerated M.S. Sample Curriculum

Year Four

Fall	Spring	Summer	Degree
PSY 511-3 hrs*	Graduate Requirement-3 hrs*	Undergraduate Courses-10 hrs	BS Degree
Graduate Requirement-3 hrs*	Graduate Requirement-3 hrs*		Conferred
PSY 690-1hr**	PSY 690-1 hr**		
Undergraduate Courses-9 hrs	Undergraduate Courses-9 hrs		
Total - 16 hrs	Total - 16 hrs	Total - 10 hrs	

Year Five

Fall	Spring	Summer	Degree
Graduate Requirements-6 hrs	PSY 798-3 hrs	PSY 798-3 hrs	M.S. Degree
Graduate Elective-3 hrs	Graduate Elective-3 hrs	Graduate Elective-4 hrs	Conferred
Total-9 hrs	Total-6 hrs	Total-7 hrs	

*Courses that apply to both the B.S. and M.S. Degrees. Required courses are (PSY 511, 609, 611 or 612 or 613, 587 or 687, 589 or 680 or 681, and 624 or 630). Students must register for graduate credit for these courses.
**Applies to the M.S. degree only.

Ph.D. in Applied Experimental Psychology Program Description

The objective of the Ph.D. program in Applied Experimental Psychology is to develop individuals with strong applied experimental research skills for positions in academia, business, industry, allied health, or government agencies. The program is designed to provide advanced training in psychological processes (e.g., biological, cognitive, behavioral, social, personality), quantitative methodological procedures (e.g. statistics, experimental design, computer applications), and their utilization in an applied setting. The program provides students with special applied training, including a pre-doctoral internship. The program uses a mentor system, matching students with faculty members who have interest in closely related areas. The current areas of training include: human factors (ergonomics, psychophysiology, and attention and perceptual processes), behavioral medicine (with special emphasis on behavioral pediatrics, developmental disabilities, and infant sleep disorders), applied cognitive science (with special emphasis on memory, cognitive modeling, decision making, forensic psychology), applied social psychology (social cognition, personality judgments, individual differences, and attitudes), and applied behavioral neuroscience (with specific emphasis on testing potential pharmacotherapy's for neurodegenerative diseases, such as Huntington's and Parkinson's diseases).

Over 14 students have graduated from the program over the past 10 years. Currently there are about 18 students enrolled in the program. Applicants to the Program are expected to have a baccalaureate degree, a minimum 3.0 GPA, and at least 15 hours of psychology. The foundation of the program is the M.S. Program in Experimental Psychology. The first two years of the program are identical to those of the M.S. Program in Experimental Psychology. Students accepted into the program must complete all of the requirements of the M.S. Program in Experimental Psychology or its equivalent. The emphasis in the third and fourth years are on advanced specialized training, including generating high quality applied research and gaining practical experience through internships.

Ph.D. Degree Requirements

First and Second Years:

The requirements for the first two years in the Ph.D. program in Applied Experimental Psychology are identical to those required for the M.S. degree in Experimental Psychology.

Third and Fourth Years:

Required Courses:		36	Cr.
PSY 789	Seminar in Applied Experimental Psychology	3-9	Cr.
PSY 800	Research in Applied Experimental Psychology (with major paper and oral examination)	12	Cr.
PSY 898	Doctoral Dissertation: Design	3-12	Cr.
PSY 899	Doctoral Dissertation: Implementation (with oral defense)	3-12	Cr.
	A minimum of 15 credit hours from the combination of PSY 898 and PSY 899 is required. See Committee Requirements on page 8.		
Select one of the following:			
PSY 990	Internship A: Professional Services	6	Cr.
PSY 991	Internship B: Professional Services	6	Cr.
Electives		12-18	Cr.
Total (minimum hours for third and fourth years)		54	Cr.

Comprehensive Examination

The paper and oral examination from the PSY 800 project serves as the comprehensive examination. Papers are expected to be publication quality and typically consist of a literature review, method, results, and discussion section reporting the outcome of a year-long empirical research project conducted in collaboration with the student's mentor. Comprehensive Examination Committees must consist of two experimental faculty members with graduate faculty status. An optional 3rd committee member from the experimental faculty is allowed. The role of the committee is to evaluate the oral portion of the examination. **A copy of the approved paper must be given to the Experimental Program Secretary for the student's file.** The student must register for all 12 credit hours and pass the oral examination prior to admission to doctoral candidacy. Students cannot take more than 6 hours of PSY 800 until finished with thesis.

Internship Requirements

Students should complete their 800 Project and pass an oral exam over the project and be admitted to the doctoral candidacy prior to beginning the doctoral internship (PSY 990-991). In addition, doctoral students should have an approved doctoral project proposal on file prior to beginning the doctoral internship.

Thesis and Dissertation Committee

Thesis committees must consist of three members each with graduate faculty status. Two members must be from the Experimental Core Faculty and the 3rd member must be a faculty member of the Psychology Department. An optional 4th member can be a faculty member from another department.

Dissertation committees must consist of four members each with graduate faculty status. Three members must be from the Experimental Core Faculty and the 4th member must be a faculty member of the Psychology Department. An optional 5th member can be a faculty member from another department.

Thesis and Dissertation Proposal

A Prospectus for Theses and Dissertations must be completed to begin research on a thesis or dissertation. Students must complete the following steps for their prospectus forms:

1. Email thesis/dissertation committee members to schedule prospectus meeting.

2. Email Program Secretary to schedule a room with date and time of prospectus.

3. Pick up Prospectus and IRB form from Program Secretary.

4. Complete Prospectus form prior to proposal meeting and get committee members signature at proposal meeting. A copy of the abstract must be turned in with the form.

5. Bring completed Prospectus form and IRB or IACUC application to Program Secretary, who will hold the forms until you receive IRB or IACUC approval email.

6. Forward IRB approval email to Program Secretary. Once, IRB approval is received, Program Secretary will get the required signatures, and forward to the Graduate Office.

Students may not enroll for more than three thesis or dissertation credits until the project prospectus has been approved by the department and the College of Graduate Studies and the College of Graduate Studies has verified the composition of the student's committee. The *Graduate Bulletin* (https://bulletins.cmich.edu/) outlines all University policies relating to theses/dissertations.

Thesis and Dissertation Requirements

The same principles generally hold for the master's thesis and doctoral dissertation. As a general concept, the doctoral dissertation, required of all doctoral students, will be related to the student's interests and to some aspect of professional practice. The goal of the doctoral dissertation is to further integration of the student's graduate education in developing the ability to investigate a professional problem in a scholarly manner. Students must have been admitted to doctoral candidacy by the Graduate School prior to defending their dissertation proposal.

A brochure outlining University procedures for thesis or doctoral dissertation preparation is available from the College of Graduate Studies (http://www.grad.cmich.edu/forms.htm) and a handbook is available from the Psychology Department. The steps usually followed are:

1. Student discusses their idea with a faculty member.

2. Student obtains a chair and committee members.

3. Student writes a prospectus for committee approval. The prospectus includes the following topics:

    a. Introduction to the problem (a case is made for the importance of the area of study)
    b. Review of the literature
    c. Statement of the problem
    d. Method (as appropriate)
        a. Participants or Sample
        b. Instrumentation/Materials
        c. Procedures
        d. Statistical Analysis

4. Student convenes the committee to discuss, fine tune, and approve/disapprove the idea.

5. Thesis and Doctoral Dissertation Prospectus form is filed with the graduate office and department. Also, approval from CMU's Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC), must be obtained before research involving human or animal subjects is started.

6. Thesis/Dissertation is completed.

7. Oral defense of project.

8. Students are expected to provide the Library, department, and their committee chairperson (unless they state otherwise) with a bound copy of the thesis or dissertation.

Dissertation Research Support

The College of Graduate Studies provides small grants, up to a maximum of $2,000, for dissertation-related costs such as photocopying, travel, supplies, etc. (wages cannot be covered). Students who have had their dissertation prospectus approved by their dissertation committee are eligible to apply for this support; recipients are selected on the basis of proposals reviewed by the Dissertation Support Selection Committee.

Academic Advisors

Upon admission, each student is assigned a faculty advisor (mentor), who will serve as the student's academic advisor for the rest of that student's enrollment in the program. The advisor will also serve as a mentor for the student's research. At the end of each school year, the advisor will report to the Program Director regarding the student's progress on coursework as well as research involvement. A student may change his/her advisor by submitting a request to the Program Director.

Registration for Classes

Students are encouraged to register for classes during Phase I registration to ensure course requests can be honored. The Psychology Department has no obligation to honor course requests when students fail to pre-register and classes are full. In order to add a class after it has reached capacity enrollment, the department requires written permission from that instructor.

Policy on Degree Time Limits

It is the program's policy that all course requirements for the M.S. degree be completed within seven years after matriculation and within eight years after matriculation for the Ph.D. degree. Both programs are full-time, campus degree programs. See the *Graduate Bulletin* for details at *https://bulletins.cmich.edu/*.

Time Limit for Admission

Admission is valid for one year (four semesters: fall, spring, summer I, summer II). If a student does not register for classes within one year after being admitted to the graduate college, the student is required to reapply before taking classes. The student's credentials are again reviewed by the department and the student may or may not be readmitted.

Deferred Admission

Newly admitted students may petition the Admissions Committee for deferred admission. Granting deferred admission is at the discretion of the Admissions Committee. However, deferred admission is normally granted for no more than 12 months from the original matriculation date.

Conditional Admission

Students who are deficient in certain subject areas may be granted a conditional admission to the program. Students are expected to make up identified deficiencies in addition to completing the normally prescribed graduate coursework for their degree. Upon completion of all deficiencies, students may apply for regular admission.

Continuous Registration

Any on-campus student who has completed all academic coursework except the final project (Plan B project or internship, thesis, dissertation, doctoral project) must be enrolled in at least one CMU graduate credit hour each fall and spring semester until graduation (summer sessions as well if summer coursework is normally required in the program). The continuing registration for the final research project within the student's home department can fulfill this one credit hour requirement. If, after all academic coursework except the final project is completed, a student does not enroll each semester (and summer, where appropriate) until graduation, the student must enroll retroactively for each missed semester (and summer, where appropriate) once s/he returns to complete the project. A student can request a leave of absence by submitting a Leave of Absence Request form to the College of Graduate Studies; if approved, continuous registration will be waived during the approved leave period. Regardless of whether the student has a leave of absence, the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements presented under **Duration of Admission Status** in this *Bulletin* (see index). See the *Graduate Bulletin* for details at *https://bulletins.cmich.edu/*.

English Language Proficiency Requirements

CMU welcomes students from a wide variety of backgrounds. All international students must demonstrate English language competency in one of the following ways: (1) Achieved a satisfactory score on the Test of English as a Foreign Language (TOEFL). (2) Satisfactory completion of a course of study in which the language of instruction was English. (3) Successful completion (grade point average of 3.0 on a 4.0 scale, or the equivalent) of at least twelve credit hours of work in a recognized graduate program instructed in English. (4) Employment at a professional level for at least four years, with written verification by the student's current or former employer of the student's competency in English. (5) Employment in the United States at a professional level for at least two years in a position that relies on the use of English, with written verification by the student′s current or former employer of the student's competency in English. Further information can be found in the *Graduate Bulletin* at *https://bulletins.cmich.edu/*.

Graduation Procedures

To graduate, a MASTER'S degree student must:

1. Have regular admission to the degree program.
2. File an Authorization of Graduate Degree Program form.
3. Complete a minimum of 36 semester hours of graduate work with a GPA of 3.0 or higher; of these 36 credits, no more than 15 can be transfer credits; no more than 1/3 can be unspecified content or variable credit courses; and no more than 10 can be independent study or thesis credits.
4. Earn at least a B in each course.
5. Earn 15 or more hours for the degree in courses at or above the 600 level.
6. Fulfill all requirements of the chosen curriculum and all other university regulations pertaining to the program.
7. Complete all requirements pertinent to either Plan A or Plan B or any alternative requirements of the department.

8. Send a completed Graduation Application form along with a check or money order for the $50.00 fee, to the College of Graduate Studies, approximately eight weeks before the end of the semester. Deadline dates are listed on the College of Graduate Studies website at *http://www.grad.cmich.edu/dates.htm*.

To graduate, a DOCTORAL student must:

1. Have a master's degree, if required.

2. Have regular admission in the program.

3. Be admitted to candidacy.

4. Satisfy any research or professional requirements of the department.

5. Complete a minimum of 90 semester hours of graduate work beyond the bachelor's degree with a GPA of 3.0 or higher; individual programs may require additional credits.

6. Receive at least a B in each course; a student will not be awarded a doctoral degree with more than two grades below B- (coursework not part of a student's doctoral program is excluded from this policy). Individual programs may have more stringent requirements.

7. Complete a doctoral dissertation.

8. Earn 15 semester hours in 700 level courses (excluding dissertation and internship credits) and 50 of the total hours at the 600 level or above.

9. Pass a final oral exam in defense of the dissertation.

10. Send a completed Graduation Application form, along with a check or money order for the $50.00 application fee, to the College of Graduate Studies approximately eight weeks before the end of the semester. Deadline dates are listed on the College of Graduate Studies website at *http://www.grad.cmich.edu/dates.htm*.

Graduation Commencement Ceremony

Students must finish all requirements for their degrees before they can participate in graduation ceremonies. Diplomas are mailed to students about six weeks after commencement. If a student needs evidence of degree completion in less than six weeks, written verification is available through the College of Graduate Studies.

Milestones in Completing Degrees

M.S. DEGREE

Year	Semester	Milestones
1	Fall	Begin Coursework (e.g., PSY 690 & PSY 511)
1	Spring	Begin M.S. Thesis Proposal **Submit M.S. Authorization of Graduate Degree Program form**
1	Summer	Continue Research
2	Fall	M.S. Thesis Proposal Approved **Submit Prospectus for Thesis and Dissertation form**
2	Spring	Complete M.S. Thesis **Submit Thesis Plan A & B Completion Sign-off form**

ACCELERATED M.S. DEGREE

Year	Semester	Milestones
B.S. 4 / M.S. 1	Fall	Begin Coursework (e.g., PSY 690 & PSY 511)
B.S. 4 / M.S. 1	Spring	Begin M.S. Thesis Proposal **Submit M.S. Authorization of Graduate Degree Program form**
B.S. 4 / M.S. 1	Summer	Complete B.S. degree
M.S. 2	Fall	M.S. Thesis Proposal Approved **Submit Prospectus for Thesis and Dissertation form**
M.S. 2	Spring	Continue work towards M.S. Thesis
M.S. 2	Summer	Complete M.S. Thesis **Submit Thesis Plan A & B Completion Sign-off form**

Ph.D. DEGREE

Year	Semester	Milestones
3	Fall	Begin Comprehensive Project **Submit 800 registration form** **Submit Authorization of Doctor of Philosophy in Applied Experimental Psychology**
3	Spring	Finish Comprehensive Project **Submit PSY 800 Completion form and copy of the approved project to Experimental Program Secretary, SL 139**
3	Summer	Continue Research
4	Fall	Complete Dissertation Proposal **Submit Prospectus for Thesis and Dissertation form**
4	Spring	Complete Doctoral Dissertation **Submit Dissertation Project Sign-off form**

Students also need to check with the Graduate College for deadlines to submit their Graduation Application. The Graduate College has developed a checklist for *Self Audit for Graduation* form (http://www.grad.cmich.edu/forms.htm) for students to use to make sure that they complete all degree requirements and can submit all forms on time.

Research and Training Facilities

The Department of Psychology has a variety of facilities, which are used for the education of students. The facilities range in focus from those designed primarily for research to those providing direct clinical services. Below is a partial list of the available campus and department facilities:

Graduate Student Offices. - Graduate Assistants and Fellowship recipients have space available to them in faculty laboratories.

Graduate Student Computer Laboratory – The Department of Psychology maintains a computer laboratory with 6 workstations and a printer exclusively for graduate student use in Sloan Hall.

Park Library - The Park Library provides an adequate collection of books and journals in the areas of psychology. The book collection totals about 1,000,000 volumes and an online catalogue which allows students to quickly peruse the holdings in a specific area. Desk and study carrels are also available for students. A wide variety of research databases are available, including *Medline, PsycInfo, and Social Sciences Abstracts.*

Computer Laboratories - The Department of Psychology maintains computer laboratories for research and teaching purposes in Sloan Hall. The labs include a total of 12 workstations. These machines are networked to a printer and various experiment generation and SPSS software applications are installed. The lab serves students and faculty interested in research in cognitive processes, sensation and perception, learning, and social psychology.

Psychological Training and Consultation Center - This facility in the Health Professions Building provides training, service, and research functions. The Center provides a full range of services to children, parents, and professional personnel from the Central Michigan area. Space and resources are typically made available for faculty and students wishing to conduct research.

Faculty Laboratories

Attention and Performance Laboratory – Dr. John Monahan - This computerized lab is located in Sloan Hall 207. Devices for keyboard, touchscreen, and vocal response are available. Typical studies measure reaction time and accuracy for complex stimuli and for mental rotation of objects.

Behavior Analysis Laboratory – Dr. Mark P. Reilly - The Behavior Analysis Laboratory is located on the second floor of Rowe Hall and consists of rodent and avian colony rooms, behavioral testing rooms with state-of-the-art controlling and recording equipment, a wet lab for surgery and pharmacological preparations, computer workstations for data analysis, and a conference/meeting room. There is also a student laboratory fully equipped with behavioral testing chambers for the undergraduate course in behavior analysis.

The Brain Research and Integrative Neuroscience (B.R.A.I.N.) Center – Dr. Gary Dunbar – The B.R.A.I.N. Center is located in the Health Professions Building. The facilities are used for laboratory classes and individual research projects. The B.R.A.I.N. Center is equipped for small animal surgery, a full array of behavioral tests (including psychophysiology), microscopic and biochemical analyses, and a fully equipped cellular and molecular laboratory.

The Driving Evaluation, Education, and Research (D.E.E.R.) Center – Dr. Rick Backs and Dr. Nicholas Cassavaugh, Research Scientist – The D.E.E.R. Center is located in the Health Professions Building. The CMU Center for Driving Evaluation, Education, and Research (D.E.E.R. Center) is a collaboration between the College of Humanities, Social, and Behavioral Sciences and the Herbert H. and Grace A Dow College of Health Professions as a component of the CHP Bridges Center for Healthy Life Transitions in collaboration with the Carls Center for Clinical Care and Education. The mission of the D.E.E.R. Center is to provide clinical services to evaluate cognitive fitness to drive, to provide education to improve older driver safety, and to conduct research on older drivers and drivers with attention disorders. The center has a Drive Safety DS-600 driving simulator for use in research and in evaluation and education. The D.E.E.R. Center will be a place where older adults or persons who have had a stroke or sustained a brain injury can come to have their driving ability evaluated to determine if they are safe to continue, or are ready to resume, driving. The center will also offer driver safety courses for older drivers. Finally, the center is a place where multidisciplinary research on older drivers or drivers with attention disorders can be conducted.

Engineering Psychophysiology Research Laboratory – Dr. Rick Backs -The Engineering Psychophysiology Research Laboratory is located in the Health Professions Building and is equipped with a driving simulator, 128-channel Neuroscan EEG system, computers, and electrophysiological equipment for measuring various central and autonomic responses in humans.

Field Neurosciences Institute Laboratory for Restorative Neurology – Dr. Gary Dunbar – The Field Neurosciences Institute (FNI) Laboratory is part of the Brain Research and Integrative Neuroscience (BRAIN) Center, located on the second floor of the research wing in the Health Professions Building. The research mission of the FNI laboratory is to better understand the mechanisms involved in recovery of function following damage to the central nervous system and to devise strategies to promote these mechanisms in clinically relevant ways. Current research focuses on devising potential treatments for neurodegenerative diseases, particularly Huntington's disease (HD), Parkinson's disease (PD), and Alzheimer's disease (AD). The lab is fully equipped with a wide variety of specialized equipment for testing the efficacy of pharmacological treatments, stem cell therapies, and genetic manipulations to counteract neuropathological and behavioral deficits in rodent models of HD, PD, and/or AD.

Infant & Child Behavior Laboratory – Dr. Carl Johnson - The Infant and Child Behavior Laboratory is located in Sloan Hall and is used for research in behavioral pediatrics. The research specializes in strategies to facilitate infant and preschool learning, promote healthy sleep and decrease bedtime-behavior problems. Infant and preschool research is carried out in the lab with an emphasis on young children who have low-incidence disabilities. Some of this research is supported by a grant from the Michigan Department of Education, the *Central Assessment Lending Library or* CALL.

Neuropharmacology Research Laboratory – Dr. Justin Oh-Lee - The lab is located in the Health Professions Building. Studies are conducted in behavioral and neuronal plasticity and programmed cell death, particularly those that are related to neurodegenerative disorders such as Parkinson's disease, Huntington's disease, Alzheimer's disease, and other related neurodegenerative disorders. The laboratory is equipped with two large chemical safety hoods, stirrer hot plates, a Cryostat brain sectioning station, and numerous other scientific and behavioral instruments. The laboratory is also well equipped to carry out a variety of biochemical, molecular and histological tissue analyses central to the research carried out in this laboratory.

Neurophysiology Research Laboratory – Dr. Michael Sandstrom - This laboratory located in the Health Professions Building contains equipment for wet work, chemicals, and building/designing probes for measurements of experimental animal brain chemistry (microdialysis) or neuron electrical activity, and related histological work. Two state of the art high performance liquid chromatography systems (for measuring small concentrations of brain chemicals) are available in the shared space associated with the (Brain Research and Integrative Neuroscience) B.R.A.I.N. Center. Current experiments investigate neurochemical differences underlying behavior deterioration in a mouse Huntington's disease model. We investigate neurochemical changes during operant tasks designed to expose cognitive deficits that precede movement malfunction. Separate animal procedure and testing rooms provide sufficient facilities to perform experiments using multiple techniques and measures.

Experimental Faculty Descriptions

Richard W. Backs, Professor
www.chsbs.cmich.edu/richard_backs/

Richard W. Backs received his Ph.D. in Experimental Psychology from the University of Southern California in 1984. He has previously held appointments at Occidental College, Washington University, the McDonnell Douglas Corporation, and Wright State University, conducting research in Human Factors Engineering. He has been at Central Michigan University since 1995.

Research Interests

My research is an area I define as the psychophysiology of attention in human performance. It emphasizes the applied aspects of attention theory, and my recent studies have examined autonomic (electrocardiographic, impedance cardiographic, and pulmonary) and central (EEG and event-related potential) measures concurrently during focused and divided attention tasks in the laboratory and in the driving simulator. I have adopted a cognitive/energetic perspective to account for how cognition is affected by factors such as emotion and environmental and task stressors. I am also interested in how aging and attention disorders affect the psychophysiology of attention, especially during driving.

Recent Research

Boucsein, W., & Backs, R. W. (in press). The psychophysiology of emotion, arousal, and personality: Methods and models. In V. G. Duffy (Ed.), *Handbook of Digital Human Modeling for Applied Ergonomics and Human Factors Engineering*. London: Taylor & Francis.

Backs, R. W., & Boucsein, W. (in press). Psychophysiology in digital human modeling. In V. G. Duffy (Ed.), *Handbook of Digital Human Modeling for Applied Ergonomics and Human Factors Engineering*. London: Taylor & Francis.

Nelson, M., Tuttle, S., & Backs, R. W. (2007). An examination of the relationship between attention profiles and simulated driving performance. *Proceedings of the Fourth International Driving Symposium on Human Factors in Driver Assessment, Training, and Vehicle Design* (pp. 423-430). Iowa City, IA: University of Iowa.

Lenneman, J. K., & Backs, R. W. (2007). Diagnosticity of cardiac modes of autonomic control elicited by simulated driving and verbal working memory dual-tasks. In D. Harris (Ed.), *Engineering Psychology and Cognitive Ergonomics, LNAI 4563*, (pp. 541-550). Berlin: Springer-Verlag.

Wetzel, J. M., Quigley, K. S., Morell, J., Eves, E., & Backs, R. W. (2006). Cardiovascular measures of attention to illusory and non-illusory visual stimuli. *Journal of Psychophysiology, 20*, 276-285.

Neil D. Christiansen, Professor
www.chsbs.cmich.edu/Neil_Christiansen/

Neil Christiansen received his Ph.D. in Social and Organizational Psychology from Northern Illinois University. He previously held an appointment at Florida Institute of Technology and joined the Central Michigan University faculty in 1997.

Research Interests

I am broadly interested in personnel psychology in terms of the key areas of personnel selection, performance appraisal, and job analysis. Within those areas, I tend to do research and consult with organizations on ways to improve their hiring processes with an emphasis on employment testing and validation. My primary research interests involve furthering of our understanding of the relationships between personality and work behavior. Within that area, my focus has most often been on personality assessment in the workplace, including applicant faking of personality inventories and alternative methods of assessing personality. More recently, my research has expanded to consider the interaction of personality and work situations as determinants of work behavior, cognitive underpinnings of personality-behavior relationships, and the accuracy of personality judgments made in organizations. Areas of future interest include models of applicant reactions to selection processes and motivational mechanisms whereby personality affects change in behavior.

Recent Research

Burns, G. N., Siers, B. P., & Christiansen, N. D. (2008). Effects of providing pre-test information and preparation materials on applicant reactions to selection procedures. *International Journal of Selection and Assessment, 16*, 73-77.

Tett, R. P., & Christiansen, N. D. (2008). Personality Assessment in Organizations. In G. Boyle, G. Matthews, & D. Saklofske (Eds.), *Personality Measurement and Assessment.* Thousand Oaks, CA: Sage Publications.

Tett, R. P., & Christiansen, N. D. (2007). Personality tests at the crossroads: A reply to Morgeson, Campion, Dipboye, Hollenbeck, Murphy, and Schmitt. *Personnel Psychology, 60*, 267-293.

Lievens, F., Chasteen, C. S., Day, E. A., & Christiansen, N. D. (2006). Large-scale investigation of the role of trait activation theory for understanding assessment center convergent and discriminant validity. *Journal of Applied Psychology, 91*, 247-258.

Phillips, L., & Christiansen, N. D. (2006). A contingency model of attitudes toward affirmative action programs. *Journal of Applied Social Psychology, 36*, 1617-1639.

Stephen M. Colarelli, Professor
www.chsbs.cmich.edu/stephen_colarelli/

Stephen Colarelli was educated at Northwestern University, the University of Chicago, and New York University, where he received his Ph.D. He was a Fulbright Fellow at the University of Zambia. Professor Colarelli's scholarly interests are in industrial and organizational (I/O), evolutionary psychology, and the application of evolutionary psychology to I/O psychology.

Research Interests

Dr. Colarelli's research interests are in Industrial/Organizational Psychology and Evolutionary Psychology.

Recent Publications

Colarelli, S. M., & Thompson, M. (in press). Stubborn Reliance on Human Nature in Employee Selection: Statistical Decision Aids Are Evolutionary Novel. *Industrial and Organizational Psychology: Perspectives on Science and Practice*.

Topor, D., Colarelli, S. M., & Han, K. (2007). Influences of traits and assessment methods on human resource practitioners' evaluations of job applicants. *Journal of Business and Psychology, 21*, 361-376.

Sheppard, R., Han, K. Colarelli, S. M., Dai, G., & King, D. (2006). Differential item functioning by race and gender in an employment-oriented personality inventory. *Assessment, 13,* 442-453.

Yang, C., D'Souza, G., Bapat, A., & Colarelli, S. M. (2006). A cross-national analysis of affirmative action: An evolutionary psychological perspective. *Managerial and Decision Economics, 27,* 203-216.

Colarelli, S. M., Spranger, J. L., & Hechonova, M. R. (2006). Women, power, and sex composition in small groups: An evolutionary perspective. *Journal of Organizational Behavior, 27,* 163-184.

Gary L. Dunbar, Professor
and Director, Neuroscience Program
www.chsbs.cmich.edu/gary_dunbar/

Gary Dunbar received a B.A. in Philosophy and a B.S. in Biopsychology from Eckerd College. He received a M.A. in Psychology and a M.S. in Biology from Central Michigan University, and a Ph.D. in Psychobiology from Clark University. He is currently the John G. Kulhavi Professor of Neuroscience and is Director of the Neuroscience Program and Brain Research and Integrative Neuroscience (BRAIN) Center. Dr. Dunbar is a Past-President of the Faculty for Undergraduate Neuroscience and for the Michigan Chapter of the Society for Neuroscience. He was named Michigan Professor of the Year in 1997. He serves as the scientific advisor for the Michigan Chapter of the Huntington's Diseases Society of America and as Editor-in-Chief of the *Journal of Undergraduate Neuroscience Education*.

Research Interests

Dr. Dunbar's teaching and research interests are in the area of behavioral neuroscience. His recent research is focused on the use of stem cell transplants, dietary supplements, and pharmacological treatments for cognitive/or motor deficits following brain damage and neurodegenerative diseases, such as Huntington's, Parkinson's and Alzheimer's diseases. His research has been supported by grants from the National Institute of Health, National Science Foundation, and several pharmaceutical companies. His current work on stem cell transplants is funded by Field Neurosciences Institute, his work on dietary supplements is supported by Cerise Neutraceuticals, and his work on pharmacological treatments for neurodegenerative disorders is being funded by Guilford Pharmaceuticals and Krenitsky Pharmaceuticals Inc.

Recent Research

Martines, K. H., Shear, D. A., Hargrove, C., Patton, J., Mazei-Robison, M., Sandstrom, M. I., & Dunbar, G. L. (in press). 7-nitroindazole attenuates 6-hydroxydopamine-induced spatial learning deficits and dopamine neuron loss in a presymptomatic animal model of Parkinson's disease. *Experimental and Clinical Psychopharmacology.*

Dey, N. D., Boersen, A. J., Myers, R. A., York, L. R., Bombard, M. C., Lu, M., Sandstrom, M. I., Hulce, V. D., Lescaudron, L., & Dunbar, G. L. (2007). The novel substituted pyrimidine, KP544, reduces motor deficits in the R6/2 transgenic mouse model of Huntington's disease. *Restorative Neurology and Neuroscience, 25,* 485-492.

Andres, A. K, Marble, B. R., Dunbar, G. L., Reilly, M. P., & Maurissen, J. P. J. (2007). Effects of intensity and type of prepulse stimulus on prepulse inhibition in scopolamine treated rats. *Pharmacology, Biochemistry, and Behavior, 87,* 481-488.

Dunbar, G. L., Sandstrom, M. I., Rossignol, J., & Lescaudron, L. (2006). Neurotrophic enhancers as therapy for behavioral deficits in rodent models of Huntington's disease: Use of gangliosides, substituted pyrimidines, and mesenchymal stem cells. *Behavrioral and Cognitive Neuroscience Reviews*, 5, 63-79.

Dunbar, G. L., Oh-Lee, J. D., & Lescaudron, L. (2006). Use of bone marrow stem cells as therapy for behavioral deficits inrodent models of Huntington's disease. In P.R Sanberg and C. Davis (Eds.), *Contemporary Neuroscience: Cell Therapy for Brain Repair (pp.117-138).* Humana Press, Inc., Totowa, N.J.

Bryan Gibson, Professor
www.chsbs.cmich.edu/bryan_gibson/

Bryan Gibson received his Ph.D. in Social Psychology from the University of Utah in 1991. He taught at Carleton College, Mankato State University, and Trenton State College before moving to Central Michigan University.

Research Interests

Dr. Gibson is currently involved in two lines of research. One line of research has focused on attitude formation and consistency, examining how exposure to media, evaluative conditioning, and propositional reasoning all contribute to attitude formation. A second line of research has examined various issues in self-presentation (sandbagging, hypercriticism), particularly as it relates to performance.

Recent Research

Redker, C. & Gibson, B. (in press). Music as an unconditioned stimulus: Positive and negative effects of country music on implicit attitudes, explicit attitudes, and product choice. *Journal of Applied Social Psychology*.

Sachau, D., Andrews, L., Gibson, B., & DeNeui, D. (in press). Tournament validity: Testing golfer competence. *Measurement in Physical Education and Exercise Science*.

Gibson, B., & Oberlander, E. (in press). Wanting to appear smart: Hypercriticism as an indirect impression management strategy. *Self & Identity*.

Gibson, B. (in press). Can evaluative conditioning change attitudes toward mature brands? New evidence from the implicit association test. *Journal of Consumer Research*.

Dal Cin, S., Gibson, B., Zanna, M. P., Shumate, R., & Fong, G. (2007). Smoking in the movies, implicit associations of smoking with the self, and intentions to smoke. *Psychological Science, 18,* 559-563.

Kyunghee Han, Associate Professor
www.chsbs.cmich.edu/k_han/

Kyunghee Han received her Ph.D. in Personality Psychology from the University of Minnesota in 1993. She has previously held an appointment in Educational Psychology at the University of Mississippi. She joined the faculty at the Central Michigan University in 2002.

Research Interests

Dr. Han's broad research interests are in the areas of cross-cultural psychology, personality assessment, and quantitative methods. Her specific areas of interest have been in scientific study of culture, statistical evaluation of the cross-cultural equivalence of measures of personality and psychopathology, and psychological test/scale development.

Recent Research

Topor, D. J., Colarelli, S. M., & Han, K. (2007). Influences of traits and assessment methods on human resource practitioners' evaluations of job applicants. *Journal of Business and Psychology, 21,* 361-376.

Chung, J. J., Weed, N. C., & Han, K. (2006). Evaluating cross-cultural equivalence of the Korean MMPI-2 via bilingual test-retest. *International Journal of Intercultural Relations, 30,* 531-543.

Hatchett, G. T., & Han, K. (2006). Development and Evaluation of New Factor Scales for the Expectations About Counseling (EAC-B) Inventory in a College Sample. *Journal of Clinical Psychology, 62,* 1303-1318.

Roberts, M., Han, K., & Weed, N. C. (2006). Development of a scale to assess Hwa-Byung, a Korean culture bound syndrome, using the Korean MMPI-2. *Transcultural Psychiatry, 43,* 383-400.

Sheppard, R., Han, K., Colarelli, S, M., Dai, G., & King, D. (2006). Differential item functioning by sex and race in the Hogan Personality Inventory. *Assessment, 13,* 442-453.

Carl M. Johnson, Professor
www.chsbs.cmich.edu/carl_johnson/

Carl Johnson received his Ph.D. in general-experimental psychology from Michigan State University in 1979. He has been on the faculty at CMU since 1978. His primary teaching and research are in three areas: behavior analysis, behavioral pediatrics, and organizational behavior management. He is on the board of editors for the *Journal of Organizational Behavior Management*.

Research Interests

My research concerns behavior analysis and management in medicine, public and private organizational settings, schools, and home settings. We have a grant from the State of Michigan to initiate and run a lending library of assessment materials for infants and young children with low-incidence disabilities (Central Assessment Lending Library or CALL). I have carried out research on infant and preschool sleep disorders in concert with pediatricians and family physicians. My interest in organizational behavior management includes measurements of behavior, contingencies of reinforcement, pay for performance, feedback systems, and behavior analysis of the service sector.

Recent Research

Forquer, L. M., Camden, A. E., Gabriau, K. M., & Johnson, C. M. (2008). Sleep patterns of college students at a public university. *Journal of American College Health, 56,* 563-565.

Forquer, L. M., & Johnson, C. M. (2007). Continuous white noise to reduce sleep latency and night wakings in college students. *Sleep and Hypnosis, 9,* 60-66.

Bradley-Johnson, S., & Johnson, C. M. (2007). Infant and toddler cognitive assessment. In B. Bracken & R. J. Nagle (Eds.), *Psychoeducational assessment of preschool children* (4th ed.; pp. 325-357). Mahwah, NJ: Erlbaum**.**

Bradley-Johnson, S., & Johnson, C. M. (2006). *A handbook for writing effective psychoeducational reports* (2nd ed.). Austin, TX:PRO-ED.

Forquer, L. M. & Johnson, C. M. (2005). Continuous white noise to reduce resistance going to sleep and night wakings in toddlers. *Child & Family Behavior Therapy, 27,* 1-10.

John S. Monahan, Professor
and Undergraduate Director
www.chsbs.cmich.edu/john_monahan/

John Monahan received his undergraduate degree in mathematics at the University of North Carolina, Chapel Hill and his Ph.D. in Psychology with a minor in physiology at Duke University. He was a post-doctoral fellow at the Center for Aging and Human Development for two years and taught at Rutgers University for three years before coming to Central Michigan University in 1976.

Research Interests

Dr. Monahan's research interests are in perception and cognition, especially attention. Recent research has included the Stroop phenomenon (interference of words with color naming), visual search, and gender differences in spatial cognition.

Recent Research

Monahan, J. S., Harke, M. A., & Shelley, J. R. (2008). Computerizing the Mental Rotations Test: Are gender differences maintained? *Behavior Research Methods, 40*(2), 422-427.

Monahan, J. S. (2001). Coloring single Stroop elements: Reducing automaticity or slowing color processing? *Journal of General Psychology, 128(1),* 98-112.

Justin Oh-Lee, Associate Professor
www.chsbs.cmich.edu/Justin_Oh_Lee/

Justin Oh-Lee received his Ph.D. in 1995 from the University of California, Los Angeles (UCLA) in Psychology (Behavioral Neuroscience). He was a post-doctoral IRTA fellow from 1995-1999 and served as a research fellow from 1999-2001 at the Clinical Pharmacology section, Experimental Therapeutics Branch, NINDS, National Institutes of Health, Bethesda, Maryland, before coming to Central Michigan University.

Recent Interest

Dr. Oh-Lee's principal research interests focus on the treatment of Parkinson's disease and other related neurodegenerative disorders. The major goal of the laboratory is to uncover the underlying molecular, genetic, biochemical, and psychobiological abnormalities that produce clinical symptoms in neurodegenerative diseases such as Parkinson's, Alzheimer's, and Huntington's. Current projects include investigations of the pathogenesis of motor response complications associated with chronic levodopa (also known as L-DOPA) therapy in Parkinson's disease.

Recent Research

Smith, C. P. S., Oh, J. D., Bibbiani, F., Collins, M. A., Avila, I., & Chase, T. N. (2007). Tamoxifen effect on L-DOPA-induced response complications in parkinsonian rats and primates. *Neuropharmacology, 52(2),* 515-526.

Dunbar, G. L., Oh-Lee, J. D., & Lescaudron, L. (2006). Cell Therapy for Brain Repair; Use of bone marrow stem cells as therapy for behavioral deficits in rodent models of Huntington's disease. In P.R Sanberg and C. Davis (Eds.), pp. 117-138. Humana Press, Inc: Totowa, NJ.

Bibbiani, F., Oh-Lee J. D., Krilaite, A., Collins, M. A., Smith, C., & Chase, T. N. (2005). Combined blockade of AMPA and NMDA glutamate receptors reduces levodopa-induced motor complications in animal models of PD. *Experimental Neurology, 196,* 422-429.

Bibbiani, F.& Oh-Lee, J. D. (2005). Motor Complications In Primate Models of Parkinson's Disease; Animal Models of Movement Disorders (Ed: LeDoux M), pp. 209-218, *Elsevier Academic Press,* London, UK.

Wessell, R. H., Ahmed, S. M., Menniti, F. S., Dunbar, G. L., Chase, T. N., & Oh-Lee, J. D. (2004). NR2B Selective NMDA Receptor Antagonist CP-101, 606 Prevents Levodopa-Induced Motor Response Alterations in Hemiparkinsonian Rats. *Neuropharmacology, 47,* 184-194.

Hajime Otani, Professor
and Chair of the Department of Psychology
www.chsbs.cmich.edu/hajime_otani/

Hajime Otani has been at Central Michigan University since 1989, the year he received his Ph.D. in Experimental Psychology from the University of Georgia.

Research Interests

Dr. Otani has been investigating basic processes of human memory and cognition. In particular, he has been interested in basic mechanisms of encoding and retrieval. To investigate the mechanisms, he has been examining various memory phenomena, such as hypermnesia, word frequency effects, feeling of knowing, and prospective memory, and how these phenomena are affected by various encoding methods. Recently, he has also developed an interest in cognitive aging. He plans to test older adults to find out how basic cognitive mechanisms change as one ages.

Recent Research

Otani, H., Kato, K., Von Glahn, N. R., Nelson, M. E., Widner, R. L., Jr., & Goernert, P. N. (2008). Hypermnesia: A further examination of age differences between young and older adults. *British Journal of Psychology, 99,* 265-278.

Goernert, P. N., Widner, R. L., Jr., & Otani, H. (2007). Classification accuracy across multiple tests following item-method directed forgetting. *Quarterly Journal of Experimental Psychology, 60,* 1178-1186.

Swan, L., Otani, H., & Loubert, P. V. (2007). Reducing postural sway by manipulating difficulty levels of cognitive task and balance tasks. *Gait and Posture, 26,* 470-474.

Libkuman, T. M., Otani, H., Kern, R. P., Viger, S. G., & Novak, N. (2007). Multidimensional normative ratings for the International Affective Picture System. *Behavior Research Methods, 39,* 326-334.

Otani, H., Libkuman, T. M., Widner, R. L. Jr., & Graves, E. I. (2007). Memory for emotionally arousing stimuli: A comparison of young and older adults. *Journal of General Psychology, 134,* 23-42.

Debra Ann Poole, Professor

www.chsbs.cmich.edu/psychology/facstaff/faculty_poole.shtm

Deb Poole received her Ph.D. in Developmental and Experimental Child Psychology from the University of Iowa in 1980. She taught for seven years at Beloit College, where she chaired the Psychology Department before relocating to Central Michigan University in 1987.

Research Interests

Dr. Poole is interested in the social policy implications of basic research in language and cognitive development. Her primary research program, on children's eyewitness testimony, has been funded by grants from The National Institute of Health and the National Science Foundation. Deb has translated findings from these projects into guidelines for conducting investigative interviews. In addition to a book on this topic, she wrote the investigative interviewing protocol that was adopted by the State of Michigan's Governor's Task Force on Children's Justice. She also writes on other topics with policy implications, as illustrated by papers on the heritability concept and gender differences in scientific knowledge. Her textbook on lifespan development, *The Story of Human Development,* is published by Prentice Hall.

Recent Research

Laimon, R. L., & Poole, D. A. (in press). Adults usually believe young children: The influence of eliciting questions and suggestibility presentations on perceptions of children's disclosures. *Law & Human Behavior*.

Poole, D. A., & Wolfe, M. S. (in press). Child development: Normative sexual and non-sexual behaviors that may be confused with symptoms of sexual abuse. In K. Kuehnle & M. Connell (Eds.), *Critical issues in child sexual abuse assessment*. Hoboken, NJ: Wiley.

Daniel, D. B., & Poole, D. A. (in press). Learning for life: An ecological approach to pedagogical research. *Perspectives on Psychological Science*.

Poole, D., Warren, A., & Nunez, N. (2007). *The Story of Human Development*. Upper Saddle River, NJ: Prentice-Hall.

Poole, D. A., & Dickinson, J. J. (2005). The future of the protocol movement: Commentary on Hershkowitz, Horowitz, & Lamb (2005). *Child Abuse & Neglect, 29,* 1197-1205.

Mark P. Reilly, Associate Professor
and Director, Experimental Psychology Graduate Program
www.chsbs.cmich.edu/mark_reilly

Mark Reilly received his B.S. from the University of Florida in 1989, his M.S. from the University of North Texas in 1993, and his Ph.D. from West Virginia University in 1996. He held a Postdoctoral Fellowship at the University of Michigan and at Wayne State University from 1996 to 1999. He was an Assistant Professor of Research at Arizona State University from 1999 to 2003. He has been at Central Michigan University since 2003.

Research Interests

Dr. Reilly's research can be described as a merging of the experimental analysis of behavior with mathematical modeling to better understand basic behavioral processes. His research interests include the interplay between operant and respondent conditioning, behavioral variability, drug tolerance, conditioned reinforcement, and animal models of human disorders including drug abuse and Attention-Deficit/Hyperactivity Disorder. Current research focuses on three areas: sensitivity to reinforcer delay as a measure of impulsivity, the motivational properties of response effort or work, and the environmental determinants of drug action.

Recent Research

Fox, A., Hand, D., & Reilly, M. P. (2008). Impulsive choice in a rodent model of attention-deficit/hyperactivity disorder, *Behavioural Brain Research, 187*, 146-152.

Andrus, K. A., Marable, B. R., Dunbar, G. L., Reilly, M. P., & Maurissen, J. P. J. (2007). Effects of intensity and type of prepulse stimulus on prepulse inhibition in scopolamine treated rats. *Pharmacology, Biochemistry and Behavior, 87*, 481-488.

Fox, A. T., & Reilly, M. P. (2007). Integrative Model or Fracturing Framework: Better we hedge our bets. *Analsyis of Gambling Behavior, 1*, 1-3.

Hand, D., Fox, A., & Reilly, M. P. (2006). Response acquisition with delayed reinforcement in a rodent model of attention-deficit/hyperactivity disorder (ADHD). *Behavioral Brain Research, 175(2)*, 337-342.

Lieving, G., Reilly, M. P., & Lattal, K. A. (2006). Disruption of responding maintained by conditioned reinforcement: Alterations in response-conditioned reinforcer relations. *Journal of the Experimental Analysis of Behavior, 86*, 197-209.

George F. Ronan, Professor
www.chsbs.cmich.edu/psychology/facstaff/faculty_ronanG.shtm

George Ronan received his Ph.D. in clinical psychology from Fairleigh Dickinson University in 1985. After completing a one-year post-doctoral fellowship in psychotherapy research, he joined the faculty at Alfred University. He has been at Central Michigan University since 1989. From 1995 thru 1999 he served as Director of the psychology department outpatient clinic, the Psychological Training and Consultation Center. From 1999 thru 2005 he seved as Director of Clinical Training for the Ph.D. program in Clinical Psychology. He is the past editor for the *Behavior Therapist* (1999 thru 2004) and currently serves as an Associate Editor for the *Journal of Personality Assessment*.

Research Interests

Dr. Ronan's research interests involve basic and applied studies of social/personal problem solving. During the past six years, students and he has developed a system for scoring narratives to assess social problem solving ability. He has several ongoing projects in this area. The application of problem-solving based interventions is another area of interest. For the past 12 years, he has been conducting research on violent offenders and coordinated a Violence Reduction Program that provides services to people who are court ordered into treatment. He is currently in the process of completing an outcome study that compares the efficacy of different formats for providing treatment designed to decrease levels of violent behavior.

Recent Research

Ronan, G. F., & Gibbs, M. S. (2007). Scoring Manual for Personal Problem Solving System-Revised. In S. Jenkins (Ed.), *Handbook of Scoring Systems for the Thematic Apperception Test* (pp.201-219). New York: Taylor and Francis.

Ronan, G. F., Gibbs, M. S., Dreer, L. A., & Slezak, J. S. (2007). Personal Problem-Solving System-Revised. In S. Jenkins (Ed.), *Handbook of Scoring Systems for the Thematic Apperception Test* (pp. 173-196). New York: Taylor and Francis.

Dreer, L. E., Ronan, G. F., Ronan, D.W., Dush, D. M., & Elliot, T. R. (2004). Binge drinking and college students: An investigation of social problems solving abilities. *Journal of College Student Personnel, 45,* 303-315.

Freymuth, A., & Ronan, G.F. (2004). Modeling patient decision-making: The role of base rate and anecdotal information. *Journal of Clinical Psychology in Medical Settings, 11,* 211-216.

Michael Sandstrom, Assistant Professor
www.chsbs.cmich.edu/michael_sandstrom/

Michael I. Sandstrom is an assistant professor who joined the Central Michigan University Psychology Department in Spring 2004. Prior to his arrival he held a postdoctoral position at Indiana University, Bloomington campus since receiving his Ph.D. in Neuroscience from Ohio State University in 1998.

Research Interests

Dr. Sandstrom's research interests focus on the physiological side of behavioral neuroscience. Specifically, experiments explore mechanisms that underlie plasticity and recovery of the mammalian brain following neuronal deterioration-induced deficits that disrupt behavior. Most of Dr. Sandstrom's earlier work has explored compensatory changes in basal ganglia function related to Parkinson's disease with an animal model. He is currently investigating transgenic mice that model Huntington's disease (HD) to delineate neurochemical deficits in both basal ganglia and limbic structures using operant tasks and concurrent microdialysis to track changes in monoamine neurotransmitters (dopamine and serotonin) related to strategy switching. Patients suffering with HD and related animal model expressions tend to have trouble switching strategies to gain access to behavioral reward more efficiently. His goal is to narrow down on key physiological disruptions to explain the earlier stages of brain deterioration that occur before neurons begin dying in transgenic mouse models of HD, and then use this insight to develop practical strategies to assess putative treatments. Techniques include in-vivo microdialysis, single unit electrophysiology, iontophoresis experiments using awake and unrestrained animals, immunohistochemistry, local intracranial infusions, operant behavior training, and sophisticated molecular and neurochemical analysis strategies.

Recent Research

Dey, N. D., Boersen, A. J., Myers, R. A., York, L. R., Bombard, M. C., Lu, M., Sandstrom, M. I., Hulce, V. D., Lescaudron, L., & Dunbar, G. L. (2007). The novel substituted pyrimidine, KP544, reduces motor deficits in the R6/2 transgenic mouse model of Huntington's disease. *Restorative Neurology and Neuroscience, 25,* 485-492.

Rebec, G. V., & Sandstrom, M. I. (2007). Extracellular Ascorbate Modulates Glutamate Dynamics: Role of Behavioral Activation. *BMC Neuroscience, 8(32),* 1-7.

Rebec, G. V., Witowski, S. R., Sandstrom, M. I., Rostand, R. D., & Kennedy, R. T. (2005). Extracellular ascorbate modulates cortically evoked glutamate dynamics in rat striatum. *Neuroscience Letters, 378(3),* 166-170.

Sandstrom, M., Nelson, C. L., & Bruno, J. P. (2003). Neurochemical correlates of sparing from motor deficits in rats depleted of striatal dopamine as weanlings. *Developmental Psychobiology, 43,* 373-383.

Sandstrom, M. I., & Rebec, G. V. (2003). Characterization of striatal activity in conscious rats: Contribution of both NMDA and AMPA/kainate receptors to both spontaneous and glutamate-driven firing. *Synapse, 47,* 91-100.

K. Roger Van Horn, Professor

www.chsbs.cmich.edu/psychology/facstaff/faculty_vanhorn.shtm

Roger Van Horn received his Ph.D. in Experimental Child Psychology from Iowa State University in 1969. He came to Central Michigan University in 1971 after two years as an instructional design researcher in an educational research laboratory in Los Angeles.

Research Interests

Dr. Van Horn's research takes a multicultural approach to studying cognitive and social development from late childhood through adolescence. His primary interest is in assessing the impact of cultural values and traditions on social-cognitive development. The main developmental processes he studies include: social skills; social support characteristics in close interpersonal relationships; strategies for resolving interpersonal conflict situations; and personal problem-solving styles. He is currently conducting research projects in Brazil and Japan.

Recent Research

Launey, K. B, Carroll, J., & Van Horn, K. R. (2007). Concurrent validity of the WISC-IV in eligibility decisions for students with educable mental disabilities. *Psychological Reports, 100,* 1165-1170.

Hechanova-Alampay, R., Beehr, T. A., Christiansen, N. D., & Van Horn, K. R. (2002). Adjustment and strain among domestic and international student sojourners: A longitudinal study. *School Psychology International, 23,* 458-474.

Marques, J. C., & Van Horn, K. R. (2002). Relacoes interpessoais em pre-adolescentes, adolescents e universitarios brasileiros: Um estudo transcultural. *Psico, 33,* 245-272.

Van Horn, K. R., & Tamase, K., & Hagiwara, K. (2001). Teachers' expectations of high school students' social skills in Japan. *Psychologia, 44,* 250-258.

Van Horn, K. R, & Marques, J. C. (2000). Interpersonal relationships in Brazilian preadolescents, adolescents, and college students. *International Journal of Behavioral Development, 24*, 199-203.

Experimental Research Scientist Description

Nicholas D. Cassavaugh, Research Scientist
www.chsbs.cmich.edu/psychology/facstaff/faculty_cassvaugh.shtm

Nick Cassavaugh received his Ph.D. in Experimental Psychology from the University of Illinois at Urbana-Champaign's in 2007. He joined the Psychology Department in January, 2007 as a Research Scientist in support of the Driver Education, Evaluation, and Research Center.

Research Interests

Dr. Cassavaugh's research interests focus on human factors in driving; the human element in human-machine interaction. He is chiefly interested in the cognitive effects of normal aging and the impact these changes have on driving ability. Developing ways to identify and counteract the effects of aging and prolong the ability of the older driver to drive *safely* is an important part of his work. He is further interested in discovering the ways in which the older driver "uses, misuses, disuses or abuses" in-vehicle technologies. Other interests include the cognitive effects of sleep disorders (e.g. obstructive sleep apnea) and neurological disorders (e.g. Alzheimer's disease) and their effect on driving ability and performance.

Recent Publications

Kramer, A. F., Cassavaugh, N. D., Becic, E., & Horrey, W. J. (2007). Influence of Age and Proximity Warning Devices on Collision Avoidance in Simulated Driving. *Human Factors, 59(5),* 935-949.

Cassavaugh, N. D., Kramer, A. F., & Peterson, M. S. (2004). Aging and the Strategic Control of the Fixation Offset Effect. *Psychology and Aging, 19(2),* 357-361.

Cassavaugh, N. D., Kramer, A. F., & Irwin, D. E. (2003). Influence of Task-Irrelevant Onset Distractors on the Visual Search Performance of Young and Old Adults. *Aging, Neuropsychology, and Cognition, 10(1),* 44-60.

Kramer, A. F., Kurokawa, K., Cassavaugh, N. D., Joncich, A., Becic, E., Mayhugh, J., & Watson, K. (2002). Efficacy of a Collision Avoidance Warning System in a Simulated Driving Environment. *Technical report to General Motors Corporation.*

Recent Student Theses and Dissertations

2008

Altruism as a function of genetic relatedness and reproductive limitations-**Cox, C.**-M.S.

Personality and risky health behaviors: A comparsion of the NEO PI-R and PSY-5-**Joles, C.**-M.S.

The relationship between creativity, schizotypy, five-factor model of personality, psychological distress, and self-actualization-**Ketterer, H.**-M.S.

Cross-cultural comparison of positive emotionality and negative emotionality across American and Korean samples-**Stone, T.**-M.S.

Attention functions structure of younger and older adults: Creating a comprehensive driving assessment based on attention-**Tuttle, S.**-M.S.

Can cued recall tests cause forgetting? The effects of cues on item memory and source monitoring-**Wolfe, M.**-M.S.

2007

Workplace violence and aggression: An evolutionary perspective-**Connor, J.**-M.S.

Opposite effects of dopanmine D1- and D2- receptor subtype blockade on acquisition of visual discrimination in a 6-hydroxydopamine model of Parkinson disease in rats-**Eagle, A.**-M.S.

Effect of retrieval-induced forgetting on emotional memory-**Migita, M.**-M.S.

The use of the substituted pyrimidine, KP544, for the treatment of cognitive and motor impairments in the 3-nitropropionic acid mouse model of Huntington's disease-**Myers, R.**-M.S.

Emotion, attention, and driving behavior in young adults-**Oliver, M.**-M.S.

Negative evaluation conditioning of implicit smoking attitudes as an avenue toward cessation-**Schlenkermann, R**.-Ph.D.

The effects of neural stem cell transplants and neurosteriods on traumatic brain injury-**Shear**, **D.**-Ph.D.

Course Descriptions

PSY 511 Statistics in Psychology - 3(3-1)
An extension of topics introduced in PSY 211, with emphasis upon hypothesis testing and statistical inference. Prerequisite: PSY 211 or equivalent.

PSY 584 Cognitive Neuroscience - 3(3-0)
Converging evidence from human neuroanatomy and neurophysiology, cognitive psychology, neuropsychology, and neuroimaging research will be examined for topics in attention, perception, memory, language, and emotion. Prerequisite: PSY 387 or permission of instructor or graduate standing.

PSY 585 Psychophysiology - 3(3-0)
Introduction to psychophysiological methods, measures, and applications. Topics include: basic neuroanatomy and neurophysiology; electrophysiological recording; inference using brain, cardiovascular, somatic measures; biofeedback, ergonomic, and other applications. Prerequisite: PSY 387 or permission of instructor or graduate standing.

PSY 587 Physiological Psychology - 3(3-0)
Physiological events which underlie animal and human behavior. Prerequisite: PSY 387 or graduate standing.

PSY 589 Cognitive Psychology - 3(3-0)
Introduction to cognitive processes; survey of theory and research in memory, thinking, concept formation, problem solving, and language. Prerequisite: PSY 383 or permission of instructor.

PSY 609 History and Systems of Psychology - 3(3-0)
Modern psychology is analyzed by tracing its historical roots and early systems. Emphasis is on the influence of historical systems on current areas of specialization.

PSY 611 Research Design - 3(3-0)
Common types of analysis of variance, multiple comparisons tests, the analysis of covariance. Prerequisite: PSY 511 or equivalent.

PSY 612 Applied Multiple Regression and Correlation - 3(3-0)
A study of the general linear model as applied to multiple regression and the analysis of variance. Prerequisite: PSY 211 or equivalent and permission of instructor.

PSY 613 Multivariate and Correlational Methods - 3(3-0)
A survey of multivariate statistical procedures, including multiple regression and correlation, canonical and discriminate analysis, multivariate analysis of variance, and factor analysis. Prerequisite: PSY 612 or permission of instructor.

PSY 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PSY 624 Advanced Developmental Psychology - 3(3-0)
Basic theory and principles of life-span developmental psychology. Prerequisite: matriculation in psychology graduate program or permission of instructor.

PSY 630 Advanced Social Psychology - 3(3-0)
Intensive examination of the major theories and experiments of social psychology. Prerequisite: matriculation in psychology graduate program or permission of instructor.

PSY 680 Learning - 3(3-0)
Theory and research in basic learning phenomena including classical, operant, and complex behavior. Prerequisite: permission of instructor

PSY 681 Sensation and Perception - 3(3-0)
Cognitive, neuroscience, psychological, and behavioral analysis of perceptual systems. Vision and audition are emphasized. Prerequisite: permission of instructor.

PSY 686 Engineering Psychology - 3(3-0)
An overview of the discipline of engineering psychology including the topics of human error and applications of perception and cognition in human-machine systems. Prerequisite: graduate standing in Psychology or permission of instructor.

PSY 687 Physiological Foundations - 3(3-0)
Extensive survey of advanced knowledge of the physiological, neuroanatomical, neurochemical, and neuophysiological events underlying human and animal behavior. Prerequisite: graduate standing.

PSY 690 Research Seminar in Experimental Psychology - 1-3 (Spec)
Study of problems and issues in experimental psychology under faculty guidance via lecture and/or seminar format. CR/NC only.

PSY 696 Directed Research - 1-12(Spec)
For students who desire to investigate some research problem in psychology. Prerequisite: must file written proposal approved by faculty sponsor in departmental office prior to registration.

PSY 697 Independent Study - 1-8(Spec)
For students who accept responsibility for studying a psychological problem of their own. Prerequisite: must file written proposal approved by faculty sponsor in departmental office prior to registration.

PSY 724 Psychology of Aging - 3(3-0)
This course examines theories of adult development and how those theories are related to important issues affecting older adults. Prerequisite: graduate standing or permission of the instructor.

PSY 789 Seminar in Applied Experimental Psychology - 1-9(Spec)
Exploration of specialized areas in the field of Applied Experimental Psychology through the review of the primary literature. May be repeated to a maximum of 9 hours, but no more than 3 hours may be taken per semester. Students should have graduate standing, and have completed most, if not all, of the requirements for the M.S. degree in General/Experimental Program. Prerequisites: permission of instructor.

PSY 798 Thesis - 1-6(Spec)
CR/NC only.

PSY 800 Research in Applied Experimental Psychology - 1-12(Spec)
Directed research course in which students work in close collaboration with instructor on a research topic in the area of applied experimental psychology. May be repeated to a maximum of 12 hours. Prerequisites: permission of instructor; students should have graduate standing, and have completed most, if not all, of the requirements for the M.S. degree in Experimental Psychology.

PSY 898 Doctoral Dissertation: Design - 3-12(Spec)
Design of a doctoral dissertation. CR/NC only. Prerequisite: matriculation in psychology doctoral program.

PSY 899 Doctoral Dissertation: Implementation - 3-12(Spec)
Completion of the doctoral dissertation designed in PSY 898: data collection, analysis, and write-up. CR/NC only. Prerequisite: PSY 898.

PSY 990 Internship A: Professional Services - 3-6(Spec)
Develop competencies in psychological services, program development, evaluation, needs assessment and/or delivery systems; PSY 990-991 constitute a full-time year-long experience. CR/NC only. Prerequisites: matriculation in psychology doctoral program, completed M.A. thesis, passed comprehensive exams, dissertation proposal completed and accepted, and permission of instructor.

PSY 991 Internship B: Professional Services - 3-6(Spec)
Continuation of PSY 990 as a full-time, year-long experience. CR/NC only. Prerequisites: matriculation in psychology doctoral program, completed M.A. thesis, passed comprehensive exams, dissertation proposal completed and accepted, and permission of instructor.

Financial Aid

I. ***Types of Financial Aid Available to Graduate Students in the Psychology Department***

1. Fellowships

Fellowships are awarded on the basis of past academic accomplishments and, thus, on one's promise as a scholar. The fellowship provides the student with funds for living and other expenses so that the student can concentrate on academic pursuits.

Because research is part of graduate education, the Department expects all fellows, as part of their fellowship, to work as an apprentice with a professor on a research project.

a. Doctoral Research Fellowships

The Experimental Program has two Doctoral Fellowships. These fellowships cover up to 24 hours of tuition plus a stipend. The stipend for the 2008-2009 academic year is $12,600.

b. Master's Research Fellowships

The Experimental Program has one Master's Fellowship. This M.S. Fellowship covers up to 24 hours of tuition per year and pays a stipend. For the 2008-2009 year, the stipend is $10,300.

c. Graduate Fellowships

The Graduate College awards Graduate Fellowships on a competitive basis to students with outstanding academic records who are interested in completing theses or other major works of scholarship. **This fellowship is intended for graduate students who support the advancement of diversity in higher education. Only students enrolled in a full-time master's or specialist's degree program only at CMU's Mount Pleasant campus is eligible to apply. Doctoral students should apply for Doctoral Research Fellowships.** Tuition and stipend for these fellowships are the same as the research fellowships.

2. Assistantships

The Psychology Department's Graduate Assistantships (GA's) are primarily used for research and teaching. GA's are either full-time or part-time and receive a stipend with a variable tuition waiver up to 20 hours that must be taken during the academic year of the assistantship. For the 2008-2009 academic year, stipends are as follows:

	Full-time Stipend and tuition waiver	Part-time stipend and tuition waiver
Doctoral GA stipend	$12,600 & 20 cr. hrs.	$6,300 & 20 cr. hrs
Master's GA stipend	$10,300 & 20 cr. hrs	$5,150 & 10 cr. hrs.

Expectations for Assistantships: An Assistantship is like any other job. The assistant must perform satisfactorily-that is, in line with his or her supervisor's expectations.

GA's typically work for a professor in the department to assist him or her with a course or teach an undergraduate course. Traditionally, the Executive Committee assigns GA positions to professors to support instructional programs. Professors who are given a GA select which GA they want from the list of eligible students.

3. Tuition waivers for students in advanced practicum courses

The university has a practice whereby doctoral students in advanced practicum's who are getting paid by the practicum site (at a rate equal to a GA or TA stipend) are eligible for a tuition waiver of up to 10 hours per semester. This practice is reevaluated yearly.

4. Professors' Grants and Contracts

Professors' sometimes receive research grants or consulting contracts. Most of the time they budget for graduate student assistants. Thus, students can earn money and often 10 to 20 hours of tuition by being assigned to professors that have grants and/or contracts.

5. Outside Grants and Student Loans

Foundations and government agencies often have grant programs for which students may compete. Some of these can be quite generous. You can check with the College of Graduate Studies, Office of Research and Sponsored Programs, Office of Veterans' Benefits, or Student Personnel Services for further assistance.

Students may also get loans at favorable terms. You can check into student loans at your local bank or at the Scholarships & Financial Aid Office. Tuition and living expenses at CMU are low compared to many universities. Thus, a modest loan may get you through graduate school at CMU.

II. ***Financial Aid Decision Processes***

1. Purposes of Financial Aid:

Financial aid to graduate students serves four purposes. It helps the Experimental Program recruit new students. It provides a means of financial support to students so that they can concentrate on their studies while they are in graduate school. It provides an incentive for students to make satisfactory progress in the program. And it provides the opportunity for students to apprentice themselves to professors to learn about teaching and research.

Academic Standards

LETTER GRADES & POINTS

A	=	4.0 points per semester hour	C+	=	2.3
A-	=	3.7	C	=	2.0
B+	=	3.3	C-	=	1.7
B	=	3.0	E	=	0.0
B-	=	2.7			

Grades below a C do not count toward meeting requirements for any graduate degree.

A 3.0 grade point average (GPA) is required for all graduate degrees.

CR = Credit - **NC** = No Credit - **I** = Incomplete - **W** = Withdrawal - **X** = Audit - **Z** = Deferred

Student Grade Grievance Policy

A student that has a complaint about a grade shall follow the following steps: (1) Contact the instructor (if the instructor is unavailable, they should contact the department chairperson). This may be done in person or in writing as soon as possible, but no later than sixty days after the beginning of the next semester. Exceptions will only be made in the most compelling situations. (2) If still dissatisfied, the student should request, in writing, a joint consultation with the instructor and the department chairperson. If the instructor is also the department chairperson, this request should be addressed to the dean of the college. (3) If the student still feels that the grade is the result of capricious grading, they may file an appeal within ninety days of the start of the next regular semester. This appeal is made to the dean of the college and will be forwarded to the School Committee on Review on Change of Grade.

Academic Probation

If a student's GPA drops below 3.0 in any session, the student is placed on probation. Once placed on probation, a student must show satisfactory progress toward regaining a 3.0 cumulative GPA, by earning a grade point average ABOVE a 3.0 during the next semester. When the GPA reaches 3.0, the student will be taken off probation. If a student fails to obtain a GPA higher than 3.0 in the first session following notification of probation status, the department may recommend to the Dean of the College of Graduate Studies that the student

be removed from the degree program. A department may ask to extend the probation for an additional session if circumstances warrant. If a student does not regain a 3.0 GPA by the end of the second session, he or she may be continued only if the department makes a specific request and the Dean of the College of Graduate Studies concurs. (A non-degree student who fails to obtain a GPA higher than a 3.0 the first session after being placed on probation may not continue taking classes.)

Academic Integrity Policy

Because academic integrity and ethical behavior are vital to an academic environment and to the development of qualified psychologists, graduate students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in psychology. In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior, is prohibited. Ethical standards, as articulated in the standards of the American Psychological Association and American Psychological Society, must be observed by all graduate students. Allegations of academic dishonesty or unethical behavior will be handled according to the policies given here. Appeals of decisions are processed according to the policies set forth in the "Academic Integrity Policy for Graduate Students," which is published in the Graduate Bulletin. Any appeal decision reached pursuant to this section shall be final and not subject to further review.

Although no specific time lines are included in this policy, it is understood that matters should be handled expeditiously.

1. In cases where an instructor, supervisor, or fellow student believes a student has demonstrated academic dishonesty or professionally unethical behavior, the instructor, supervisor, or fellow student should report the incident to the Program Director.

2. The Program Director will discuss the allegation(s) with the person(s) making them. If the Program Director believes that there is evidence to support the allegation(s), the Director will notify the student of the charges, in writing. In the letter to the student, (s)he will be told the allegation(s) and told that the Program Faculty will be asked to review the allegation(s), look at the evidence, and

   determine what, if any, sanctions should be issued. The student will be offered the opportunity to admit to the violations, remain silent, meet with the committee to share his/her perceptions of the incident, or submit a written rebuttal to the charges. The student will be given a response deadline, at least two weeks in the future.

3. The Program faculty will review allegation(s) of academic dishonesty or unethical behavior. In any case where a member of the Program faculty made the original allegation(s), the faculty member will be excluded from judging the particular case.

4. If the student elects to meet with the committee to present his/her version of the events under investigation, the student may bring another person (i.e., an advocate) to the meeting to provide support and advice.

5. The Faculty's decision on culpability and appropriate sanctions will be communicated in writing to the student. If the student is found not culpable or if sanctions, other than dismissal or suspension from the program, are issued, this will be communicated in writing to the department Chairperson.

6. If the sanction is dismissal or suspension from the program, the sanction will be communicated through the department Chairperson to the Dean of the College of Graduate Studies who will communicate the decision to the student. This decision shall be final and is not subject to further review.

7. If sanctions are issued, committee records will be retained for at least one year.

Policy on Research Integrity

Integrity in research and creative endeavors is at the heart of many academic endeavors and a fundamental principle of the university community. Faculty, staff, students, and independent contractors all have a responsibility to assure that research and creative endeavors meet accepted standards of scholarly performance. The increasing complexity of the research and creative process, the requirements of federal and state agencies, and the accountability of university personnel to colleagues, students, the university, and the larger community necessitate that CMU specify an acceptable code of conduct, provide a mechanism for investigating alleged violations of accepted standards, delineate appropriate public record follow any discovery of misconduct.

Following is the policy for dealing with allegations of research misconduct at Central Michigan University:

General Provisions

1. Applicability
   a. This policy shall apply to all faculty, staff, students, and independent contractors involved in research or creative endeavors.

   b. Nothing in this policy is intended to diminish or waive an individual's rights under any applicable collective bargaining agreement to which CMU is a party, or other university policies and procedures.

   c. This policy shall apply to students involved in the following research and creative endeavors:

      - Those conducted jointly with a CMU faculty or staff member or with any person from another university.

      - Those externally funded under a grant or contract to CMU or one or more of its employees.

      - Those expected to be published, presented, or shared with the broader academic community outside the student's classroom.

      - Those done in conjunction with a thesis or dissertation, and

      - Those done in conjunction with a graduate Plan B paper.

Except as noted above, this policy does not apply to a student's class assignments, independent study projects, Plan B papers, or directed research work which is not expected to be submitted for publication, presentation, or sharing with a community of scholars other than the members of the class. (Further information can be found in the Graduate Bulletin).

Important Contact Information

Career Services
Bovee University Center 215
Phone: (989) 774-3068
E-mail: www.careers.cmich.edu

Counseling Center
Foust Hall 102
Phone: (989) 774-3881
E-mail: www.counsel.cmich.edu

Minority Student Services
Bovee University Center 121
Phone: (989) 774-3945
E-mail: www.diversity.cmich.edu/mss

Student Disability Services
Park Library 120
Phone: (989) 774-3018
E-mail: www.cmich.edu/student-disability/

University Health Services
Foust Hall
Phone: (989) 774-6599
E-mail: www.healthservices.cmich.edu

Sources of Information within this Handbook

Central Michigan University-Department of Psychology - *http://www.chsbs.cmich.edu/Psychology/*.

College of Graduate Studies 2008-2009 GRADUATE BULLETIN - https://bulletins.cmich.edu/.

Central Michigan University 2008-2009 UNDERGRADUATE BULLETIN - https://bulletins.cmich.edu/.