Graduate Program Review 2000-2006

MA Psychology

University of North Carolina

Wilmington
Section 1: Description of the Psychology Department

I. Department History.

The Psychology Department was separated from the Department of Education and Psychology in August 1972. At that time there were three full time faculty members on staff, two psychologists in the Counseling Center who taught part-time, and one part time lecturer from the community. The Department offered 14 undergraduate courses in cramped quarters in King Hall. There were few ongoing research projects, no practicum courses, and little professionally related service to the community or discipline. In May 1982, the Psychology Department was moved to its current facilities in the Social and Behavioral Sciences Building. This added greatly to the research space and laboratory teaching space available. It should be noted, however, that since this time, the departmental faculty has increased to 32 full time faculty members and the graduate program, with over 60 current active graduate students, has been implemented. Although we have added some research and teaching space through renovations and utilization of space outside the Social and Behavioral Sciences Building, what was once commodious is now extremely limited. Departmental teaching, research, and faculty offices now take place in six different building, on and off campus. Currently, a new building that could house the entire Psychology Department is in the planning stages, and the department has been actively collaborating with the Dean of the College of Arts & Sciences to prepare for such a move. It is hoped that the building would provide research, teaching, and office space that will facilitate even greater productivity and quality teaching and learning experiences than is possible in our current space.
During the 1980s the Psychology faculty began to discuss planning for a master’s program. In the spring of 1993, permission to implement the proposed graduate program was granted, and the first master’s students began their studies in the fall of 1994. The program consisted of two concentrations, General and Substance Abuse Treatment Psychology, which as indicated in our last report, graduated 30 students from 1996 to 1999.

In 2003, the Department applied for and was granted a Council of Graduate Studies/Sloan Foundation grant to develop a Professional Master’s Program in Psychology with a concentration in Applied Behavior Analysis. The concentration and associated curriculum was approved by the graduate Council and in Fall 2005, the Department admitted students to its third concentration in Applied Behavior Analysis. This clinical concentration prepares students for licensure as a Psychological Associate in North Carolina, and also international certification as a Board Certified Behavior Analyst. Earlier this year, the curriculum was approved by the Behavior Analyst Certification Board, Inc., which will facilitate certification for graduates as Applied Behavior Analysts. Four new courses were developed and approved to meet the educational requirements for certification.

II. Department/School Mission Statement

A. Teaching, research, service in concurrence with the university mission statement

Psychology is unique because it is simultaneously a basic and applied science, a major health profession, and one of the traditional undergraduate liberal arts majors. Thus, the department mission emphasizes a synergistic relationship between the
traditional goals of teaching, research and service. The discipline is both a natural and a social science, which imposes a strong mission in science education on the department. The department’s mission centers on providing an undergraduate liberal arts education and a program of graduate study which prepares students for further study at the doctoral level or to practice as licensed psychological associates and licensed clinical addictions specialists or certified behavior analysts following a scientist-practitioner model. The department’s research mission is designed to further scientific knowledge and provide important learning opportunities for undergraduate and graduate students. Service to the region and profession addresses important needs and is designed to strengthen our teaching and research objectives. The more specific goals of the department’s mission are outlined below.

1. The highest priority in the departmental mission is to provide a high quality undergraduate education. The undergraduate mission involves a major program that emphasizes education of its students in the diverse discipline of psychology and the skills in communication and critical thinking expected of an individual with scientific training. The mission of the department is to prepare liberal arts majors to take their place as working citizens and to pursue further education in psychology and other professions and academic disciplines. The department also has a service mission to acquaint students in other majors with the content and methods of psychology as they impinge on relevant fields. Finally, the department has as a role in basic studies to provide students with an understanding of human behavior from the perspective of psychology.
2. The department supports graduate education through its three master’s degree concentrations. The General concentration prepares students to pursue further study at the doctoral level, to work as applied researchers, and to teach in the community colleges. The mission of the Substance Abuse Treatment Psychology concentration (SATP) is the preparation of ethical, competent professionals to meet the mental health care needs of the citizens of North Carolina and the nation. The SATP concentration is charged with educating students as practitioners eligible for North Carolina licensure as Licensed Psychological Associates with a Health Care Providers Certificate and Licensed Clinical Addictions Specialists. The Applied Behavior Analysis (ABA) concentration also educates students to be practitioners eligible for North Carolina licensure as Licensed Psychological Associates with a Health Care Providers Certificate, and also international certification as Behavior Analysts. All students are educated in the broad science of psychology and the SATP and ABA students are educated under the scientist-practitioner model. For both graduate and undergraduate education excellence in teaching inside and outside of the classroom is critical to the mission.

3. The department has a strong mission to support research and scholarship among its faculty, undergraduate, and graduate students. Its faculty members are charged with maintaining their own scholarly activities and involving students in these pursuits. Research activities are designed to obtain and publicize new knowledge, where appropriate apply that knowledge to problems facing society, keep faculty members involved in their field of study,
and involve students in the scientific process. The educational and research missions of the department are inextricably intertwined. In addition to involving students in the creative process of producing new knowledge, research training is designed to develop critical thinking and communication skills. Where appropriate, the department has as its mission to obtain external funding to help support that research.

4. The department has a service mission to the community.

Departmental faculty and students provide consultation, professional services, and information on application of research findings to the community in order to address major societal, community, and individual problems. This service is provided on a regional, statewide, national, and international basis, but service to the region is a primary focus. The service, teaching, and research missions have a synergistic relationship. Service is a critical part of graduate clinical training and the undergraduate practicum experience. Faculty involvement in service allows for increased knowledge of psychological applications and sites for internship/practicum placements and obtaining community research samples.

5. The department has a mission to provide service to the scientific and professional community in psychology and related disciplines. Such activities as editing, manuscript and grant reviewing, serving as leaders of professional societies, planning professional meetings, and being members of accrediting teams allow faculty and students to become involved in the broader scholarly community and for UNCW to reciprocate for services provided to its faculty and students. This network of contacts is important for the department to
maintain its teaching and research mission by making our faculty and students integral parts of the broader academic enterprise and allowing them to have access to information through informal communications channels. It also allows our faculty to influence the direction of the profession outside UNCW.

6. The department supports the international programs portion of the UNCW mission by offering international studies educational experiences to our students, bringing visiting scholars from throughout the world to our campus, providing courses and workshops for students, faculty, and professionals at universities in other countries, and being part of research collaborations with faculty from other countries. For example, the department is currently hosting a visiting scientist from the University of Guadalajara (Mexico) and a post-doctoral fellow from the University of Granada (Spain). Since 1999, the Department has enrolled seven international graduate students, from countries such as South Africa, China, Belarus, and Chile.

8. The department has a mission to promote diversity and an understanding of different people. It accomplishes this mission through specialized courses in areas of cross-cultural psychology and emphasis on cross-cultural issues in other courses such as social psychology and psychological testing. Many faculty and students conduct research on cross-cultural issues (e.g., psychological assessment of Latino populations, racial stereotyping, smoking reduction programs for Latino populations). Emphasis on cross-cultural issues is a critical aspect of the graduate clinical training mission. Promoting an understanding of diversity in the community through service activities of faculty
is an important part of the departmental mission. As an illustration, one of our faculty members was the founding director of Centro Hispano, a center for Hispanic culture on the UNCW campus. Recruitment efforts to attract and enroll a diverse student class have been successful, and retention rates have been high. For example, 11 of our 64 currently enrolled graduate students are students of color.

9. The administrative mission of the department is to provide the infrastructure to support faculty, students, and staff in carrying out their functions in a productive and efficient manner. The administrative mission involves budgetary, planning, and information systems which ensure that the departmental mission is accomplished with optimal use of its financial and staffing resources and in accordance with University policy and governmental regulations and statutes.

B. Primary purpose/function

The following list provides a summary of some of the department’s major activities:

Teaching Functions.

* Provide classroom instructional services for undergraduate and graduate majors, "service" courses for other undergraduate majors, and basic studies and other general education courses for liberal arts students.

* Provide applied learning opportunities through directed individual studies courses, honors thesis supervision, and graduate thesis supervision.
* Provide academic advising and career information about psychology and other allied disciplines.

* Provide opportunities for informal student-faculty interchanges for the intellectual and personal development of students.

* Provide undergraduate practicum training and high-level clinical professional training for graduate students providing psychological health care.

* Provide workshops on test preparation and career development for psychology students who are interested in jobs upon graduation or pursuing advanced education.

* Provide an honor society, student awards, and other recognition to encourage scholarship and provide students with contacts with scholars.

* Invite scientists and practitioners from universities and other institutions from the state, nation, and world to give students broader contact with the scholarly community.

* Provide opportunities for students to meet practicing psychologists from the community through events such as the annual departmental student awards ceremony.

* Provide research seminars and "lab meetings" where students working on a given research team meet together to discuss their projects, examine research literature, and practice for presentations.

* Provide support and guidance for students seeking admission to graduate school or employment after college including contacting colleagues or employers,
writing letters of recommendation, and advising students on choices of particular institutions or job openings.

* Provide research training to involve students in the production of new knowledge and the learning of scientific technique.

* Provide students the opportunity to be involved in writing scholarly articles and making presentations at scholarly meetings.

* Provide computer laboratories for support of research, training in computer applications, and the use of computer assisted instruction.

* Provide hands on technical experience for students seeking jobs as research technicians or skills to be applied in graduate school laboratory work.

**Research**

* Conduct research for the development of new knowledge.

* Publicize this research to the scientific and professional practice communities through publications, presentations, and continuing education programs.

* Write grant proposals and respond to requests for contract proposals to obtain external funding for research.

* Provide training materials for professionals as part of technology transfer of research results.

* Provide collaboration and research consultation for faculty and students in universities throughout the nation and world.

* Provide animal care support for faculty and student research.
*Provide support for research with human subjects, including computerization of the human subjects pool to preserve anonymity and make the process more efficient.

* Provide support to the Institutional Review Board with many faculty serving as members.

*Provide support for campus wide committee for animal research (IACUC), with many faculty serving as long time members and as chairpersons.

*Provide office support for the departmental drug license for research on behavioral pharmacology.

**Service**

*Provide university service as part of the faculty governance structure.

*Provide volunteer service to various groups have under-served populations.

*Supervise students who provide paraprofessional level services which meet their needs for practical experience and help under-served populations.

*Provide disaster relief counseling.

*Consult with staff of community agencies on appropriate applications of psychology to agency service needs.

* Conduct research (e. g., program evaluation, employee surveys, and feasibility studies) which is aimed directly at meeting the information needs of community agencies.
* Hold volunteer leadership positions on boards of community service agencies where their professional expertise is directly relevant to the function of the agency.

* Make community presentations and give media interviews concerning applications of psychology to important community issues.

* Present workshops for lay and professional groups concerning applications of psychology including such topics as psychological health, wellness promotion, environmental psychology, breast cancer, and suicide prevention.

* Give public presentations and media interviews concerning the nature of psychological research.

* Consult with high school students about science projects and judge various high school science competitions.

* Provide services to high school students from under represented groups (e.g., science summer camps, minority outreach groups).

* Provide high school teachers with updates on psychology and neuroscience.

* Provide direct professional services to the university such as clinical supervision of counseling psychologists and professional consultation to university agencies.

* Serve as mentors in training teaching assistants and faculty at UNCW and through outside workshops.
* Provide consultation to prospective students and members of the general public on careers in psychology and related fields.

* Provide evaluation of Psychology Department programs and personnel for continuous improvement of department offerings.

* Provide administrative support for student academic concerns such as reviewing graduation applications, seeking appropriate waivers to insure timely graduation, advising students seeking to transfer into the major, helping students with transient study requests, etc.

* Provide administrative support for the scheduling and staffing of classes.

* Serve in leadership roles in professional organizations, plan programs for professional meetings, and serve as consultants on professional education and practice issues to private and governmental organizations.

* Provide editorial services for book series, manuscript reviews, and textbook reviews.

* Serve as grant reviewers or members of site review teams.

* Serve as senior editor of major professional journals.

* Serve as accreditation review team members.

* Provide statistical and methodological consulting in the community.

Section 2. Past Reviews

This is the second University-wide review of the program. In that review (March 27-28, 2000), site visitors (Cecilia Solano & Edelgard Wulfert) noted that the program had “considerable strengths”. These included a “distinguished faculty and highly
motivated, hard working graduate students. The basic research training and the applied training of graduate students is excellent.” The site visitors also noted a strong institutional and administrative commitment to the program. The reviewers broke down their report into three major sections: admissions, curriculum and outcomes which will be discussed separately.

**Admissions.** The site visitors noted that the program attracted a reasonable number of applicants but that UNCW undergraduates represent a large percentage of those who enroll in the program. They suggested increasing efforts to attract high quality students from a wider range of schools. The department has worked very hard on this and has been very successful in increasing the number of international and out-of-state students as well as those from other institutions in NC. Efforts have included the development of an improved departmental web page that features the graduate program, the development of a departmental newsletter distributed by mail and posted on the web, and outreach activities by individual faculty using professional relationships with faculty at other universities nationally and internationally. Special emphasis has been placed on visits to and contacts with historically black universities to increase applicant diversity. The results have generally been positive. Total applications have gone up since the first review. At that time the average number of applications was 53, while current rates are consistently higher (see Table 7-1). The percentage of students who completed their undergraduate work at UNCW has declined, while the percentage of out-of-state and international students has increased. This success has been made possible by an increase in the number of out-of-state tuition waivers provided by the graduate school and further increases will be, to a great extent, limited by the availability of more waivers.
Curriculum. Generally, the site visitors found the curriculum to be appropriate in terms of the number and content of courses. Students’ evaluation of the curriculum was generally positive. Some concerns were noted regarding the “combined topics” approach of some of our core courses, specifically Cognitive/Developmental Psychology and Personality and Social Psychology. The Graduate Steering Committee has conducted several curricular reviews since the last program review and recently recommended the separation of Cognitive and Developmental Psychology into two distinct core courses. This change was approved by the department and the graduate school and is now in effect. However, it was felt that the Personality/Social combination remained justified.

Another curricular concern was that students in the SATP concentration seemed concerned that statistics was overemphasized in the curriculum, while students in the General concentration often felt that they would benefit from additional statistics curriculum. The department has reviewed this issue as well and although no changes to the methodology requirements have been made, General students are now permitted to use graduate level courses in the Statistics Department to satisfy their elective and/or seminar requirements. Many now take advantage of this option, and several current students are seeking certification in Applied Statistics. Another concern noted by the site visitors regarding the limited range of seminar topics was addressed by allowing students to take other courses (including statistics as noted above) in place of one of the required seminars.

An additional concern was that graduate courses should not be offered in 1-hr sessions three times per week and we now avoid scheduling graduate courses in this way except when the instructor requests such a schedule for pedagogical purposes.
The site visitors suggested the implementation of a professional development course offered formally or as a “brown-bag” lunch. Such a course is now offered for students in the ABA program, although many General students also take the course. Discussion of expanding this program for other concentrations is taking place.

Finally, it was noted that some graduate level courses were open to undergraduates. Now only one class (PSY 545/445) is cross-listed and the differences between requirements for graduate and undergraduate students are clearly delineated in the syllabus. For example, graduate students are required to lead the class for one week, selecting readings, presenting on a predetermined topic, and leading the discussion.

**Outcomes.** Outcomes were considered to be highly successful in both concentrations.

**Future Objectives.** The site visitors noted that the department was moving in the direction of developing doctoral training and, while supportive of the development of a focused doctoral program, stated: …viewed from the outsider’s perspective, the development of one or more doctoral programs would only seem feasible if the Department were allocated considerable additional resources.” Specifically, they noted that increased space, equipment, graduate assistantships were needed along with an in-house clinic, and reduced teaching loads for faculty involved in doctoral training. The Department considered the site visitors concerns very carefully in its development of a Request to Plan a Doctoral Program that is currently under review.

**Section 3. Program Description**

The program offers training toward a master's degree in General Psychology and provides training in both academic and applied areas. The SATP and ABA options are
designed specifically to meet requirements for Psychology licensing and licensing requirements in the area of substance abuse treatment and certification requirements for applied behavior analysis service provision. The overall program is intended to prepare students for doctoral-level education and to train students for professional or research positions at the master’s level. The department’s philosophy with respect to applied training emphasizes the scientist-practitioner model. The relative emphasis on scientific training in the SATP and ABA concentrations is greater than seen in many applied master’s programs. A common core of courses, required of all students, provides knowledge of general content and methods in psychology, and an empirical thesis ensures substantial research experience. All students receive experience in both applied and academically oriented areas to ensure that they have a broad, basic knowledge of the field.

I. Educational Objectives

The general objective of the program is to provide advanced educational opportunities in psychology to the citizens of southeastern North Carolina and other areas of the state and the nation. The departmental objective is to ensure that the program is of such quality that it serves the needs of the region while also meriting national recognition.

The specific objectives of the program are to provide:

a) a common core of advanced knowledge about the content and methods of psychology to all students in the program.

b) preparation for study at the doctoral level in professional or academic research areas in psychology and related fields to
interested and qualified students.

c) appropriate education and training for individuals who want to gain certification in substance abuse treatment from a psychological perspective.

d) appropriate educational preparation for individuals who want to take the Psychological Associate licensing examination.

e) academic preparation for individuals who want a career teaching in technical and community colleges.

f) graduate-level education to individuals who wish to strengthen their scholarship in psychology as part of their overall lifetime educational objectives.

g) graduate training for individuals who wish to work or advance in industry, business, or human-service agencies.

h) graduate training for individuals who wish to work or advance in research positions in academic, industrial, or governmental laboratories.

i) advanced courses that will enhance the professional competence of qualified local professionals.

II. Degree Requirements

A. Total hours

The general program requires a minimum of 33 semester hours; the Substance Abuse Treatment Psychology (SATP) concentration requires a minimum of 53 hours, and the Applied Behavior Analysis (ABA)
concentration requires 51 hours. The greater number of hours required for
the SATP and ABA concentrations is necessary because it also includes
essential training in clinical skills and meets the requirements of the
appropriate licensing and certification boards.
Specific requirements are presented below:

B. Courses open only to graduate students

All students take at least 26 hours of coursework open only to
graduate students (plus 6 hours of master’s thesis credit). Only two
courses that meet master’s program requirements are cross-listed.

C. Grades required

The following system is used to indicate performance of graduate
students in their courses:

A  excellent
A-
B+
B  completely satisfactory
B-
C+
C - minimally acceptable
C-
F  - failure
I  - work incomplete
S  - satisfactory progress on thesis and internship
WP - withdraw passing

A student who receives any grade of "F" is ineligible to continue graduate study. A student who receives grades of "C" on three courses (including a grade of C+) becomes ineligible for additional graduate study, according to Graduate School policy. Graduate School policy allows students to file a grad appeal with the Graduate School within one semester of receiving the disputed grade. A student ineligible to continue because of poor grades, based upon special circumstances, can petition the Graduate School for reinstatement. A petition for reinstatement must be accompanied by statements of endorsement or non-endorsement from both the department chairperson and the dean of the College of Arts and Sciences. A student so reinstated will be dismissed if any additional grade below that of "B" is earned.

A grade of "I" shall be assigned if the instructor determines that exceptional circumstances justify providing additional time to complete course work. The instructor may extend the deadline for any reasonable period not to exceed one year and shall inform the student of the deadline in writing. A copy of this notification will be sent to the dean of the Graduate School. The incomplete will automatically become an "F" unless a grade change is submitted by the instructor within 12 months. Grades of A, A-, B+, B, B- C+, C-, S, F, and WP are permanent grades which can be changed only by the dean of the Graduate School in cases of arithmetical or clerical errors or as a result of a grade protest.
A graduate student who is required to take undergraduate courses for any reasons, or who takes such courses in psychology to fulfill any requirements of the graduate major, must make grades of "B" or better on all such courses to maintain eligibility for graduate study. A graduate student who takes any undergraduate courses as electives may make any grade above "F" without jeopardy.

D. Transfer credits

Graduate courses taken at UNCW before formal admission into the graduate program will meet course requirements for a graduate degree only if approved as transfer credits. No more than six hours of credit are eligible for transfer. Grades of "B" or better are necessary to qualify for transfer credit. Correspondence courses will not be accepted for transfer credit. When special circumstances exist, students may petition the Graduate School for transfer of more than six hours. A graduate student who wishes to obtain credit for courses taken elsewhere must obtain prior approval from both the department and the dean of the Graduate School.

E. Other requirements

1. Residence - A minimum of 24 semester hours of graduate study must be completed in residence.

2. Faculty Committee - A Faculty Committee, composed of a chairman and at least two other members of the Graduate Faculty, is established for each student within the first two semesters in residence.
3. Comprehensive examination - Each student must pass a written comprehensive exam given after completion of the core courses.

4. Thesis – An empirical thesis and thesis defense, acceptable to the Faculty Committee, is required prior to graduation.

F. Language and/or research tool requirements

Satisfactory completion of nine hours of Research Methods courses are required, as described in Section E below.

G. Time limits

The program shall be completed within five years of the initial registration for graduate study. Students may appeal to the Graduate School for an extension.

III. Concentrations, Courses and Curriculum

A. The SATP concentration has a specific focus on the diagnosis and treatment of substance abuse problems. Students completing their degree in the SATP concentration are prepared to apply for the Psychological Associate License in North Carolina with the Health Services Provider Certification, and have completed all academic requirements necessary to be licensed in North Carolina (and most other states as well) as a Clinical Addictions Specialist. No other graduate psychology program in North Carolina offers a substance abuse treatment concentration.

Students electing the SATP concentration take special coursework providing clinical skills and knowledge of substance abuse and other types of psychopathology. This
additional applied experience prepares these students for immediate entry into clinical work and eligibility for licensure and certification. A minimum of 53 hours is required for this concentration, and generally takes 2 1/2 years to complete.

B. The ABA concentration has a specific focus on the conceptual and methodological foundations of behavior analysis and takes a data-based approach to behavioral assessment and clinical psychology. Clinical training components of this concentration emphasize providing intervention services for individuals with developmental disabilities. Like the SATP concentration, the program meets all education and experience requirements to prepare graduates for licensure in North Carolina as a Licensed Psychological Associate with the Health Services Provider Certification, and additionally for certification as a Board Certified Behavior Analyst. The Behavior Analyst Certification Board, Inc. has approved the course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination. While master’s programs in applied behavior analysis are increasing nationally, UNCW’s psychology master’s program in applied behavior analysis is unique to North Carolina and the near southeast (i.e., VA, SC, and GA). A minimum of 51 hours is required for this concentration, and generally takes 2 1/2 years to complete. Four new courses were developed to meet the requirements for certification.

C. The General concentration has as a major goal the preparation of students for entry into doctoral programs in clinical or experimental psychology. The program uses a combination of coursework in basic and applied areas, extensive research experience, and supervised practical experience to reach these goals. A common
core emphasizing advanced training in fundamental areas of psychology is required of students in both concentrations. Research practicum experience and a formal thesis are required of all students. These common requirements assure that all graduates of the program have strong training in the theoretical and research bases of psychology, with exposure to scientific as well as applied topics.

In addition to the core courses, general concentration students are exposed to several topical seminars on various fields of psychology, with a continuing emphasis on research activities. Students seek a master's degree for two major reasons before entering a Ph. D. program: 1) to gain further exposure to the field to help them decide which sub-discipline to pursue, and 2) to strengthen their research and scholarly credentials in order to be accepted into a high quality doctoral program. Although many students electing the general concentration eventually enter doctoral programs in clinical psychology, clinical skills are not emphasized in our general concentration. Rather, the goal is to prepare students to enter doctoral programs as rapidly as possible. Thus, a minimum of 33 hrs is required to obtain the degree with a general concentration.

C. The following core courses are required of all students seeking a M.A. in Psychology:

1. Research Methods (9 hours required of all students).
   - PSY 555 Psychological Research Methods I (4)
   - PSY 579 & 580 Advanced Research Practicum I & II (1 & 1)
   - PSY 589 Psychological Research Methods II (3); or
• PSY 515 Small-n Research Design (required of ABA students) (3)

Research Methods I is a formal course in statistics and research design in psychology that is taken during the student's first semester for SATP and General concentration students, and the first semester of the second year for ABA concentration students. All students enroll in Research Practicum I and II during the first year of study, in which each student is assigned to a graduate faculty mentor. A system has been developed (see Section 7 below) to match student/faculty interests, to accommodate students wishing to switch advisors (and vice versa), to distribute mentoring duties appropriately throughout the department, and to assure that the interests of students admitted to the program correspond as closely as possible to faculty available to supervise them. In Research Methods II, SATP and General Concentration students apply their knowledge of methodology to specific research problems developed earlier in their research practicum. Research Methods II represents an extension of Research Methods I, but the emphasis is more on research design, controlling variables, and critical analysis. ABA concentration students enroll instead in Small n-Design, which focuses on methods most associated with studies in behavior analysis.

2. In addition to the eight hours of Research Methods, the core curriculum consists of four 3-hr required courses, to be selected from the following five offerings:

PSY 510 Cognitive Psychology
PSY 517 Learning and Behavior Analysis
PSY 520 Developmental Psychology
PSY 556 Physiological Psychology
PSY 565 Personality and Social Psychology

Both the methodology requirement and the specific content courses of the core are designed to prepare students for doctoral training, to meet guidelines for licensure in North Carolina as a Psychological Associate, and to meet recommendations of the Committee on Applied Master's Programs in Psychology (CAMPP). A fifth core course, PSY 520 Developmental Psychology, was created in response to concerns voiced in the previous review. Specifically, it was thought by both faculty and students that a course in development, separate from cognitive psychology, should be taught. The addition of the ABA concentration, with its emphasis on abnormal development, stimulated the addition of this course.

3) PSY 599 Thesis research (6 hours; to be taken over at least two semesters)

4) Successful completion of a written comprehensive exam to be taken after completing the core courses.

Additional Requirements for the Specific Concentrations

**General Concentration** (33 credit hours)

Students choose 4 of the 5 Core Courses listed above, with the advice of their mentor/advisor. In addition, general concentration students take 6 additional hours: one 595 Seminar and one graduate-level elective, approved by the
Department Chair & Graduate Coordinator. The department generally offers at least two different seminars each semester to meet needs of students in both the general and applied concentrations. Examples of seminars that have been offered include: Psychopharmacology, Clinical Methods in Substance Abuse Treatment, Psychological Aspects of HIV Infection, Statistical Techniques, Cognitive Neuroscience, Neuropharmacology, Attitude Change and Social Influence, Applied Behavior Analysis (now a regularly offered course), Adult Transitions, Behavioral Endocrinology, and Psychology and Art. Approved electives have included courses from the Department of Statistics and psychology courses not required for General concentration students such as PSY 547 Psychopathology.

**SATP Concentration** (53 credit hours)

Students must take Physiological Psychology (PSY 556) and select 3 from the remaining four Core Courses (above) under the advice of their thesis advisor. In addition, students in the SATP Concentration must complete the following course work:

- PSY 525  Psychological Assessment I (3)
- PSY 526  Psychological Assessment II (3)
- PSY 545  Chemical Dependency (3)
- PSY 547  Advanced Psychopathology (3)
- PSY 549  Basic Interviewing Skills (2)
- PSY 550  Advanced Psychotherapy (3)
- PSY 551  Intervention Strategies in Drug & Alcohol Problems (3)
- PSY 552  Ethical and Legal Issues in Mental Health (1)
- PSY 594  Clinical Psychology Practicum (2)
The SATP curriculum has not been altered since the last review in 1999. However, students and faculty have reported satisfaction with the current program.

**ABA Concentration** (51 credit hours)

In this relatively new concentration, students take PSY 517 Learning & Behavior Analysis, PSY 520 Developmental Psychology, and PSY 556 Physiological Psychology. They may choose either PSY 510 Cognitive Psychology or PSY 565 Social & Personality Psychology as the fourth Core course, under the advice of their thesis advisor. As noted above, ABA concentration students are required to take PSY 515 Small-n Research Design instead of PSY 589 Research Methods II.

In addition, ABA concentration students take the following courses:

- PSY 518 Applied Behavior Analysis (3)
- PSY 519 Conceptual Issues in Behavior Analysis (3)
- PSY 522 Advanced Topics in Behavior Analysis (1; to be taken 3 times)
- PSY 525 Psychological Assessment I (3)
- PSY 547 Advanced Psychopathology (3)
- PSY 550 Advanced Psychotherapy (3)
- PSY 552 Ethical and Legal Issues in Mental Health (1)
- PSY 594 Clinical Psychology Practicum (2)
- PSY 598 Internship (3)

Many of the courses are shared with SATP students (e.g., PSY 550 Advanced Psychotherapy) and others are shared with students in the General Concentration with...
research interests in Behavior Analysis (e.g., PSY 519 Conceptual Issues in Behavior Analysis).

A typical course sequence, by concentration, is noted in Appendix A.

Section 4: Licensure and Certification, Interdisciplinary programs

Graduates of the SATP and ABA concentrations are eligible to apply for both licensure as a Licensed Psychological Associate (LPA) with an associated Health Services Provider (HSP) certification. Graduates of the SATP concentration are also eligible, with an additional year of supervised experience, for licensure as a Clinical Addiction Specialist (LCAS) in North Carolina. Graduates of the ABA concentration are eligible for Board Certification as Behavior Analysts (BCBA). The Psychology Department participates in the certification program for Gerontology, offering a course in the psychology of aging (PSY 524).

A. Licensed Psychological Associate with Health Services Provider Certification (LPA-HSP)

Licensure for the level of Psychological Associate requires a master’s degree in psychology. To provide health services, including assessment, diagnosis and treatment of mental, behavioral, or substance abuse disorders, the licensee must also obtain certification as a Health Services Provider.

1. The NC Psychology Practice Act requires that education and supervised experience include the following: a) Minimum 45 semester hours of graduate study in academic psychology, including up to 6 semester hours for internship/practica. Our SATP concentration requires 53 hours and the ABA concentration requires 51 hours.
2. Minimum of 12 weeks consisting of at least 500 hours of supervised training through internship/practica. Our program requires a 150-hour practicum for SATP concentration students, and ABA students receive 500 intensive practicum hours. Both concentrations require a 1000-hour internship. Interns are supervised by licensed psychologists, while the practicum may be supervised by another mental health professional. For SATP concentration internships, at least 50% of clients at an internship agency must be experiencing drug and/or alcohol problems.

Internship and practicum sites for SATP students include:

- Delta Behavioral Health Care
- Pender Correctional Institution
- Wilmington Health Access for Teens
- Family Works of Wilmington
- Coastal Family Medicine
- Coastal Horizons Outpatient Substance Abuse Treatment Services

For ABA concentration students, internships include

- Murdoch Center
- J.I. Riddle Center
- Monroe-Meyer Institute (U. of NE Medical Center, Omaha)

All students in the ABA and SATP concentrations submit to a criminal background check before being allowed to earn internship hours. Additionally, students registering for PSY 598 Internship pay a $17 fee for liability insurance, which is supplemented by the University. These represent changes from the earlier reporting period, and are in response to agency and university requirements.
Some sites provide financial support for interns during their 6 month, 1000 hour internship. Students have received up to $9.00 per hour during their training. After fulfilling their degree requirements, students may apply for licensure and subsequently take the national Examination for Professional Practice in Psychology. In North Carolina, applicants must also take a state examination which assesses knowledge of the North Carolina Psychology Practice Act. Our students have a 100% passing rate on both exams, and many have passed at the doctoral level. For this reporting period, 28 of the SATP and ABA graduates have the LPA-HSP designation (or equivalent in other states), three elected not to seek licensure, and three are currently applicants for licensure.

B. Clinical Addictions Specialist Licensure

In addition to being eligible for licensure as a Psychological Associate and Health Services Provider, the curriculum and experiential training component of the SATP concentration has been approved by the NC Substance Abuse Professional Practice Board as fulfilling most requirements for certification. Clinical Addictions Specialist licensure normally requires a master’s degree in a mental health field, plus two years of post-graduate, full-time, supervised substance abuse counseling experience. Because the UNCW graduate program includes specialized training in substance abuse work (i.e., courses and internship) graduates are only required by the NC Board to have one year of supervised post-graduate, full-time experience to become a Licensed Clinical Addictions Specialist (LCAS).

Applicable course offerings in the UNCW Psychology Department include Chemical Dependency, Interviewing Skills in the Treatment of Substance Abuse, and Intervention Strategies in Drug and Alcohol Problems. Internships are supervised by not
only a psychologist but by a Substance Abuse Certified Clinical—Supervisor (CCS). All
hours devoted to the assessment and treatment of substance abuse disorders count toward
the licensure requirements. For the current reporting period, 3 of the 27 licensed SATP
graduates have received the LCAS. The additional license is useful in seeking insurance
reimbursement and in educating the public about the nature of one’s practice.

c) Certification as a Behavior Analyst (BCBA).

This new concentration provides coursework and supervised training that is
geared to specifically meet the requirements for Board certification. The course sequence
was approved by the Behavior Analyst Certification Board on March 14, 2007. This
means that graduates from our program will not need to submit documentation of
coursework when they apply for certification as Behavior Analysts. See Appendix B for a
breakdown of the 225 required instructional hours as they relate to each of our courses.

Section 5. Facilities

1. Classroom and Office Facilities

The Psychology Department is one of three academic departments located in the
Social and Behavioral Sciences Building. Presently there are seven classrooms and one
teaching laboratory devoted to undergraduate and graduate psychology instruction. Five
of these classrooms accommodate approximately 60 students, one classroom
accommodates approximately 30 students, and a seminar/meeting room accommodates
approximately 12 students. The teaching laboratory contains 12 computer stations and 4
animal operant conditioning stations. With the exception of the seminar/meeting room, all of these rooms, including the teaching lab, are equipped with Internet access ports.

The program typically offers 10-15 sections of graduate courses per semester, excluding course hours devoted to thesis research. Enrollment in the graduate courses typically range from 4-20 students.

While many graduate students maintain offices in their laboratory areas, the only dedicated office/lounge space for graduate students is a bullpen with an area 375 sq ft located in SB that doubles as storage space for AV and other equipment. This space contains several computers and printers.

II. Facilities for Research with Human Participants

There are currently 24 faculty actively involved in research involving human participants. These studies cover a range of subjects and include investigations of memory and aging, attitudes affecting jury verdicts, neuropsychological sequelae of open heart surgery, concept formation in children, psychological factors associated with substance abuse and the effects of perceived control on the etiology of depression. Each semester approximately 15-25 studies are conducted on campus using the undergraduate research pool. Research is also conducted at offsite facilities. These facilities currently include several community preschools, senior centers, local substance abuse treatment facilities and mental health centers. There is a need for additional on-campus space to support these activities (e.g. for data storage and staff meetings).

Eighteen of the faculty involved in research with humans have laboratory facilities comprising a total of 5800 square feet. These laboratories are housed in the
Social and Behavioral Sciences Building, the Academic Support Building, King Hall, Leutze Hall and an off-campus facility: the Worsley Building. Equipment used in these labs is varied and includes audio-visual apparatus, breathalyzers, neuropsychological testing materials, touch screens and dedicated computers. Equipment is obtained through university sponsored funding sources, departmental monies and extramural grants. Many researchers who work with human subjects do not have laboratory space and must schedule classrooms at off hours in order to conduct research. Classrooms are becoming less available (particularly computer classrooms) and there is a critical need for more human testing space.

III. Facilities for Research with Animal Subjects

Seven graduate faculty conduct research using non-human animal subjects. Research interests of these faculty include cognitive/behavioral neuroscience, behavior analysis, behavioral pharmacology, and comparative psychology/animal behavior. Studies by faculty working with animals include investigations of neurobiological factors influencing drug taking and drug addiction, behavioral and pharmacological mechanisms involved in the effects of drugs on learning, memory, and decision making; animal cognition, and mate selection/reproductive behavior.

Approximately 4800 total square feet of research space is devoted to conducting research with animal subjects in two facilities: the Social and Behavioral Sciences Building (SB) animal laboratory and the Psychopharmacology Laboratory Building (PPH). Animals are housed and tested in secure areas with access controlled by an electronic card reader in both facilities. Rodents are housed in self-ventilating caging systems equipped with HEPA filters which meet optimal standards for air flow and
cleanliness. Currently, the SB facility houses approximately 60 rats and 150 fish. Animal testing facilities include two Morris Water Mazes equipped with a computer-controlled monitoring systems designed to measure spatial learning in rodents, four olfactory testing stations for rodents, and several aquaria for testing fish. A workshop, surgery, and drug preparation and storage room are also located in the SB laboratory. The PPH building houses mice, rats and pigeons and provides a state-of-the-art computer controlled operant laboratory for research in behavioral pharmacology and behavioral genetics. PPH also contains a surgery, workshop and secure drug preparation room. The Psychology Department pays a full-time technician for the care of the animals and the maintenance of the housing facilities.

IV. Clinical Training Facilities

As noted in the previous report, the department has no dedicated clinical training facilities. Clinical training is accomplished through shared use of laboratory and classroom areas. Students in the SATP concentration are required to take six clinical training courses that involve role-playing with videotaped feedback: Psychological Assessment I and II, Basic Interviewing Skills in the Treatment of Substance Abuse, Advanced Psychotherapy, Intervention Strategies in Alcohol and Drug Problems, and Psychotherapy Practicum. The training is conducted in a small classroom that is used extensively to hold undergraduate and graduate courses. Because it is not designed or equipped for clinical training purposes, a portable video camera, tripod, VCR and monitor, and two office chairs are carried to the classroom daily by the instructor. The room is then set up to approximate the “feel” of a clinical setting, then disassembled for the next class held in the room. The set up and break down time impinges on training
time. Role-plays are often interrupted by noise from the adjacent classrooms, labs, and hallway.

Although the students clearly gain essential clinical skills and the courses receive very high SPOT ratings, the training experience could have even greater impact if the department had exclusively for clinical training. Such a space could be permanently equipped with recording equipment, editing deck for split screen capabilities, comfortable furniture, and soundproofing.

V. Support Facilities

William Madison Randall Library is a 132,823 square foot facility on the campus of the University of North Carolina Wilmington. As of the 2006/07 fiscal year, the collection consisted of the following: 453,458 monographs, 27,480 E-books, 108,446 bound journals, 974 maps, 802,772 microfiche (sheets), 29,332 microfilm (reels), 22,451 DVD/VHS, 12,203 CDs, 41,199 non-CD sound recordings, 3,404 projected media, 348 kits, 1,015 electronic resources, 40,318 CMC materials, 704 graphic materials, and 90 realia for a total of 1,544,194 items. Randall Library is a partial repository for U.S. government publications and is a full repository for North Carolina documents. Staff consists of 21 library faculty and 25 paraprofessional personnel.

The library subscribes to 24,798 periodicals in print and online formats, as well as over 200 electronic databases. Database titles include PsycInfo, PsycArticles, Social Services Abstracts, ScienceDirect, EbscoHost, and Lexis-Nexis Academic Universe. Randall Library subscribes to well over 800 journal titles devoted to research, theory, and practice in psychology. Additional titles are available in related fields. The library offers a monthly Table of Contents service for Psychology faculty and will duplicate selected
articles from that monthly list at no cost to faculty. Interlibrary loan services are also available at no charge.

The annual library allotment for the Psychology department is $6,073 for monographs, $129,871.27 for journals, and $1,127.02 for non-journal standing orders. Randall Library has a designated primary contact librarian for the Psychology department. This primary contact librarian is available to assist Psychology faculty and students with research and to teach information literacy classes to undergraduate and graduate Psychology students. In addition, the library offers a series of instructional workshops throughout the year on a variety of subjects.

Randall Library maintains 50 public computer work stations and 4 print stations in the Reference area. These computers are available for catalog and Internet searching and are loaded with Microsoft Office Suite software. The library also houses several computer lab facilities. The undergraduate computer lab is equipped with 47 computing stations, 2 scanners, and 2 print stations. There are also 4 study rooms equipped with computers configured with dual monitors, dual keyboards, dual mice, and large work areas. In addition, there are 2 graduate student computer labs. The first is equipped with 10 computers, 1 scanner, and 1 print station. The other has 2 computing stations with dual monitors, dual keyboards, dual mice, and a large work space. The library also offers a laptop checkout service with 30 laptop computers with wireless network access. Also available for checkout are portable DVD players, MP3 players, Mini-DV video cameras, and an A/V projection cart.

In addition, Information Technology Systems Division (ITSD) operates two staffed general access computer labs, 2 graduate computer labs and seven residence hall
computer labs, totaling approximately 125 computer stations. ITSD also has two locations for laptop check-outs with 40 laptops available. All ITSD computer labs run Windows XP, are connected to the Internet and currently have Office 2003 installed with a planned deployment of Office 2007 occurring in Fall 2008. The hours of operation of these labs range from 50 hours per week to 24x7. Available times for computer access generally increase during exam periods. The computer help desk is open over 40 hours per week and is staffed with two to three technical assistants.

The Office of Research Administration (ORA) at UNCW is available to support faculty and graduate students in obtaining grants and contracts. Seed money is for obtaining grants and for pilot projects is available through ORA and through the College of Arts and Sciences to tenure track faculty. In addition, the ORA provides assistance with internal and sponsor forms and with duplicating and binding services for grant and contract submissions.

Section 6: Personnel

I. Brief C.V.’s for Current Faculty

Faculty vita are provided in Appendix C

II. Additional Staff.

Three full-time secretarial staff are currently employed. (Sonya Kelly, Administrative Secretary III, Patricia Schimberg, Office Assistant III, and Rosemary Schmitt, Office Assistant). In addition, a full-time staff member is responsible for animal care (Rhiannon Thomas, Laboratory Animal Technician I).
Section 7: Graduate Students

I. Admissions & Current Students

A. Recruiting

The department actively seeks applicants to the graduate program through formal and informal mechanisms. A brochure that describes the program is revised every year, and mailed to Psychology departments and undergraduate students who request it. The brochures are distributed at conferences and meetings by individual faculty, and by the Graduate School staff on their recruiting visits. A graduate program web site is maintained on the departmental home page with program and application information http://www.uncw.edu/psy/grad-purpose.html. This site has been the primary source of information noted by applicants.

A poster is available to be transported to conferences by faculty (Substance Abuse Educators Conference, American Psychological Association, Association for Behavior Analysis, North Carolina Drug and Alcohol School). Annually the program is represented at the North Carolina Psychological Association undergraduate conference. A description of the program is listed in the American Psychological Association’s guide, “Graduate Study in Psychology and Related Fields.” The Psychology Graduate Coordinator routinely travels to Graduate School fairs at historically Black Colleges in North Carolina and has invited psychology students and faculty from other schools for lunch and informational visits to the UNCW campus. An e-mail invitation to all undergraduate McNair Scholars who are studying psychology, and the Graduate School has generously offered to waive the $45 application fee for these applicants. Additional
funds for recruiting devices (posters, flyers, mailing expenses) are needed to permit a broader target area.

The program currently has 20 students enrolled in their first year of study, 25 in their second year, and 24 in their third year as they complete internships or take a bit longer to complete the thesis or comprehensive exams. These 69 students, 33 are enrolled in the General Concentration, 24 in the SATP concentration, and 12 in the ABA concentration.

B. Admissions

All students seeking admission to the graduate program in the Department of Psychology must submit an application, statement of interest, official transcripts of college work, Graduate Record Exam scores (verbal, quantitative, and analytic writing are required; psychology subject tests were required of all students through 1998, but are no longer required of applicants who were undergraduate psychology majors), and at least three letters of recommendation by individuals in professionally relevant fields. All successful applicants must meet the following requirements:

1. a bachelor's degree from an accredited college or university or its equivalent from a foreign institution of higher education;

2. a strong academic record with an average of "B" or better in the basic courses prerequisite to this graduate program;

3. satisfactory scores on the aptitude and, for applicants with majors in areas other than psychology, a satisfactory score of the subject (psychology) portions of the Graduate Record Examination.
Most successful applicants have been psychology majors, but applications from non-majors are considered if the applicant has taken at least 21 hours of psychology coursework including courses in Psychological Statistics and Experimental Psychology. Because admissions decisions are based on consideration of all relevant factors, individuals who have indicators of success may be admitted even though they fall below some specified criteria. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the remediation of those deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.

Applications are reviewed by the Graduate Admissions Committee. The Committee is composed of seven faculty and includes the Graduate Coordinator who serves as Chair. All aspects of the student’s application are considered during the initial screening. The admissions committee examines applicant’s transcripts carefully with particular emphasis on the most recent 60 credit hours attempted and psychology coursework. Graduate Record Exam scores are important for applicants to both concentrations, but are emphasized more for applicants to the General Concentration, where admission to doctoral work may depend on scores of certain level. Other factors, such as the student’s past research record and clinical experiences, are also taken into consideration. The current practice is to select the most outstanding 40-50 applicants for invitation to an “interview weekend,” held in mid March each year.

The interview weekend begins on a Friday afternoon with welcomes from the Graduate School, the Psychology Chair and Graduate Coordinator. Applicants are introduced to the program through presentations by the Coordinator and other faculty. A
question and answer period with a panel of current graduate students is arranged. That evening a dinner party is held that includes faculty, graduate students and the applicants. These events have been held off campus, at the Wise House during the past seven years, and have provided a valuable opportunity for informal interactions. On Saturday formal interviews are scheduled between individual applicants and faculty members. These are arranged for two purposes: 1) to assist in matching applicants with faculty on the basis of research interests and competence and 2) to allow a more in-depth assessment of clinical skills for applicants to the SATP and ABA concentrations. The interview weekend developed as a part of the department’s ongoing program review, as concerns about clinical skill issues were brought to the Graduate Steering and Admissions Committees. Prior to 1997 telephone interviews were conducted, and this remains the policy for applicants who cannot make a campus visit. Interview weekends have proven to be very valuable in attracting qualified students. Each of the three events has resulted in approximately 40 applicants coming to campus for a visit (many from out-of-state). We have found that the campus visit tends to elevate their interest in the program, and some applicants have turned down admission to doctoral programs to enroll at UNCW. Funding for interview weekend activities has come in part from the department and the Graduate School, but much of the cost has been borne by individual faculty members. It would be desirable to establish sufficient university funding to maintain this event.

Following the interviews, the admissions committee convenes to make final determinations about admissions and recommendations for assistantships. Faculty groups and individuals are invited to submit comments or concerns about any applicant to the Graduate Coordinator, who will transmit the information to the admissions committee.
For example, clinical faculty reviews each applicant to the ABA or SATP concentration for emotional readiness to pursue the clinical aspects of the program and give this information to the Graduate Coordinator immediately following the interviews. The admissions committee considers all recommendations from faculty and generates a final list of applicants who are eligible for research/faculty matches. Graduate faculty indicate in writing their interests in mentoring applicants. Finally the Chair and Graduate Coordinator match faculty with applicants based on faculty ranked interest ratings, applicants stated interests, and fair distribution of students among faculty. The following criteria are also used:

Faculty with 2-year Research Assistantships (RA’s) to offer will receive priority in the case of interest ties.

All faculty will be given a chance to mentor one student before any faculty member takes on more than one. Exceptions to this principle are considered in cases where a faculty member has two or more 2-year RA’s to offer.

Other factors to be considered in cases of faculty interest ties where the quality of the match is roughly equivalent (in the opinion of the GC and Chair) include the following:

1. In general, 2nd year (new) faculty have priority over others
2. Applicants are often consulted directly regarding their preferences
3. Faculty who matched with a top applicant who did not enroll at UNCW in the preceding year.
4. Faculty records with past students and the progress of their current students
5. The number of students currently supervised by faculty
6. The best fit to maximize the number of students admitted

The Admissions policy is reprinted in Appendix D

Statistical information on the number of applications received during the reporting period, and the characteristics of applicants is presented in Table 7-1.

Table 7-1. Number of applications received 2000-2006

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN Concentration</td>
<td>47</td>
<td>43</td>
<td>39</td>
<td>43</td>
<td>60</td>
<td>47</td>
<td>58</td>
</tr>
<tr>
<td>SATP Concentration</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td>13</td>
<td>22</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>ABA Concentration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Total # of Applicants</td>
<td>64</td>
<td>58</td>
<td>57</td>
<td>61</td>
<td>83</td>
<td>69</td>
<td>98</td>
</tr>
<tr>
<td>In State Applicants</td>
<td>na</td>
<td>34</td>
<td>42</td>
<td>30</td>
<td>41</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>Out of State</td>
<td>na</td>
<td>23</td>
<td>15</td>
<td>29</td>
<td>41</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>% UNCW grad apps</td>
<td>20%</td>
<td>23%</td>
<td>31%</td>
<td>20%</td>
<td>27%</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Average GPA - 60</td>
<td>N/A</td>
<td>3.45</td>
<td>3.42</td>
<td>3.43</td>
<td>3.43</td>
<td>3.47</td>
<td>3.47</td>
</tr>
<tr>
<td>Average GRE - Q</td>
<td>510.15</td>
<td>547.86</td>
<td>548.4</td>
<td>536.27</td>
<td>583.38</td>
<td>572.12</td>
<td>552.84</td>
</tr>
<tr>
<td>Average GRE - V</td>
<td>460.46</td>
<td>502.38</td>
<td>475.4</td>
<td>469.15</td>
<td>490</td>
<td>469.69</td>
<td>471</td>
</tr>
<tr>
<td>Average GRE - P</td>
<td>534</td>
<td>546.67</td>
<td>550</td>
<td>589.1</td>
<td>593.1</td>
<td>585.38</td>
<td>617</td>
</tr>
</tbody>
</table>

As Table 7-1 shows, the number of applications has increased over the seven year period. Much of the increase is due to the addition of the Applied Behavior Analysis Concentration in 2005. This growth trend continued to 2007 (not in this reporting period) when 98 applications were received, with 23 of which were for the ABA concentration. Mean GPAs for the last 60 hours of undergraduate study and GRE scores fluctuated slightly. There does not appear to be a clear pattern in the proportion of applicants from
UNCW since 2000. Roughly 20-25% of applicants tend to have received their undergraduate degrees from UNCW.

C. Orientation and advising

New students are introduced to the program through a half-day departmental orientation scheduled before classes begin. This orientation provides the student with an overview of the program, course requirements and specific information about progressing through the program in a timely fashion. In addition, students are introduced to general departmental and university procedures such as their access to telephone, mail, electronic mail service, information about the graduate student office suite, departmental policies concerning supplies, clerical support, computer facilities, etc. A Psychology Graduate Student Handbook is revised each year to provide a written description of the department’s educational philosophy, as well as the details of the program, and hard copies are distributed to each student. The handbook is also available on the web [http://www.uncw.edu/psy/documents/Handbook.pdf](http://www.uncw.edu/psy/documents/Handbook.pdf)

Students also receive a suggested course sequence (see above, and at [http://www.uncw.edu/psy/grad-typical.html](http://www.uncw.edu/psy/grad-typical.html)

Clinical faculty also review licensing and practice issues with students during the orientation. All new students attend the Graduate School orientation as well, which covers use of the library, thesis submission, and other campus-wide procedures.

Advising continues on an ongoing basis after the orientation. The Graduate Coordinator schedules at least one formal advising session with each student every semester to assess and discuss the student’s progress. In addition, the student has frequent meetings with their research mentor every semester. At the end of each year, a
formal review of all students is conducted. All graduate faculty participate in this review, and if problems are identified with a specific student, a formal meeting is arranged to develop a plan to remedy the problem. Written feedback is provided to students when deemed appropriate. Students may request a change in concentrations through the Graduate Coordinator. Concentration change requests are referred to the Admissions Committee for approval. In the last three years, only four students have requested concentration switches (two from GEN to SATP; two from GEN to ABA).

Perhaps because of the extent of advising and review in this program, retention rates have been very high. From 2000 to 2006, of the approximately 135 students who matriculated, only 6 students have dropped out, three were dismissed for not meeting grade retention requirements, and one was dismissed for disciplinary reasons.

D. Student Characteristics

From 2000 through 2006, 130 students enrolled in the program, and 86 graduated during that period. Most students (65%) have been female, and the department has been somewhat successful in attracting minority applicants. For example, 11 of our 69 currently enrolled students are students of color. Although a majority of students enrolling have been North Carolina residents, less than one third received their bachelor’s degree from UNCW. There has been a recent trend however toward admitting more UNCW students. Among the 69 currently enrolled students, 28, or 40% received their undergraduate degrees from UNCW. A higher proportion of applicants from UNCW are accepted, than apply (about 25% of the applicant pool received their degrees from UNCW).
Table 7-2 summarizes the last 60 undergraduate hours of GPA and GRE scores for students entering our program in Fall 2001, 2002, 2003, 2004, 2005, and 2006.

Table 7-2. Mean grade point averages and GREs for matriculating students, 2001-2007.

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
<th>GRE-V</th>
<th>GRE-Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>3.46</td>
<td>552</td>
<td>584</td>
</tr>
<tr>
<td>2002</td>
<td>3.59</td>
<td>500</td>
<td>530</td>
</tr>
<tr>
<td>2003</td>
<td>3.48</td>
<td>453</td>
<td>551</td>
</tr>
<tr>
<td>2004</td>
<td>3.5</td>
<td>485</td>
<td>588</td>
</tr>
<tr>
<td>2005</td>
<td>3.58</td>
<td>501</td>
<td>610</td>
</tr>
<tr>
<td>2006</td>
<td>3.74</td>
<td>485</td>
<td>588</td>
</tr>
</tbody>
</table>

There has been some variation over the years in academic qualifications, but no clear trends. In summary, students are entering our program with strong undergraduate backgrounds, and good test scores.

E. Student Support

At present the department receives funds for 16 full teaching assistantships (20 hr/wk). These are generally divided evenly between first- and second-year students, and two assistantships are generally split so that 16 students are supported through teaching assistantships (12 at 20 hr/wk and 4 at 10 hr/wk). Stipends are $9500.00 for the academic year for a 20 hr/wk appointment. In addition, students are often funded by research assistantships obtained by faculty through research and training grants. Four
students are currently supported by research assistantships. Graduate assistantships are also available on a competitive basis from the Office of Student Affairs. In particular, the Crossroads Campus Drug Education Program provides support for four of our second year Gen and SATP students. Our students have also been successful in obtaining Graduate Assistantships in the Office of the Vice Provost, Research & Sponsored Programs, and the Center for Support of Undergraduate Research and Fellowships. Faculty members have obtained grants from the North Carolina Division of Mental Health, Substance Abuse and Developmental Disabilities to fund scholarships for SATP students. Seven out-of-state students currently receive a waiver of their non-resident tuition. Some students are employed as program evaluators under the supervision of departmental faculty. Some students may receive partial support through work-study programs and loans. Fourteen of the 24 second year students and 13 of the 20 first year students, have received some financial aid through TAs, RAs or Graduate Assistantships on campus. Students have also been supported through University and Graduate School Scholarships and travel awards. Several students have won competitive scholarships (Champion-McDowell Davis; Brauer; Schwartz) and Summer Research Stipends (Mary Beth McCullough, Kendria Funches, Puja Seth).

F. Student performance measures

Our students have accumulated a remarkable record of publication and presentation of scientific papers. Over the past five years, graduate students have been associated with 95 presentations at regional, national and international conferences, and students have been coauthors on 40 journal articles and book chapters.
Four concentration changes have occurred, two from General to SATP and two from General to ABA. Clearly the interviewing/matching system has been successful in terms of producing enduring mentor/student relationships in that every student who has graduated has remained with the mentor assigned at admission. One student currently in the program has requested and was granted switch in mentors, as approved by the Chair.

The number of semesters required to graduation has varied somewhat. SATP and ABA students require a minimum of 5 semesters to complete both coursework and internship, while General students can graduate in a minimum of 4 semesters. Approximately half of students have graduated in the minimum number of semesters, and the remaining students have taken an additional 3 months to two years to finish. Occasionally students have taken even longer, but only one has requested an extension beyond five years.

During the Fall of 2007, an effort was made to locate the 86 former students who graduated from the program during the reporting period to obtain information about their current professional status. Sixty-six of the graduates were e-mailed to ask if they would be willing to complete a 15 minute survey administered by a current graduate student. Of the 66 graduates who were contacted, 48 agreed and 32 completed the survey. Roughly half of the respondents were in the SATP concentration (17, or 53%) and the remainder were in the General concentration.

In addition to gathering information about employment and continued education (see Appendix E for a copy of the survey), respondents were also asked to rate their level of satisfaction with the program on a scale of 1 (poor) to 5 (excellent). Generally, the comments of our graduates indicate a high degree of satisfaction with the program.
The mean rating on this item was 4.11, with 87% giving ratings of 4 or 5. (Mean GEN = 3.98; Mean SATP = 4.24).

Of the 32 graduates interviewed, 19 (59%) described their primary placement as being employed, 11 (35%) are currently (primary placement) in doctoral programs, and 2 are unemployed by choice for family reasons. Nine of the 11 respondents who were currently enrolled in doctoral programs had completed the General Concentration, and two had been SATP students. Twelve of the 17 SATP graduates who responded (71%) took the LPA exam and have received their license. One graduate reported that he has applied to take the exam at the next opportunity. **While all 12 passed the LPA exam, half received a score that met or exceeded criteria for doctoral level practice, evidence of a solid preparation in academic psychology.** This means that should the psychologist later complete a doctorate in psychology, he or she need not re-take the exam. Two licensed SATP graduates stated that they were not currently working in order to care for young children. The other ten are employed at least part time as psychologists, mostly in private practice. Three have received the LCAS (Licensed Clinical Addictions Specialist). Two SATP respondents were currently in doctoral programs, and two elected not to seek licensure and are clinical research project directors.

When asked about concerns about obtaining supervision for clinical practice at the master’s level, three of nine clinicians who responded indicated that this posed some problems, and one expressed difficulties with finding quality supervision. Four of the nine stated that they had had some difficulties obtaining insurance reimbursement. However, this is a common complaint among doctoral level practitioners as well, so the
fact that more than half did not report problems may actually be a positive sign. Most SATP graduates indicated at least moderate interest in doing doctoral work, mostly in the area of clinical psychology.

Graduates of the SATP concentration reported the highest mean annual salary ($70,385), but only five of the general concentration graduates reported working full time (mean annual salary $49,400) as most were currently in doctoral programs. General concentration graduates reported taking positions as university academic advisors or part time lecturers, engaged in research or teaching at the community college level. Overall, the average salary earned by graduates who participated in the survey was $64,555.

Of the 11 respondents who entered doctoral programs, 10 entered PhD programs and one was admitted to a PsyD program. Schools include the University of Kentucky (2), UNC Chapel Hill (3), UNC Greensboro, Yale University, Ohio State University, Rutgers/University of New Jersey, Marquette University of Milwaukee and Spaulding University. Three graduates entered clinical programs, two are in behavioral neuroscience programs, two are in a program in behavioral science and psychopharmacology, and the others are in social psychology, quantitative psychology, special education, and public health. All but one of the students who sought admission to a doctoral program was accepted immediately following graduation from UNCW. One student waited one and a half years because she graduated in December, worked for one year and then applied and was accepted.

Most students in doctoral programs reported that their master’s degrees had saved them between one and two years of coursework, and that they had received credit for the master’s thesis. Exceptions were a student in behavioral neuroscience at Yale
University, and another student in public health at Rutgers. All survey respondents who were employed reported that their master’s degree was either required or relevant to their jobs.

Graduates were also asked to list courses that were most helpful to them at UNCW. SATP graduates tended to list clinical training courses such as psychopathology and Advanced Psychotherapy. General concentration graduates most often listed statistics and core courses. When asked about courses they wished had been covered, students tended to respond according to concentration as well. SATP graduates tended to mention “more testing” and “more clinical courses”. General concentration students tended to list statistics courses, but some in clinical PhD programs also mentioned interest in taking clinical courses. Students in both concentrations reported wanting more courses in pharmacotherapies.

G. Teaching Assistants

The psychology department policy is that teaching assistants (TAs) shall not take full responsibility for a course or laboratory section. TAs assist in all laboratory courses, and their role of preparing and grading laboratory exercises is a significant one. TAs also assist faculty who teach large lecture sections by leading small discussion sections and assisting with grading. TAs also help with administrative aspects of the teaching mission by assisting with the human subject pool and assisting the graduate coordinator with admissions. TAs perform a great deal of tutorial work as well, and this is seen as critical to undergraduate retention and graduation rates. This has been particularly true in the required undergraduate statistics course. Training and supervision of TAs is the responsibility of individual faculty. Faculty complete a TA contract with
the student at the start of each semester. This contract defines the duties and schedule for the work. All TAs are also evaluated at the end of each semester by their supervisors.

**Section 8. Affirmative Action**

The department works extensively to ensure diversity among faculty, students, and staff. In addition, once they join the department, support for members of minority groups, disabled students and faculty, and members of other underrepresented groups is extensive.

Recruiting for all faculty positions occurs at the national level. Positions are initially advertised in the *Association of Black Psychologists Newsletter* and the *American Psychological Association Monitor*, two national publications that each reach tremendously diverse audiences. The *Minority and Women’s Dissertation Directory* is screened for potential applicants and personal letters of invitation to apply are sent to qualified individuals. Additional recruiting is conducted by current faculty at a variety of professional meetings at the international, national, and regional levels. At each level, the pool of potential applicants is diverse.

Currently, the department includes four members of minority groups, two members with moderate sensory-impairment disabilities, and several with respiratory problems that influence their abilities to perform job-related tasks. All new faculty members receive funding to initiate research projects. In addition, *Cahill Awards* and *Summer Research Initiatives*, two additional sources of funding designed to aid professional development, are awarded with special consideration to underrepresented groups. All new faculty members are also offered the opportunity to work closely with a
faculty teaching mentor. One tangible result of the current system is the extensive collaboration that is apparent in the department both in teaching and research.

Students are recruited primarily through the use of the departmental website, departmental brochures (for undergraduate and graduate students), a listing in *Graduate Study in Psychology (2006-2007)*, and efforts at the professional meetings attended by faculty. Special recruiting efforts have been made at the *North Carolina Psychological Association* annual undergraduate conference, the *North Carolina Drug and Alcohol School*, and the annual international meeting of the *Association for Behavior Analysis*. Each of these events attracts extremely diverse student populations.

The Graduate School at UNCW encourages all graduate students and prospective graduate students to apply for a variety of scholarships.

**Section 9. Summary of Research and Scholarship of the Academic Unit**

**a. Introduction**

The past five years have seen the department continue to develop as one of the UNCW leaders in research and scholarship. As one indicator, the department has been exceptionally successful in producing extramural research grants. Over the past five years the department has received over $5 million in extramural funding and a total of 14 different faculty have been principal or co-investigators on at least one grant during this time period. Impressively, most of this funding comes from faculty-initiated federal research grants awarded by one of the National Institutes of Health or the National Science Foundation. Publication of scholarly research continues at a high level in the department with many significant contributions to leading journals in the field. Importantly, the department continues to engage students in the research process and
many of our publications and presentations have student co-authors. The scholarship of departmental faculty has been recognized through elections to leadership positions, appointments to editorial and review boards, and invited addresses and papers. Four faculty members are elected fellows in the American Psychological Association. In short, the department’s faculty are increasingly recognized as leading scholars in a number of psychological fields.

b. Publications

The psychology faculty has had an impressive record of publication in the last five years. The department has produced seven books and a total of 112 refereed publications, many of which have appeared in the most prestigious journals in the field. These include many articles published in leading journals sponsored by the American Psychological Association: _American Psychologist, Behavioral Neuroscience, Developmental Psychology, Experimental and Clinical Psychopharmacology, Journal of Experimental Psychology: General, Psychology, Public Policy and Law, and Journal of Personality and Social Psychology_. Journals sponsored by the American Psychological Association have high impact factors and rejection rates, and have a world-wide circulation. The department has published in many other major journals with high prestige and impact factors in several disciplines, including many sponsored by national or international psychological organizations. These journals include, but are not limited to, the following: _Monographs of the Society for Research on Child Development, Journal of Experimental Analysis of Behavior, Perception and Psychophysics, Journal of Neurophysiology, Personality and Individual Differences, Psychopharmacology, Experimental Aging_

In two recent papers (Clements & Ogle, 2007; Ogle & Clements, 2007), Dr. Carrie Clements and Dr. Rich Ogle apply findings in the area of attributions of hope and control to the behavior of women who have experienced domestic violence. They also examine the impact of domestic violence on the children of these women.

Dr. Dale Cohen developed a new method of data analysis, the sectioned density plot, in a recent publication in the prestigious journal, The American Statistician (2006). A major piece on numerical cognition published in the high impact Journal of Experimental Psychology: General laid the groundwork for his NIH grant. Dr. Cohen also served on the board of editors for Perception and Psychophysics.

Dr. Karen Daniels and Dr. Jeff Toth coauthored a major chapter on cognitive aging in the edited book: Lifespan Cognition: Mechanisms of Change.

Dr. Wendy Donlin was first author of a chapter in the American Psychological Association Press book, Motivating Behavior Change Among Illicit-Drug Abusers: Research on Contingency Management Interventions which describes new approaches to treating substance abuse problems.
Dr. Mark Galizio, Dr. Ray Pitts and Dr. Julian Keith co-authored several recent articles that report successful new methods of assessing drug effects on learning in an animal model. These studies were supported by two National Institute on Drug Abuse grants awarded to the group. Dr. Galizio was also appointed to a four-year term on the Biobehavioral Regulation, Learning and Ethology study section of the National Institutes of Health.

Dr. Cameron Gordon coauthored an article in the *Journal of Personality and Social Psychology*, which has one of the highest impact factors in the field.

Dr. Ann Hungerford published a paper reviewing developmental issues involving the use of anatomically detailed dolls in forensic investigations.

Dr. Christine Hughes published a paper showing that environmental/behavioral variables can affect the development of tolerance to morphine. This article was based on research supported by a National Institute on Drug Abuse grant. Dr. Hughes also served on the editorial board for the *Journal of the Experimental Analysis of Behavior*, the leading journal in her field.

Dr. Ruth Hurst was lead author on two papers exploring new ways of diagnosis and assessment of autism spectrum disorders. She also authored a chapter on research design in the American Psychological Association Press book, *Evidence based practices in mental health: Debate and dialogue on the fundamental questions*.

Dr. James Johnson co-authored two papers with Dr. Len Lecci on the perception of racism and racist attitudes using a questionnaire methodology (the Johnson-Lecci Scale) developed at UNCW. Dr. Johnson also served on the editorial board for the *Journal of Personality and Social Psychology*.

Dr. Julian Keith published several papers in key journals reporting the findings from his National Institute of Mental Health funded research on variables that influence adult neurogenesis, the birth of new neurons, and the role of these new structures in recovery of cognitive function. He also published research on the neurological and cognitive effects of coronary bypass surgery with Dr. Dale Cohen, Dr. Len Lecci and Dr. Antonio
Puente. This work was featured by the American Psychological Association on its website.

Dr. Hayden Kepley published research investigating the relationship between psychiatric disorders and Tourette syndrome in children and adolescents.

Dr. Len Lecci and Dr. Dale Cohen published a paper on the reactions to health threat words as a function of personality and control beliefs. This work has implications for terrorism management and Dr. Lecci and Dr. Cohen were among three psychologists invited to brief Congress on their research related to people’s reactions to Anthrax threats. Dr. Lecci serves on the editorial board of *Counseling and Clinical Psychology Journal*.

Dr. Shanhong Luo’s research on love and attraction was featured in a book length monograph as well as in several publications in top journals including two articles in the *Journal of Personality and Social Psychology*.

Translations of Dr. Sally MacKain’s Community Re-Entry Program training manual were published in Cantonese, Danish, Japanese, Mandarin, Polish and Spanish. The program helps institutionalized individuals with severe mental illness readjust to life outside the institution. She also served on an expert panel for the National Gains Center for Mental Health in the Justice System and published the discussion paper on illness management skills for mentally ill offenders.

Dr. Myers published an article in the APA journal, *Psychology, Public Policy and Law* on the prejudicial nature of victim impact statements that has implications for capital sentencing policies. He also published papers on perceptions of polygraph testing and, with Dr. Lecci, on measurement of jury bias. Dr. Myers serves as Associate Editor of *Journal of Forensic Psychology Practice*.

Dr. Nguyen was co-author of a book length monograph in the influential *Monographs of the Society for Research in Child Development* that presents a large-scale study of how children develop their concepts and beliefs about gender. She also published work on the development of concepts of healthy and unhealthy eating that formed the basis of a National Institute of Child Health and Human Development grant that received a high priority score with possible funding pending.
Dr. Noel published four recent papers based on research conducted with the support of presented her National Institute on Alcoholism and Alcohol Abuse grant. One of these was in collaboration with UNCW co-investigators Dr. Jackson and Dr. Johnson. She was invited to present this work at an International Congress in Holland. Dr. Noel also served as a member of a National Institute on Alcoholism and Alcohol Abuse grant review study section.

Dr. William Overman published several reports of his research on the sex differences and the development of brain regions that affect decision making and judgment in the important journals such as *Neuropsychologia* and *Behavioral Neuroscience*. These articles were supported by grants from the National Institute on Drug Abuse.

Dr. Pilgrim published two articles in the *Journal of the Experimental Analysis of Behavior* and gave invited addresses in Italy, Wales and Brazil along with several national invited addresses. She served as a member of a National Institute of Child Health and Human Development grant study section, as Editor of the *Behavior Analyst*, and on the editorial board of the *Journal of the Experimental Analysis of Behavior*—the two leading journals in the field of behavior analysis.

Dr. Ray Pitts published several articles in major journals with Dr. Christine Hughes reporting on their research program on drug effects on impulsive behavior and self-control. Some of this work is based on their collaboration with international colleagues at the University of Canterbury in New Zealand. Dr. Pitts served on the editorial board of the *Journal of the Experimental Analysis of Behavior*.

Dr. Tony Puente received a Presidential Citation from the American Psychological Association to recognize his “dedication to advancing the recognition of psychological services and for his sustained advocacy of psychology”. He published several articles on cross-cultural aspects of neuropsychological assessment and serves as Editor for the *Neuropsychology Review*.

Dr. Jeff Toth published several articles on cognitive aging including papers in the prestigious *Journal of Experimental Psychology: General and Memory and Cognition*. 
c. Funded Projects

During the past 5 years, 14 different UNCW Psychology faculty have received extramural monetary support for their research and/or scholarly and artistic activities. During this period, UNCW Psychology faculty were awarded a total of over $5 million in support from private, federal, and state. Of that total, approximately $4 million was received from federal funding agencies and another $1,140,000 from state and private funding agencies. Some of the major funding projects supporting departmental research in the past five years were as follows:

Dr. Keith was funded in the amount of $1.3 million by the National Institute of Mental Health to study the functional aspects of hippocampal neurogenesis in rats. Neurogenesis is the creation of new neurons in the adult brain and Dr. Keith’s work focuses on the functional significance of such brain regeneration by investigating the effects of neurogenesis on learning and memory in the rat. Support for this work was augmented by the acquisition of a confocal microscope through an interdisciplinary NSF instrumentation grant with faculty from Biology ($310,000) which provides high resolution photomicroscopy permitting three-dimensional imaging of neurons.

Dr. Dale Cohen was recently awarded a five-year, $700,000 grant by the National Institute of Child Health and Human Development to study numerical cognition and biases. Related work was also supported by grants of $235,000 from the National Center for Education Statistics. He also was a co-investigator on an interdisciplinary grant with faculty from Chemistry, Computer Science and Mathematics on virtual learning communities funded by the National Science Foundation in the amount of $124,485.
Dr. Carrie Clements headed up the evaluation component of the Safe Schools/Healthy Students program grant which attempts to reduce violence and abuse in regional schools. Anne Hungerford and Rich Ogle served as consultants with the program which was funded by the U.S. Department of Education for just over $1 million over 3 years. Dr. Clements also received $45,000 from the North Carolina Children’s Trust Fund for her project: Nurturing children.

Dr. Noel published four recent papers based on research conducted with the support of her $605,000 National Institute on Alcoholism and Alcohol Abuse (NIH) grant. One of these was in collaboration with UNCW co-investigators Dr. Jackson and Dr. Johnson. She was invited to present this work at an International Congress in Holland. Dr. Noel also served as a member of a National Institute on Alcoholism and Alcohol Abuse grant review study section.

Dr. Johnson and Dr. Noel were also co-investigators on a grant from the National Cancer Institute to New Hanover Regional Hospital “Improving cancer outcomes for African-Americans”. Drs. Johnson and Noel along with Dr. Bomar, Nursing, receive the UNCW portion of this grant which involves a series of studies to determine why racial minorities enroll in experimental cancer treatment trials at relatively low rates with an aim to increase such participation.

Dr. Mark Galizio served as principal investigator with Dr. Ray Pitts and Dr. Julian Keith as co-investigators on grants in the amount of $254,000 over a six-year period from the National Institute on Drug Abuse to study the effects of drugs of abuse such as MDMA and methamphetamine on learning and memory.
Dr. William Overman received grants from the National Institute on Drug Abuse in the amount of $158,000 over four years to study neural and psychological correlates of impulsive behavior and self control in adolescents. Dr. Sally MacKain was a co-investigator on one of these grants.


d. Presentations

Departmental faculty represent UNCW at numerous international, national and regional conferences every year and, importantly, involve students in conference activities. As an illustration, departmental faculty have given 210 conference presentations in the past three years with 228 student co-authors! Many were at national and international conferences including countries such as Australia, Brazil, Canada, China, Italy, New Zealand and The United Kingdom.

Psychology encompasses diverse areas of study, so describing the most important conferences can become fairly involved. At the most general level, the annual meetings of the American Psychological Association and the American Psychological Society are major conferences in the field of psychology, and many faculty members in the Psychology Department have presented at one or both during the last five years.
Most psychologists also aspire to present research at society meetings that are specialized to their area of interest. For example, in the area of Clinical Psychology, the Association Behavioral and Cognitive Therapy is considered by many to be the premier annual clinical/research conference, and several UNCW faculty members have presented there in the past five years. In the Neuroscience area, the most important conference is the international Society for Neuroscience annual meeting and UNCW has been well represented in these meetings. For our alcohol researchers, the Research Society on Alcohol is critical and UNCW has been well represented at these meetings. For Behavior Analysts, the annual most important conference is the Association for Behavior Analysis-International and numerous faculty members have presented there over the years. For developmental psychologists, the Society for Research in Child Development is perhaps the premier conference and faculty have given several presentations at recent meetings of this group.

e. Leadership roles

The Psychology faculty were/are elected officers or board members of numerous professional organizations. These have included major leadership positions in both international, national and regional organizations. Recent and current leadership positions include President of the Association for Behavior Analysis, International, President of Division 25 of the American Psychological Association, members of the American Psychological Association’s Executive Committee, President of the National Collegiate Honors Association, President of the Southeastern Association for Behavior Analysis, President of the North Carolina Psychological Association, and President of the North Carolina Association for Behavior Analysis.
f. Honors and Awards

Dr. Cohen won a UNCW Faculty Scholarship Award. Dr. Cohen, Dr. Keith and Dr. Lecci shared a UNCW Public Service Award.

Dr. Galizio was elected to Fellow status in Division 3 (Experimental Psychology) and Division 6 (Neuroscience and Comparative Psychology) of the American Psychological Association. He is also a Fellow in two other APA divisions.

Dr. Hughes won a Center for Teaching Excellence Lecturer of the Year Award.

Dr. Jackson was awarded the McCain-Edgerton Award from the Mental Health of Association of North Carolina. This is the highest recognition for volunteers who work for the cause of mental health.

Dr. Lecci received a Chancellor’s Teaching Excellence Award and a Board of Trustees Teaching Excellence Award and a Distinguished Teaching Professorship Award.

Dr. Nora Noel received a Graduate Mentor Award.

Dr. Puente received the North Carolina Psychological Association Mary G. Clarke Award. He was also awarded the Psychologist of the Year Award by the Division of State and Provincial Psychologist Association of the American Psychological Association. He also received a National Academy of Neuropsychology Presidential Award and the North Carolina Psychological Association Sally Cameron Award. He is the APA representative to the Center for Medicaid and Medicare Studies and the American Medical Association on CPT codes and compensation for services provided by psychologists.

Dr. Pilgrim received the Fred Keller Award for Excellence in Behavior Analysis and a Board of Governor’s Teaching excellence Award.

g. Community Service Related to Program Goals
Consistent with the department’s service mission to the community, departmental faculty and students provide consultation, professional services, and play leadership roles in community settings that address societal, regional, and individual problems. For example, a number of faculty have conducted program evaluations for local public and non-profit agencies such as Coastal Horizons Center (Substance Abuse Treatment Center and Prevention Services), Kelly House (residential treatment for pregnant substance abusers), Wilmington Health Access for Teens, Lower Cape Fear Hospice education grant, New Visions (outpatient treatment for chemically dependent women) and the New Hanover County Health Department. Faculty also serve as officers and board members for agencies such as the Clients Rights Committee, (Southeastern Mental Health Center), Eastern North Carolina Alzheimer’s Disease Board, Governor’s Institute on Alcohol and Substance Abuse, North Carolina Mental Health Association, North Carolina Substance Abuse Professional Practice Board, North Carolina Psychological Foundation, Coastal Horizons, YWCA, Rape Crisis Center, and the Domestic Violence Center. Faculty provide a number of workshops and lectures, including inservice training for substance abuse treatment staff, applied behavior analysis staff, program planning/implementation, and lectures on memory and aging, to name a few. Finally, faculty supervise hundreds of students in practicum and internship placements in mental health agencies throughout our region.

Section 10. Goals and Objectives

1. Immediate and long-range problems

   Space
The most significant immediate problem facing the graduate program is space.

The essential needs of the department include dedicated **clinical training facilities** and **increased faculty and graduate student research space**. Clinical training space with observational and recording capabilities and storage area for testing materials is desperately needed. Currently there is no such facility in our department and the need for this space is our top priority.

The department currently maintains about 5800 sq feet of specialized human laboratory space along with an additional 4800 sq feet of animal research space with facilities for neuroscience, behavior analysis and psychopharmacology research with mice, rats, pigeons and fish. Much of our research takes place in the SB facility built in 1982 or in rooms not originally designed for research. These facilities are often inadequate to support faculty research goals. Most faculty suffer from insufficient laboratory space and many schedule classrooms at off hours in order to conduct research. Classrooms are becoming less available (particularly computer classrooms) and there is a critical need for more human testing space. Another issue is that faculty research space is located in seven different campus and off-campus buildings (PPH, Academic Support, King, Leutze, Worsley, and a trailer, in addition to the labs in SB). This dispersed research space is problematic for many reasons, but one particular concern is the logistic difficulty it causes with recruiting volunteer human subjects.

Although these space needs are critical short-term problems, the funding is in place and planning has begun for a new 45,000 sq ft academic building that will
largely be dedicated to psychology and is expected to be completed in 2011. This new building will address the department’s research space needs and will free up the Academic Support Building, which is planned to become the department’s clinic and clinical training space.

**Student stipends**

Another immediate problem is the limited number and size of graduate student stipends and the need for more out-of-state tuition waivers. In the last two years, we have lost two outstanding graduate applicants (one a minority) in part because other master's level institutions were able to offer them better financial packages. We have also noted that many schools offer additional summer funding and/or special scholarships for promising students. In light of these findings, it is clear that we need more financial support to continue to attract high-quality students and to be competitive with other programs at the master’s level.

- **Recruiting**

Additional funds for recruiting and publicity are also needed, particularly to increase our efforts to recruit a more diverse student body, especially minority and out-of-state students.

**Long-range problems** are harder to project. In general, both the SATP and General concentrations have been successful in placing students appropriately and prospects for the ABA concentration graduates appear to be bright. Surveys of employers conducted by UNC master’s programs have indicated that graduates of professional psychology master’s programs are in demand, and our own SATP graduates have readily
found employment. However, the economics of health care and issues regarding licensing of master’s level psychologists bear continued monitoring. Similarly, most graduates of the General concentration have been successful in moving on to doctoral work or finding employment where their degree is relevant, but it may be worth considering alternative programs of study for those who do not.

II. Opportunities for development and new degree programs.

As noted above, the department faculty has a strong record of research activity, as indexed by extensive publications and successful grant applications. The faculty include many leaders in national professional organizations, and members of editorial boards. In addition, southeastern North Carolina is an under-served area in terms of mental health professionals, particularly in the area of severe mental disorders, including developmental disabilities, and substance abuse problems. A growing population of seniors also has unmet service needs. Thus, the department has the potential to have an impact on the scientific community at a national and international level, and also to meet important health-care needs in southeastern North Carolina. The overall growth of UNCW in student body and reputation means that increasingly there is an infrastructure that supports a greater number of advanced programs.

Based on the ongoing study of community and state needs and the documented strengths of the department, the department has been exploring the development of doctoral training for many years. In 2006 a Doctoral Planning Committee was formed and after considerable study and departmental review a formal Request to Plan a Doctoral Program was approved by the department and the UNCW Graduate Council in the Spring of 2007. Approval at the level of the Office of the Chancellor came in Fall,
2007 and the Request has now left campus for review by the UNC General Administration in Spring, 2008. If approved, the department will develop a Request to Establish a Doctoral Program in Fall, 2008 and the program could begin once that document is approved.

The following is the executive summary and a brief description of the planned program:

Executive Summary

The Department of Psychology at the University of North Carolina Wilmington requests permission to plan a new doctoral program in Applied and Experimental Psychological Science. The major emphasis of the program will be to provide doctoral training in areas related to persistent cognitive and behavioral disorders (including addictions, dementias, autism and other developmental disabilities, and mental illness in corrections). The establishment of such a program is consistent with and would support the UNCW mission and would particularly address core values and goals related to academic excellence, regional engagement, and diversity. UNCW is well-positioned to develop this program because it builds on the strengths of the department’s successful undergraduate and master’s programs and the high profile research productivity of its outstanding faculty in the program areas. There is a strong demand for doctoral training in psychology in these areas and a great need for professionals to work with these underserved populations in our region. No universities in North Carolina offer training with a focus on the psychology of persistent cognitive and behavioral disorders.

Description of the Proposed Program
We request authorization to plan a doctoral program in **Applied and Experimental Psychological Science.** Concentrations in both clinical and experimental psychology will be offered. *The clinical concentration requires specific coursework and practica necessary for students to be eligible to obtain licensure.* The purpose of this program will be to provide doctoral-level training in research and treatment of contemporary mental health/behavioral problems that are most pressing at both state and national levels. **The major goal of the program is to generate professionals who will develop and deliver evidence-based practices for severe and persistent cognitive and behavioral disorders in underserved and diverse populations in North Carolina and nationally.** Training will follow a “translational” model. In this model, application/treatment issues guide basic research questions, and basic research in turn informs application and treatment. Training in basic science and evidence-based treatments is the ultimate goal of the program. Graduates will be qualified to serve in a variety of scientific and professional settings including universities, hospitals, state & local government agencies, community mental health & counseling centers, legal settings, and research laboratories. A key feature of the program is to train professionals to work with the increasingly diverse population of North Carolina through Spanish language training and coursework related to cross-cultural/diversity psychology.

**d. Future Personnel Needs**

We anticipate requesting at least two expansion positions during the next five years. These will primarily be focused on staffing coursework required for the new doctoral program and providing research supervision for doctoral and master’s students. Projected UNCW enrollment should be sufficient to provide a modest degree of expansion to allow
the doctoral program to grow after it is implemented and replacement of retiring faculty will permit additional recruitment to meet program needs.

e. Long range goals, strategic plan and specific activities leading to attainment of these goals

At present, an overarching goal of the department is to plan, implement and develop the proposed doctoral program in ways that integrate and enhance our ongoing master’s and undergraduate programs. Two aspects of planning are ongoing in this respect. The Doctoral Planning Committee, which has been somewhat dormant since the submission of the Request to Plan document, is preparing for activity once again when the department receives permission to develop a Request to Establish document. The committee will work with departmental interest groups to develop a doctoral curriculum that builds atop the current master’s concentrations and will develop program policies. After departmental review, the document will be submitted for approval at the UNCW and UNC General Administration level. The establishment of the new program will bring many challenges and, to respond to these, the activities of Doctoral Planning Committee will be taken over by the Graduate Steering Committee with the implementation of the program. This group will monitor and review the new program and its impact on the ongoing master’s concentrations.

Space limitations have been a long term problem in the department and we are currently involved with planning the new Psychology building expected to be completed in 2011. The department is thus developing new space strategies that will permit the increased faculty and student research activities required by the planned doctoral program as well
as the establishment of a department clinic with clinical training space in a renovated Academic Support building.

Finally, the department is conducting a review of its undergraduate curriculum. This curriculum has been in place without substantial revision for over twenty years and the review is need to consider ways of enhancing and updating the degree program. The review is also timely in that it will permit careful consideration of the impact of doctoral training on the undergraduate program and will allow adjustments that assure the impact is positive.

Additional long-term goals will include increasing research and grant productivity, and a closely related issue, faculty workload patterns. Departmental committees ad hoc committees will likely be developed to explore these issues.
## Appendix A 2007-2008 MA in Psychology Typical Course Sequences

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>PSY 555 Res Meth 1/Stat (4) PSY 579 Res Pract 1 (1) Core Course (3) Total (8)</td>
<td>PSY 589 Meth 2/Exp 3 PSY 580 Res Pract 2 (1) Core Course (3) Total (7)</td>
<td>PSY 595 Semin. or elective (3) PSY 599 Thesis (3) Core Course (3) Total (9)</td>
<td>PSY 595 Seminar or elective (3) PSY 599 Thesis Core Course (3) Total (9)</td>
</tr>
<tr>
<td><strong>PSY 598 Internship</strong></td>
<td>PSY 547 Psychopath (3) PSY 549 Interviewing (2) Total (13)</td>
<td>Core Course (3) PSY 525 Psych Assess 1 (3) PSY 552 Ethics (1) (PSY 245 Drugs &amp; Beh (0)) Total (11)</td>
<td>PSY 515 Small N Design (3) PSY 547 Psychopath (3) PSY 520 Developmental (3) 552 Ethics (1) PSY 522 Lunch seminar (1) Total (12)</td>
<td>PSY 594 Therapy Practicum (2) PSY 550 Adv Psychother (3)</td>
</tr>
<tr>
<td><strong>Applied Behavior</strong></td>
<td>PSY 579 Res Pract 1 (1) PSY 517 Learning (3)</td>
<td>PSY 519 BA Concept Iss (3) PSY 580 Res Pract 2 (1)</td>
<td>PSY 555 Res Meth 1/Stat (4) PSY 599 Thesis (3)</td>
<td>PSY 594 Practicum in BA (2) PSY 599 Thesis (3)</td>
</tr>
<tr>
<td><strong>Analysis/Clinical</strong></td>
<td>PSY 515 Small N Design (3) PSY 547 Psychopath (3)</td>
<td>PSY 518 Applied Beh An (3) PSY 520 Developmental (3) PSY 556 Physio Psych (3)</td>
<td>PSY 550 Adv. Psychother (3) PSY 556 Physio Psych (3) PSY 510 or PSY 565 Core (3)</td>
<td>PSY 525 Psych Assmnt 1 (3) PSY 510 or PSY 565 Core (3)</td>
</tr>
<tr>
<td><strong>PSY 598 Internship</strong></td>
<td>PSY 522 Lunch seminar (1) Total (11)</td>
<td>PSY 522 Lunch seminar (1) Total (12)</td>
<td>PSY 522 Lunch seminar (1) Lunch seminar (0)</td>
<td>PSY 598 Internship (1000 work hour Internship PSY 598 beginning after Spring Year 2 &amp; Thesis is defended) ABA students are expected to participate in a weekly lunchtime seminar. Content is designed to meet certification requirements</td>
</tr>
</tbody>
</table>

**NOTES:**

- Credit hours are listed in (.).
- Thesis credits (PSY 599) must total 6, with a maximum of 5 in any semester. 3 hours for each of two semesters is represented in this sample.
- PSY 245 Drugs & Behavior is offered at the undergraduate level and is a prerequisite for PSY 545 Chemical Dependency
- **Core Courses** are: PSY 510 Cognitive; PSY 517 Learning; PSY 520 Developmental Psych; PSY 556 Adv. Physiological Psych; and PSY 565 Social & Personality
- General concentration students, (with thesis mentor approval), may choose 4 of the 5 core courses and must take one PSY 595 seminar and one elective approved by the Grad Coordinator.
- SATP students must take PSY 556 Physio and may select 3 of the remaining 4 core courses
- ABA students must take PSY 517 Learning; PSY 520 Developmental; and PSY 556 Physio; The 4th core course may be either PSY 510 or PSY 565
- 517 & 556 are typically offered in Fall; 510, 520 & 565 are typically offered in Spring semester
- It is expected that students will work on theses/internship during summer sessions
- SATP and ABA clinical concentrations also require a 3 credit hour/1000 work hour Internship PSY 598 beginning after Spring Year 2 & Thesis is defended
- ABA students are expected to participate in a weekly lunchtime seminar. Content is designed to meet certification requirements.
Appendix B

UNC Wilmington ABA Course Content Verification Form

<table>
<thead>
<tr>
<th>CONTENT AREA AND REQUIRED NUMBER OF CLASSROOM HOURS</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Total Hours for content area</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Practicum hours do not count unless hours are in-class instruction with instructor</td>
<td>title: Small-N Research Design</td>
<td>title: Learning and Behavior Analysis</td>
<td>title: Applied Behavior Analysis</td>
<td>title: Conceptual Foundations of Behavior Analysis</td>
<td>title: Ethics</td>
<td>title: Advanced Topics in Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>We are on the following system (check one):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the following course columns, for each course list the course number, title, and number of semester or quarter hours.</td>
<td># semester or quarter hrs:</td>
<td># semester or quarter hrs:</td>
<td># semester or quarter hrs:</td>
<td># semester or quarter hrs:</td>
<td># semester or quarter hrs:</td>
<td># semester or quarter hrs:</td>
<td></td>
</tr>
<tr>
<td>a. 15 hours in ethical considerations in behavior analysis.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>b. 45 hours in definitions and characteristics &amp; principles, processes and concepts.</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>c. 35 hours in behavioral assessment &amp; selecting intervention outcomes strategies.</td>
<td>10</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>d. 20 hours in experimental evaluation of interventions.</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>e. 20 hours in measurement of behavior &amp; displaying and interpreting data.</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>f. 45 hours in behavior change procedures &amp; systems support.</td>
<td>10</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>g. 45 hours – Discretionary. (may be used within any one or more of the 10 content areas above OR for any applications of behavior analysis)</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Total Hours of Instruction</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>15</td>
<td>30</td>
<td>225</td>
</tr>
</tbody>
</table>
Appendix C

Brief C.V.’s for Current Faculty

Mark Galizio
Chair and Professor of Psychology

Education
Kent State University, B.A., 1971, Psychology
University of Wisconsin-Milwaukee, M.A., 1974, Psychology
University of Wisconsin-Milwaukee, Ph.D, 1976, Psychology

Current Research Interests
Psychopharmacology and Substance Abuse, Behavior Analysis

Professional Experience
1985-present University of North Carolina, Wilmington, Professor
1981-1985, University of North Carolina, Wilmington, Associate Professor
1976-1980, University of North Carolina, Wilmington, Assistant Professor

Recent Publications  (of a total of 71 peer-reviewed publications)


**Extramural Funding**


Principal Investigator, Psychoactive drugs and aversively-motivated behavior. $47,263, National Institute of Neurological Disease, Communicative Disorders and Stroke, 1987-1990.

**Thesis Direction (last 5 years)**

6 Master’s and 5 Honor’s Theses completed

**Memberships in Societies**

American Psychological Assoc., Assoc for Behavior Analysis, Society for Neuroscience, Comparative Cognition Society, College of Problems on Drug Dependence

**Honors, Leadership, Editorial Positions**

Appointed to National Institute of Health Biobehavioral Regulation, Learning and Ethology Study Section, 2006-2010.

President, Div.25 (Behavior Analysis) of the American Psychological Association, 2001

Fellow of the American Psychological Association, Divisions 3 (Experimental Psychology), 6 (Behavioral Neuroscience and Comparative Psychology), 28 (Psychopharmacology and Substance Abuse) and 25 (Behavior Analysis)

Associate Editor, *The Journal of the Experimental Analysis of Behavior*, 1999-2002

President, Southeastern Association for Behavior Analysis, 1992.

UNCW Faculty Scholarship Award, 1991.

UNCW Phi Kappa Phi

**Ad hoc Reviewer** (of approximately 50 journals)
Nicole Alea  
Assistant Professor of Psychology

**Education**
University of Florida, Gainesville, FL, B.S., 1995, Psychology with Honors
University of Florida, Gainesville, FL, M.S., 2000, Psychology with Gerontology Certificate
University of Florida, Gainesville, FL, Ph.D, 2004, Lifespan Developmental Psychology with Graduate Certificate in Social Science Methodology

**Current Research Interests**
Lifespan developmental psychology. Special interests: Understanding the changes in autobiographical memory with age, and how personal memories are used to serve socioemotional goals in adulthood and late life.

**Professional Experience**
2006-2007 on leave
2004-present University of North Carolina, Wilmington, Assistant Professor

**Recent Publications** (of a total of 11)
Funding
Cahill Award, 2005-2006
Cahill Award, 2004-2005
Provost’s Award in Aging graduate Research Fellowship, $15,908, University of Florida, 2001-2002.

Thesis Direction
1 Masters in progress

Memberships in Societies
Association for Psychological Science
American Psychological Society Div 20- Adult Development and Aging
Katherine E. Bruce  
Professor of Psychology

Education
Rhodes College, Memphis, B.A., 1978, Psychobiology  
University of Georgia, Athens, M.S., 1980, Psychology  
University of Georgia, Athens, M.A., 1984, Health Education  
University of Georgia, Athens, Ph.D., 1984, Psychology

Current Research Interests
Behavioral aspects of nonhuman memory and learning; mate choice in live bearing fish; attitudes related to human sexuality

Professional Experience
1994-present, University of North Carolina Wilmington, Professor  
1999-present, University of North Carolina Wilmington, Director, Honors Scholars Program  
1997-1999, University of North Carolina Wilmington, Associate Dean, Graduate School  
1993-1997, University of North Carolina Wilmington, Psychology Graduate Coordinator  
1989-1994, University of North Carolina Wilmington, Associate Professor  
1984-1989, University of North Carolina, Wilmington, Assistant Professor

Publications  (23 peer-reviewed journal articles)


**Extramural Funding**

Principal Investigator, Competition and communication: Research opportunities for women award, $11,526, National Science Foundation, 1989-1991.


**Thesis Direction**

13 (9 graduated, 2 graduating this semester, 2 in progress)

**Honors, Leadership, Editorial Positions**


President, National Collegiate Honors Council, 2006-2007

President, Southern Regional Honors Council, 2005-2006

President, North Carolina Honors Association, 1999-2000

Phi Kappa Phi

Phi Eta Sigma (recognition by students)

**Ad hoc Reviewer**

AIDS Education and Prevention; Journal of Sex Education & Therapy; Honors in Practice; Journal of Sex Research; Animal Behavior; Journal of the Elisha Mitchell Scientific Society; Health Care for Women International; The Behavior Analyst; Explorations; Social Science and Medicine
Caroline Clements
Associate Professor of Psychology

Education
Northwestern University, B.S., 1982, Psychology
Northwestern University, M.S., 1986, Psychology
Northwestern University, Ph. D., 1990, Psychology

Current Research Interests
Cognitive models of depression, interpersonal violence

Professional Experience
2004-present University of North Carolina, Wilmington, Director, Center for Teaching Excellence
2003-present University of North Carolina, Wilmington, Associate Professor
1997-2003, University of North Carolina, Wilmington, Assistant Professor
1990-1997, Finch University Health Sciences, The Chicago Medical School, Assistant Professor
1989-1990, Northwestern University, Lecturer
1988-1989, Ohio State University, Clinical Psychology Intern

Recent Publications


Extramural Funding

Clements C. and Lama, M., $40,000, Cape Fear Memorial Foundation, 2007.


Memberships in Societies
American Psychological Society, Eastern Psychological Society, Southeastern Psychological Society

Ad hoc Reviewer
Cognitive Therapy and Research
Journal of Interpersonal Violence

Theses and Dissertations Directed (UNCW and Chicago Medical School)
Dissertations chaired, 15, Theses directed, 22
Dale J. Cohen
Professor of Psychology

Education
Alfred University; Alfred, NY, B.F.A, 1987, Fine Arts
Alfred University, Alfred, NY, B.A., 1987, Psychology University of Virginia.
University of Virginia, Charlottesville, MA, 1990, Psychology
University of Virginia, Charlottesville, PhD, 1993, Psychology

Current Research Interests
Visual Perception, Cognition, Art

Professional Experience
2005-present, Memory Assessment and Research Services, Director of Research
2003-present University of North Carolina, Wilmington, Professor
1998-2003, University of North Carolina, Wilmington, Associate Professor
1993-1998, University of North Carolina, Wilmington, Assistant Professor

Recent Publications (of a total of 23 peer-reviewed journal articles)


**Extramural Funding**
Principal Investigator, Quantifying stimulus, response, and numerical biases, $691,709, NIH, 2007-2012.
Principal Investigator, Document Census, $27,000, NCES, 2005.
Co-investigator, Increasing and Retaining STEM Majors through Virtual Learning Communities, $124,485, NSF, 2005.
Principal Investigator, Developing a document familiarity index, $180,000, NCES, 2004-2005.
Principal Investigator, Document difficulty follow-up study: Developing a document literacy coding system, $55,000, NCES, 2004.
Co-investigator, Decision Making in Adolescent Substance Abusers, $80,000, NIDA, 2003-2004.
Co-investigator, Faculty Course Development Program, $49,600, North Carolina General Administration, 1997.

**Memberships in Societies**
Psychonomic Society; Society for Psychological Science

**Thesis Direction**
4 completed, 3 in progress.

**Honors, Leadership, Editorial Positions**
Consulting Editor for *Perception and Psychophysics* (2004-present), Chancellor’s Public Service and Continuing Studies Award – 2005
Outstanding UNCW Faculty Member Award - 1997

**Ad hoc Reviewer**
Karen A. Daniels  
Assistant Professor of Psychology

Education  
University of Toronto, Scarborough Campus, B.Sc., 1997, Psychology  
Georgia Institute of Technology, Atlanta, M.S., 1999, Cognitive Psychology/Aging  
Georgia Institute of Technology, Atlanta, Ph.D., 2002, Cognitive Psychology/Aging

Current Research Interests  
Memory and Attention, Individual Differences, Cognitive Aging, Cognitive Rehabilitation (Fitness & Nutrition), and Cognitive Neuroscience.

Professional Experience  
2004-present University of North Carolina Wilmington, Assistant Professor  
2002-2004, Washington University in St. Louis, Postdoctoral Research Associate

Publications  

Daniels, K. A. Cognitive control, automaticity, and working memory: A dual-process analysis. Submitted to *Journal of Experimental Psychology: General*.


Funding & Awards
Principal Investigator, Exploring the Use of Computer Programs to Rehabilitate Memory in Old Age, $2380, UNCW Charles L. Cahill Award, 2004-2005.

Memberships in Societies
American Psychological Association
American Psychological Society
Cognitive Neuroscience Society

Thesis Direction
3 in progress

Ad hoc Reviewer
Memory
Psychonomic Bulletin & Review
Developmental Psychology
Psychology & Aging
Wendy D. Donlin  
Assistant Professor of Psychology

Education
West Virginia University, Morgantown, B.A., 1997 Psychology  
Auburn University, Auburn, M.S., 2002, Psychology  
Auburn University, Auburn, Ph.D., 2005, Psychology  
Johns Hopkins University, Baltimore, Postdoctoral Fellowship, School of Medicine

Current Research Interests
Applied behavior analysis and drug abuse

Professional Experience
2007-present University of North Carolina, Assistant Professor  
2005-2007, Johns Hopkins University, Baltimore MD, NIDA research fellow in the School of Medicine  
2002-2005, Auburn University, Auburn, AL, Research Associate II in the department of psychology

Recent Publications

Memberships in Societies
Association for Behavior Analysis  
College for Problems of Drug Dependence  
Behavioral Toxicology Society  
Society for the Quantitative Analysis of Behavior  
Southeastern Association for Behavior Analysis  
Virginia Association for Behavior Analysis  
Maryland Association for Behavior Analysis
Honors, Leadership, Editorial Positions
2006 NIDA Director’s Travel Award College on Problems of Drug Dependence
2006-2007 Organizer of the Behavioral Pharmacology Research Unit’s Seminar Series at Johns Hopkins University
2003, 2005, 2006 SABA presenter award Association for Behavior Analysis Convention
2003, 2004, Travel Award Behavioral Toxicology Society Convention

Ad Hoc Reviewer
Guest reviewer for Addiction
Guest reviewer for Journal of Applied Behavior Analysis
Guest reviewer for Neurotoxicology and Teratology
Cameron L. Gordon
Assistant Professor of Psychology

Education
University of Illinois, Champaign-Urbana B.S., 2001, Psychology
University of North Carolina, Chapel Hill, M.A., 2005, Clinical Psychology
Duke University VA Medical Center Predoctoral Internship, 2007, Clinical Psychology
University of North Carolina, Chapel Hill, Ph.D., 2007, Clinical Psychology

Current Research Interests
Marriage and intimate relationships; positive individual strengths

Professional Experience
2007-present University of North Carolina, Wilmington, Assistant Professor

Publications

Memberships in Societies
Association for Behavioral and Cognitive Therapies (ABCT)
Couples Research & Therapy Special Interest Group – (ABCT)
American Psychological Association Division 43 – Family Psychology
American Psychological Association Division 2 – Society for the Teaching of Psychology

Honors, Leadership, Editorial Positions
Co-chair, Ethics and IRB subcommittee for the Research Practice Network, Couples Research & Therapy Special Interest Group, (ABCT).
Robert Hakan
Associate Professor of Psychology

Education
University of North Carolina at Wilmington, B.A., 1980, Psychology
University of Wyoming, M.A., 1985, Experimental Psychology-Neuroscience Program
University of Wyoming, Ph.D., 1986, Experimental Psychology-Neuroscience Program,
Postdoctoral Fellow, 1986-89, Research Inst. of Scripps Clinic, La Jolla, Calif.

Professional Experience
1990-1993 University of North Carolina, Wilmington, Associate Professor
1994-present University of North Carolina, Wilmington, Assistant Professor

Publications (of a total of 14 peer-reviewed journal articles)


**Extramural Funding**

**Thesis Direction**
1 Masters completed, 2 honors completed.
Anne Hungerford
Assistant Professor of Psychology

Education
Kenyon College, B.A., 1991, Psychology
University of Pittsburgh, M.S., 1997, Psychology
University of Pittsburgh, Ph.D., 2001, Psychology

Current Research Interests
Socioemotional development
Individual differences in early self-regulation
Parenting behavior

Professional Experience
2003-present, University of North Carolina, Wilmington, Assistant Professor
2001-2003, Center for Developmental Science, University of North Carolina, Chapel Hill, Postdoctoral Fellow

Publications

Memberships in Societies
Society for Research in Child Development

Thesis Direction
Completed (2); in progress (2)

Ad hoc Reviewer
Developmental Psychology, Infancy
Christine E. Hughes
Assistant Professor of Psychology

Education
McMaster University, Hamilton, Canada, B.ArtsSc. (Honours), 1986, Arts & Science
University of Florida, Gainesville, FL, M.S., 1989, Psychology
University of Florida, Gainesville, FL, Ph.D., 1991, Psychology

Current Research Interests
Behavioral Analysis/Behavioral Pharmacology
Behavioral determinants of drug tolerance; drug effects on punished responding; drug effects on choice; Evaluation of teaching practices in college

Professional Experience
2007-present, University of North Carolina Wilmington, Assistant Professor
2005, University of Canterbury, Christchurch, New Zealand, Visiting Faculty
2004-2007, University of North Carolina Wilmington, Lecturer
2003-2004, University of Canterbury, Christchurch, New Zealand, Visiting Faculty
1996-2003, University of North Carolina Wilmington, Part-time Instructor
1996-1997, University of North Carolina Chapel Hill, Research Assistant Professor
1994-1996, University of North Carolina Chapel Hill, Visiting Research Assistant Professor
1992-1993, North Carolina Central University, Adjunct Assistant Professor
1991-1994, University of North Carolina Chapel Hill, Postdoctoral Research Associate

Publications (of a total of 15 peer-reviewed journal articles)


Extramural Funding
Principal Investigator, Behavioral tolerance and cross-tolerance to mu opioids, R03, $56,000, National Institute on Drug Abuse, 1996-1999
Principal Investigator, Behavioral and pharmacological determinants of the rate of acquisition of tolerance to cocaine and morphine, $5000, North Carolina Governor’s Institute on Alcohol and Substance Abuse, 1994.

Thesis Direction at UNCW
1 in progress

Memberships in Societies
American Psychological Association
Association for Behavior Analysis-International
North Carolina Association for Behavior Analysis
Southeastern Association for Behavior Analysis

Honors, Leadership, Editorial Positions
Center for Teaching Excellence, University of North Carolina Wilmington, Lecturer of the Year Award - 2006
Secretary-Treasurer, Division 25, American Psychological Association, 2006-Present
President, Southeastern Association for Behavior Analysis, 2001
Secretary, Southeastern Association for Behavior Analysis, 1995-1998


Ad hoc Reviewer
Behavioural Pharmacology; Life Sciences; Pharmacology, Biochemistry and Behavior; Psychopharmacology
Ruth M. Hurst  
Assistant Professor of Psychology

Education  
Catawba College, Salisbury, NC, B.A., 1976, Psychology  
Drake University, Des Moines, IA, M.A., 1979, Psychology  
Durham VA Medical Center, Durham, 2005, Clinical Psychology Internship  
University of North Carolina, Greensboro, Ph.D., 2005, Psychology

Credentials:  
Board Certified Behavior Analyst  
Licensed Psychologist (Provisional) – Health Service Provider Psychologist (Provisional)  

Current Research Interests:  
Nature, boundaries, and consequences of autism spectrum disorders  
Validation of animal behavioral models of human psychopathology

Professional Experience:  
2007-present, Cape Fear Group Homes, Wilmington, Psychologist  
2006-present, Lifetime Resources, Inc., Wilmington, Psychologist  
2005-present, University of North Carolina, Wilmington, Assistant Professor  
2003-2004, Assistant Clinic Director, UNC Greensboro Psychology Clinic, Greensboro, NC  
1998-2004, Psychology Instructor, UNC Greensboro, Greensboro, NC  
1996-2002, Program Consultant, Greensboro TEACCH Center, Greensboro, NC  
1984-1996, Director of Psychology, Woodward State Hospital-School, Woodward, IA  
1979-1984, Psychologist, Woodward State Hospital-School

Publications  


Funding
Cahill Award, 2005-06
FESR Fellowship, 2006-07

Memberships in Societies
American Association for Behavior and Cognitive Therapies
American Psychological Association
Association for Behavior Analysis
Autism Society of North Carolina
North Carolina Association for Behavior Analysis
North Carolina Psychological Association
Society for Neuroscience
Society for the Quantitative Analysis of Behavior
Southeastern Association for Behavior Analysis

Thesis Direction
Mentor for 5 graduate students

Honors, Leadership, Editorial Positions
President Elect, North Carolina Association for Behavior Analysis, 2007-present
Nominated for Outstanding Dissertation Award, UNC Greensboro, 2005
UNC Greensboro Graduate Student Association Dissertation Award, April, 2002
Vice President and member of the board, Autism Society of Iowa, 1991 to 1996
Governor’s Task Force on Autism, State of Iowa, Member, 1989
Certificate of Excellence, Department of Human Services, State of Iowa, 1986
Certificate of Appreciation, Autism Society of Iowa, 1992
Senior Psychology Award, Catawba College, 1976

Ad hoc Reviewer
Journal of Autism and Developmental Disorders (2005-present)
Lee A. Jackson, Jr.
Professor of Psychology

Education
Hampden-Sydney College, Virginia, B.A., 1969, Psychology
University of Florida, M.A., 1970, Psychology
University of Florida, Ph.D., 1972, Social and Community Psychology

Research Interests:
Social cognition, interpersonal relations, group dynamics, and mental health service delivery

Professional Experience
Jan. 2005-present Prof. and Undergraduate Coordinator UNC-Wilmington
Jul. 1991-Dec. 2004 Prof. and Chair of Psychology UNC-Wilmington
Aug. 1985-Jun. 1991 Professor of Psychology UNC-Wilmington
Aug. 1979-Jul. 1985 Assoc. Prof. of Psychology UNC-Wilmington
Aug. 1973-Jul. 1979 Asst. Prof. of Psychology UNC-Wilmington

Other Professional Experience and Memberships
Member Board of Trustees Cape Fear Substance Abuse Center (now Coastal Horizons Center) 1976-1986
Member Board of Directors Mental Health Association in North Carolina 1978-present with required periods of rotation off the board.
Member Board of Directors North Carolina Psychological Foundation 1994-1997
Member Board of Directors Southeastern Center for Mental Health, Substance Abuse and Developmental Disabilities 2006-present

Recent Publications

Extramural Funding
Investigator, An Alcohol Myopia Explanation of Sexual Aggression, $605,000, NIAA, 2002-present.

Memberships in Professional Societies
American Psychological Association
North Carolina Psychological Association
**Thesis Direction**
3 completed, 3 in progress.

**Honors, Leadership, Editorial Positions**
President, North Carolina Psychological Association (elected position)  
President, North Carolina Psychological Foundation  
President, Mental Health Association in New Hanover County  
Asst. Treasurer and Asst. Secretary, Mental Health Association in North Carolina  
President and other officer roles, Cape Fear Substance Abuse Center Board of Trustees  
Editor/Associate Editor, *North Carolina Psychologist*  
Co-Editor, *Legal Manual for North Carolina Psychologists*  
Ad hoc reviewer *Computers in Human Behavior, American Psychologist*, National Science Foundation.
Member Phi Kappa Phi Honorary Society (elected as UNCW faculty member)  
Irene McCain McFarland Award given by the Mental Health Association in North Carolina for contributions to the promotion of mental health and prevention of mental illness.  
Mary G. Clarke Award given by the North Carolina Psychological Association to a psychologist for long term contributions to the field of psychology  
Cape Fear Substance Abuse Center Award for long term service in the promotion of access to treatment and prevention of substance abuse.

**UNCW Advising Award**
Awards in recognition of service as president of the North Carolina Psychological Association and North Carolina Psychological Foundation  
Hampden-Sydney Fellow in the Social Sciences. This is an award given to alumni who have distinguished themselves as members of the professorate  
Williams-Jackson Scholarship named in honor of the first two chairs of the Psychology department  
Jackson Conference Room named in recognition of service as department chair
James D. Johnson
Professor

Education
A & T State University, B.A., 1980, Psychology
Indiana University, Bloomington, IN, Ph.D., 1984, Social Psychology.

Current Research Interests
My major research interests involve: a) assessing the effects of majority and minority group racial stereotypes on subsequent interpersonal judgments and perceptions; b) investigating the impact of Black anti-White stereotypes on healthcare related responses; and c) investigating the role of media in the formation and maintenance of stereotypical beliefs.

Professional Experience
1994-present University of North Carolina, Wilmington, Professor
1989-1994, University of North Carolina, Wilmington, Associate Professor
1984-1989, University of North Carolina, Wilmington, Assistant Professor

Recent Publications
Funding
Improving Cancer Outcomes for Minorities in Southeastern North Carolina, $3,500,000, National Cancer Institute, (Consortium with New Hanover Hospital & Wake Forest Medical School), 2003.
Alcohol and Sexual Aggression: A test of the Alcohol Myopia versus Disinhibition Theories, $605,000, National Institute of Alcohol Abuse and Addiction, 2002.
Assessing antiWhite bias among a Black community sample, $2500, University of North Carolina Cahill Award, 2002.
The mediating role of alcohol on the impact of salient aggressive cues, $2300, University of North Carolina Faculty Research Award, 2000.
Assessing the effects of intoxication on perceptions of female sexual intention, $40,000, Alcohol Beverage Medical Research Foundation, 1994.

Thesis Direction
Five in last five years

Honors, Leadership, Editorial
Wilmington Rape Task Force Advisory Board (Chairperson)
Wilmington Police Department (crisis negotiator)
Testified before the Pennsylvania House of Representatives on effects of rap music on youth
Selected as a member of working group to compose chapter on media violence for the United States Surgeon General’s Report on Violence in America (Working group included Len Berkowitz, Martin Fishbein, Neil Malamuth.

Ad Hoc Reviewer
Personality and Social Psychology Bulletin
Journal of Experimental Social Psychology
Personality and Social Psychology Bulletin
Basic and Applied Social Psychology
Julian R. Keith  
Professor of Psychology

**Education**  
University of North Carolina, Wilmington, B.A., 1983, Psychology  
University of Colorado, Boulder, M.A., 1985, Psychology  
University of Colorado, Boulder, Ph.D., 1990, Psychology

**Current Research Interests**  
Brain mechanisms of memory and amnesia

**Professional Experience**  
2005-present, Memory Assessment and Research Services, Director of Neuroscience  
2003-present University of North Carolina, Wilmington, Professor  
1995-2003, University of North Carolina, Wilmington, Associate Professor  
2003-2004, Woods Hole Marine Biology Laboratory, Neural Systems and Behavior Course, Summer Faculty  
2001-2002, Canadian Centre for Behavioural Neuroscience, University of Lethbridge, Alberta, Canada, Visiting Scientist  
2001-present, Canadian Centre for Behavioural Neuroscience, University of Lethbridge, Alberta, Canada, Adjunct Professor  
1990-1995, University of North Carolina, Wilmington, Assistant Professor

**Recent Publications (of a total of 25 peer-reviewed journal articles)**


**Extramural Funding**

Co-investigator, Proposal to obtain laser scanning confocal microscope, $310,000, NSF, 2005-2008.


Principal Investigator, CPB Effects on Neuropsychological Performance, $115,000, National Heart, Lung, and Blood Institute, 1996-1999.

**Thesis Direction**

3 M.A. theses completed, 3 in progress

**Memberships in Societies**

Society for Neuroscience, Behavior and Brain Sciences Associate

**Honors, Leadership, Editorial Positions**

Editorial Board, *Debates in Neuroscience* (2006-present),

Chancellor’s Teaching Excellence Award – 1999

Center for Teaching Excellence Award - 1998

Outstanding UNCW Faculty Member Award - 1997
Ad hoc Reviewer

Neuropsychology, Neurobiology of Learning and Memory, Psychobiology, Neuropsychological Review, Behavioural and Brain Research, Neuropsychopharmacology, National Institutes of Health NDPR study section
Hayden O. Kepley  
Assistant Professor of Psychology

Education  
Davidson College, A.B., 1995, Psychology  
University of North Carolina at Greensboro, M.A., 1999, Psychology  
University of North Carolina at Greensboro, Ph.D., 2003, Psychology  
The Johns Hopkins University School of Medicine, Fellowship, 2006, Child Psychiatry

Current Research Interests  
Attention-Deficit/Hyperactivity Disorder (ADHD) across the lifespan  
Phenomenology and treatment of tic disorders  
Impact of anger on functioning

Professional Experience  
2007-present, University of North Carolina Wilmington, Assistant Professor  
2006-present, The Johns Hopkins University School of Medicine, Assistant Professor  
2006-2007, University of North Carolina Wilmington, Lecturer  
2005-2006, The Johns Hopkins University School of Medicine, Clinical Supervisor  
2000-2002, Department of Mathematical Sciences, University of North Carolina at Greensboro, Statistics Consultant  
2000-2002, Department of Psychology, University of North Carolina at Greensboro, Assistant Clinic Director  
2000-2002, University of North Carolina at Greensboro, Instructor

Professional Licensure  
Licensed Psychologist, State of North Carolina, License #3242  
Licensed Psychologist, State of Maryland, License #4103

Principal Publications (4 peer-reviewed articles, 1 book chapter)  


**Extramural Funding**
Site Co-investigator, Behavior Therapy for Children with Chronic Tic Disorders, $450,447, NIMH R01, 2004-2008

**Memberships in Societies**
American Psychological Association
Association for Behavioral and Cognitive Therapies

**Honors, Leadership, Editorial Positions**
Nominated for Outstanding Dissertation Award, University of North Carolina at Greensboro, 2003.
UNCG Graduate School Summer Research Award, 2001.
Recipient of two research travel awards from University of North Carolina at Greensboro Graduate Student Association, 2000-2001.
UNCG Graduate School Summer Research Award, 2000.
Greensboro Graduate Fellowship, University of North Carolina at Greensboro, 1997-1999.
Phi Beta Kappa Society, 1995.
Graduated Cum Laude, Davidson College, 1995.
Joseph M. Kishton
Professor of Psychology

Education
Ohio State University, B.A., 1973, Psychology
Ohio State University, M.A., 1974, Psychology
Ohio State University, Ph.D., 1977, Psychology

Current Research Interests
Adult Development, psychobiography

Professional Experience
1994-present, University of North Carolina at Wilmington, Professor
2007-present, Northern Caribbean University, Adjunct Professor
1995-2001, Director, Cape Fear Summer Science Program
1985-1994, University of North Carolina at Wilmington, Associate Professor
1979-1985, University of North Carolina at Wilmington, Assistant Professor
1978-1979, University of North Carolina at Wilmington, Lecturer

Recent Publications


Extramural Funding
Principal Investigator, Cape Fear Summer Science Camp, $180,000, Burroughs Wellcome, 1998-2001.
Principal Investigator, Cape Fear Summer Science Camp, $120,000, NSF, 1995-1998.
Memberships in Societies
Southeastern Psychological Association
Association for Gerontology in Higher Education

Documentary Films Produced: Theater, Broadcast and Award History

*St. Emil Joins Henry Miller* Theater presentation at the Henry Miller Film Festival, Roxie Theater, San Francisco, 1991

*Henry Miller Is Not Dead* - Broadcast twice as part of *Visions* series on North Carolina Public Television, 1995-96.

*Henry Miller Is Not Dead* was independently broadcast by over thirty public television stations throughout the United States (1996-1997) including: San Francisco, Sacramento, Los Angeles, San Diego, Seattle, Boulder, Albuquerque, Dallas, Houston, Nebraska Public TV, Mississippi Public TV, Miami, North Carolina Public TV, Philadelphia, New York, Boston *Henry Miller Is Not Dead* was broadcast on the Bravo Channel in Canada, 1998

Awards

*Henry Miller Is Not Dead* received documentary film awards at the North Carolina Film Festival and the Houston International Film Festival
Len B. Lecci  
Professor of Psychology

Education  
Carleton University, Ottawa, Canada, B.A., Honors, Psychology, 1988  
Carleton University, Ottawa, Canada, M.A., Personality Psychology, 1990  
Harvard Medical School, Boston, MA, Doctoral Internship, 1994  
Arizona State University, Tempe, AZ., Ph.D. in Clinical Psychology, 1995

Current Research Interests  
Assessment of memory functioning, and the role of biases in decision making.

Professional Experience  
2005-present Memory Assessment and Research Services (MARS), Director of Clinical Services  
2005-present University of North Carolina Wilmington, Professor  
2001-2005, University of North Carolina Wilmington, Associate Professor  
1996-2001, University of North Carolina Wilmington, Assistant Professor  
1995-1996, Amherst College, Visiting Assistant Professor

Recent Publications (of a total of 30 peer reviewed publications)  


**Extramural Funding**

**Current Memberships in Societies**
American Psychological Society (member since 1995)
American Psychological Association (member since 1996)

**Thesis Direction:**
7 honors theses completed, 1 in progress; 7 masters theses completed, 2 in progress.
Supervised the completion of one doctoral dissertation.

**Honors, Leadership, Editorial Positions:**
Editorial Consultant: Counseling and Clinical Psychology Journal. 2003 - present
Board of Trustees’ Teaching Excellence Award, UNCW. 2005
Distinguished Teaching Professorship Award, UNCW. 2005
Public Service Award, UNCW. 2006
Chancellor’s Teaching Excellence Award, UNCW. 2003.
Vice Chancellor’s Honor, UNCW 1997-present

**Ad Hoc Reviewer:**
Shanhong Luo
Assistant Professor of Psychology

Education
Beijing University, Beijing, China, B.S., 1996, Psychology
Beijing University, Beijing, China, M.A., 1999, Psychology
University of Iowa, Iowa City, Ph.D., 2006, Psychology

Current Research Interests:
The entire course of relationship establishment and development including initial romantic attraction, partner selection, relationship consolidation, and relationship dissolution

Recent Publications

Memberships in Societies
American Psychological Association
Society for Personality and Social Psychology
Honors, Leadership, Editorial Positions
APA Dissertation Research Award, 2005.
Social Sciences Dissertation Year Fellowship, University of Iowa, 2004-2005.
Third Place Award in the 5th Social Sciences Division at James F. Jakobsen Graduate Forum, The University of Iowa, 2004.
Third Place Award in the 4th Social Sciences Division at James F. Jakobsen Graduate Forum, University of Iowa, 2003.
Award for Scholarly Presentations, University of Iowa, 2003, 2006.
Guanghua Scholarship, Peking University, 1998.
Excellent Cadre of Student Association, Peking University, 1998.
Excellent Graduate, Peking University, 1996.

Ad hoc Reviewer
Sally Joy MacKain, PhD  
Associate Professor

Education:
University of California, Santa Cruz, B.A., 1982 Psychology  
University of Sussex, Visiting Student, 1981-1982 Cognitive Studies  
University of North Carolina Chapel Hill, Ph.D., 1987 Psychology (Clinical)  
UCLA Neuropsychiatric Institute, Post Doctoral Scholar

Current Research Interests:

Professional experience
1990-present University of North Carolina, Wilmington, Associate Professor  
1990-present Licensed Psychologist, North Carolina & California  
1987-present UCLA/Psychiatric Rehabilitation Consultant  
1987-1990, UCLA Neuropsychiatric Institute, Postdoctoral Scholar  
1989, Antioch University, Santa Barbara, CA Adjunct Faculty  
1986-1987, Camarillo State Hospital/UCLA Center for Research in Schizophrenia, Psychology Intern  
1985-1986, University of North Carolina Chapel Hill, Instructor

Publications (total 15)


Extramural Funding
Principal Investigator, Latino Teen Tobacco Prevention & Cessation Initiative: Local Evaluation. $18,000, North Carolina Health & Wellness Trust. $18,000 (PI) 2004-2005
Co-investigator, Seeking predictors of substance abuse in adolescents. $80,000, National Institute on Drug Abuse, 2003-2005.

Thesis direction (total # last 5 years)
7 students; 4 have defended; 3 in progress

Honors
University Academic Advising Excellence, 2005
Center for Teaching Excellence Innovation Award, 1996
Chancellor’s Teaching Excellence Award, 1995

Ad Hoc Reviewer
*Psychiatric Services*
*Psychiatric Rehabilitation Journal*
*Journal of Mental Health*
Bryan Myers  
Associate Professor of Psychology

Education  
Carleton University, Ottawa Ontario Canada, 1989, B.A., Psychology.  
Carleton University, Ottawa Ontario Canada, 1991, M.A., Psychology.  
Ohio University, Athens, OH, 1998, Ph.D., Experimental Psychology.

Current Research Interests  
My research interests are in the area of forensic psychology. More specifically, I study lie detection, jury decision making, and eyewitness identification errors, including false memories.

Professional Experience  
2006-present, University of North Carolina, Wilmington, Associate Professor  
2002-2005, University of North Carolina, Wilmington, Assistant Professor  
1998-2002, Forensic Psychology, Alliant International U, Assistant Professor

Recent Publications  
(of a total of 21 articles and book chapters)  


**Funding**
Cahill Award, 2002-2003.

**Thesis Direction (last 5 years)**
Chaired a total of 6 Masters theses defended, 3 in progress. Chaired a total of 4 PhD dissertations defended. Chaired 3 Honors theses defended.

**Memberships in Societies**
Association for Psychological Science

**Honors, Leadership, Editorial Positions**

**Ad-Hoc Reviewer**
*National Science Foundation*
*Law and Human Behavior*
*Journal of Experimental Psychology: Applied*
*Journal of Applied Social Psychology*
*Law and Social Inquiry*
*Professional Psychology: Research and Practice*
Simone P. Nguyen  
Assistant Professor of Psychology

Education  
University of Michigan, Ann Arbor, B.A., 1997, Psychology  
University of Illinois, Urbana-Champaign, M.A., 1999, Psychology  
University of Illinois, Urbana-Champaign, Ph.D., 2003, Psychology

Current Research Interests  
Conceptual development in children

Professional Experience  
2003-present University of North Carolina, Wilmington, Assistant Professor  
1998-2002, University of Illinois, Urbana-Champaign, Research Assistant  
1999-2001, University of Illinois, Urbana-Champaign, Research Assistant  
1994-1998, University of Michigan, Ann Arbor, Research Assistant

Publications  

Funding  
Pending, Principal Investigator, Children's acquisition of evaluative categories of food through different sources of information, $100,000, NICHD.  
UNCW Summer Research Initiative Award, 2003.
Memberships in Societies
American Psychological Association (Div. 2, Society for the Teaching of Psychology)
American Psychological Association (Div. 7, Developmental Psychology)
Cognitive Development Society
Society for Research in Child Development

Thesis Direction
2 M.A. theses in progress
2 Honors theses completed

Honors, Leadership, Editorial Positions
UNCW Center for Teaching Excellence Pedagogy Development Initiative Award, 2004
Grant Panelist, National Science Foundation
Outside Grant Reviewer, United States-Israel Binational Science Foundation
Outside Grant Reviewer, UK Economic and Social Research Council

Ad hoc Reviewer
Nora E. Noel  
Professor of Psychology

**Education**
University of Cincinnati, Cincinnati, OH, B.A., 1974, Psychology  
State University of New York at Binghamton, M.A., 1978, Psychology  
State University of New York at Binghamton, Ph.D., 1983, Clinical Psychology

**Current Research Interests**
Alcohol and other psychoactive substances use and abuse

**Professional Experience**
2004-present University of North Carolina, Wilmington, Professor  
2000-2005, University of North Carolina, Wilmington, Graduate Coordinator, Department of Psychology  
1996 -2004, University of North Carolina, Wilmington, Associate Professor  
1992-1996, University of North Carolina Wilmington, Assistant Professor  
1987-1992, Harvard Medical School, Brockton, MA, Instructor  
1987-1992, Brockton/West Roxbury VAMC, Brockton, MA, Staff Psychologist  
1984-1987, Brown University Medical School, BETA Project (NIAAA supported), Project Co-Manager  
1983-1992, Brown University Medical School, Clinical Instructor, then Clinical Assistant Professor,  
1980-1984, Butler Hospital, Providence, RI, Research/Staff Psychologist  
1979-1980, Dede Wallace Center, Nashville, TN, Clinical Psychology Intern (APA Approved program)

**Other Professional Experience and Memberships**
2004-present Member, North Carolina Substance Abuse Professional Practice Board, State Licensing Board for Substance Abuse Treatment professionals (Psychology Representative)  
1995-present North Carolina Certified Clinical Supervisor (Substance Abuse Treatment)  
1994-present Member, Board of Trustees, Coastal Horizons Center, Inc., Nonprofit Substance Abuse Treatment Corporation, Wilmington, NC  
1993-present North Carolina Practicing Psychologist License # 1830  
1985-present Rhode Island Psychologist License PS 280

**Recent Publications (of a total of 31 peer-reviewed journal articles)**
Hagman, B., Noel, N. & Clifford, P. (*in press*) Social norms theory based interventions: Testing the feasibility of a purported mechanism of action and a related hypothesis. *Journal of American College Health*


**Extramural Funding** (most recent)
Principal Investigator, An Alcohol Myopia Explanation of Sexual Aggression, $605,000, NIH/NIAAA, 2002-present.

**Thesis Direction**
13 completed; 7 in progress.

**Memberships in Societies**
American Psychological Association, Divisions: 12 (Clinical Psychology); 29 (Psychotherapy); and 50 (Addictive Behaviors)
Research Society on Alcoholism
North Carolina Psychological Association
Cape Fear Psychological Association
American Association for the Advancement of Science
Association for Behavioral and Cognitive Therapy, Special Interest Group: Addictions and Addictive Behaviors
Sigma Xi (Scientific Research Society)

**Honors, Leadership, Editorial Positions**
UNCW Chancellor’s Outstanding Faculty award, 2000
UNCW Graduate Mentor of the year, 2007

**Ad hoc Reviewer**
*Journal of Consulting and Clinical Psychology*
*Addictive Behaviors*
*Journal of Studies on Alcohol*
*Journal of Substance Abuse*
*Journal of Addictive Behaviors*
Richard L. Ogle
Associate Professor of Psychology

Education
Point Loma Nazarene University, B.A., 1992, Psychology
San Diego State University, M.A., 1995, Psychology
University of New Mexico, Ph.D., 2001, Clinical Psychology

Professional Experience
2007-present, University of North Carolina, Wilmington, Associate Professor
2004-present, Carolina Counseling Services, Clinical Psychologist
2002-2007, University of North Carolina, Wilmington, Assistant Professor
2001-2002, Veterans Administration Puget Sound Health Care System, Post-doctoral Fellow

Recent Publications


Thesis Direction
Four mentored to completion
Four in progress

Ad Hoc Reviewer
Addiction
*Journal of Studies on Alcohol*
Alcohol: Clinical and Experimental Research
*Drug and Alcohol Dependence*
Aggressive Behavior
*Journal of Consulting and Clinical Psychology*
William H. Overman
Professor of Psychology

Education
Wake Forest University, B. A. with Honors, 1968, Psychology
Pennsylvania State University, M.A., 1972, Physiological Psychology
Pennsylvania State University, Ph.D., 1974, Physiological Psychology
University of Rochester, Center for Brain Research, Neuroscience, 1974-1978

Current Research Interests
Behavioral neuroscience, decision-making in adults and adolescents

Professional Experience
1998-present University North Carolina Wilmington, Distinguished Research Professor
1993-present University North Carolina Wilmington Distinguished Teaching Professor
1994-present University North Carolina Wilmington, Professor of Psychology
1980-1994, University North Carolina Associate Professor of Psychology
1978-1980, University North Carolina Wilmington, Assistant Professor of Psychology
1974-1978, University of Rochester Medical School, Center for Brain Research, Rochester, New York, Postdoctoral Research Fellow in Neuroscience

Recent Publications (of a total of 30)

Extramural Funding:
Co-investigator, $80,000, National Institute of Drug Abuse, 2003-2005.
Principal Investigator, $4,500, Florence Rogers Charitable Trust, 1997.
Principal Investigator, $3,500, Babies Hospital Foundation, 1996.
Principal Investigator, $20,000, Environmental Protection Agency, 1995.
Principal Investigator, $191,000, National Institutes of Mental Health, RO1 Grant, 1993-1996.
Principal Investigator, $60,000, Office of Naval Research, 1983-1985.
Principal Investigator, $12,000, National Institutes of Mental Health, RO1 Grant, 1981-1982.
Principal Investigator, $13,200, National Institutes of Mental Health, RO1 Grant, 1980.

Thesis Direction
10 completed, 3 in progress

Memberships in Societies
Society for Neuroscience
International Brain Organization
American Association for the Advancement of Science

Honors, Leadership, Editorial Positions (since 1991)
UNCW Award for Faculty Scholarship, 1998
UNCW Faculty Research Reassignment Award, 1996
UNCW Distinguished Teaching Professorship, 1993
UNCW Chancellor's Teaching Excellence Award, 1991
UNC Professor of the Year, 1991 (voted by student body)

Ad hoc Reviewer:
Behavioral Neuroscience; Neuropsychologia; Hormones and Behavior; Journal of Experimental Child Psychology; Developmental Psychobiology Experimental Brain Research; Child Psychology; Bipolar Behavior; Neuroscience; Child Neuropsychology Journal of Child Development; Journal of Cognitive Neuroscience; NIH Study Section, NIDA 2002
Carol Pilgrim
Professor of Psychology

Education
Virginia Polytechnic Institute and State University, B.S., 1978, Psychology
University of Florida, M.S., 1983, Psychology-Experimental Analysis of Behavior
University of Florida, Ph.D., 1987, Psychology-Experimental Analysis of Behavior

Current Research Interests
Experimental and applied behavior analysis

Professional Experience
2005-present University of North Carolina, Wilmington, Associate Dean, College of Arts & Sciences
1996-present University of North Carolina, Wilmington, Professor
1991-1996, University of North Carolina, Wilmington, Associate Professor
1988-1991, University of North Carolina, Wilmington, Assistant Professor
1986-1988, University of North Carolina, Wilmington, Lecturer
1983-1986, Mammatech Corporation, Gainesville, FL, National Director of Training

Representative Publications (of a total of 32 peer-reviewed publications)


Extramural Funding
Principal Investigator, Stability of Equivalence Classes, $106,964.00, NICHD (HD34265), 1996-2000.
Principal Investigator, Disruption of Equivalence Classes, $17,493.00, NSF (Award No. 9309997), 1993-1996.
Co-investigator, Enhancing Cancer Prevention and Control in a Primary Care Setting, $7,947.00, CDC, Award to UNCW, 1986-1988.

Honors and Awards
2006 – Outstanding Mentor Award, Association for Behavior Analysis, International
2004 – Certificate of Recognition, CASE U.S. Professors of the Year Program
2003 - North Carolina Board of Governors Award for Excellence in Teaching
2003 - Fred S. Keller Award for Excellence in Behavior Analysis - North Carolina Association for Behavior Analysis
2001 - Fellow, Division 25 (Behavior Analysis), American Psychological Association
2000-2001 UNCW Faculty Scholarship Award
2000 - UNCW Faculty Research Reassignment
1994-1997 UNCW Distinguished Teaching Professorship
1992 College of Arts & Sciences Excellence in Teaching Award
1992 Chancellor's Teaching Excellence Award
Representative Editorial and Reviewing Experience


Other Major Professional Experiences

Member-at-large-Executive Committee, Division 25 (Behavior Analysis), American Psychological Association, 1998-2001.
At-large Representative-Association for Behavior Analysis International Executive Council, 1995-1999.
Board of Directors-Cambridge Center for Behavioral Studies, elected 2001-present, Advisory Board & Trustee-1995-present
Raymond C. Pitts
Professor of Psychology

Education
University of Florida, Gainesville, FL, B.A., 1979, Psychology
University of Florida, Gainesville, FL, M.S., 1986, Psychology
University of Florida, Gainesville, FL, Ph.D., 1989, Psychology

Current Research Interests
Behavior Analysis/Behavioral Pharmacology; Effects of drugs on choice, decision making, and impulsive/risky behavior; Effects of drugs on learning and memory

Professional Experience
2005-present University of North Carolina, Wilmington, Professor
2003-2004, University of Canterbury, Christchurch, New Zealand, Visiting Scholar
2000-2005, University of North Carolina, Wilmington, Associate Professor
1996-2000, University of North Carolina, Wilmington, Assistant Professor
1991-1996, University of North Carolina, Chapel Hill, Research Assistant Professor
1989-1991, Wake Forest University School of Medicine, Postdoctoral Research Associate

Recent Publications (selected from 25 total)


**Extramural Funding**

Co-investigator, Drugs of Abuse and Complex Behavior, $120,000, National Institute on Drug Abuse, 2003-2006.


**Thesis Direction** (Last 5 Years)

6 students

**Honors, Leadership, Editorial Positions**


Fellow, American Psychological Association (Division 25)-Elected 2006 Member-at-Large, Div 25 Exec Council, American Psychological Association, President, Southeastern Association for Behavior Analysis, 2003

**Memberships in Societies**

American Psychological Association, Association for Behavior Analysis International, Behavioral Pharmacology Society, Society for the Quantitative Analysis of Behavior, Southeastern Association for Behavior Analysis

**Ad hoc Reviewer** (selected journals)

*Behavioural Pharmacology, Behavioural Processes, Behavioral and Brain Functions, Drug and Alcohol Dependence, Experimental and Clinical Psychopharmacology*
Antonio E. Puente  
Professor of Psychology

Education
University of Florida, Gainesville, B.A., 1973, Psychology  
University of Georgia, Athens, M.S., 1978, Psychology  
University of Georgia, Athens, Ph.D., 1978, Psychology

Current Research Interests
Clinical Neuropsychology; Cross-Cultural Neuropsychology; Public Policy

Professional Experience
1990-present University of North Carolina, Wilmington, Professor  
1988-present Universidad Complutense de Madrid, Visiting Professor of Psychology  
1988-present Universidad de Granada, Spain, Visiting Professor of Psychology  
1986-1989, University of North Carolina at Wilmington, Associate Professor  
1982-1985, University of North Carolina, Wilmington, Assistant Professor  
1982-present Private Practice, Neuropsychology  
1981, University of North Carolina, Wilmington, Visiting Assistant

Publications  (of a total of 50 journal articles, 45 book chapters and 6 books)  

**Extramural Funding**


**Memberships in Societies**
American Psychological Association, Divisions 2, 6, 26, 38, 40 & 45; Fellow; 2, 6, 40, Psi Chi; Member at Large of Division 40, 1988-1990; Council Representative of Division 40, 1994-2001

International Neuropsychological Society, 1995-Present

Latin American Neuropsychological Society, 1991-Present


**Honors, Leadership, Editorial Positions**
Fulbright Scholar Award (to Argentina, 1982), Member, Fullbright Alumni Association, 1988-present, Board of Directors, NC Chapter, 1996-98, President, 2000-2001.

American Psychological Association’s Karl Heiser Award, 1996.

National Academy of Neuropsychology’s Distinguished Service Award, 2000.


Associate Editor, *Encyclopedia of Psychological Assessment*.

Jeffrey P. Toth  
Assistant Professor of Psychology

Education  
University of North Carolina Charlotte, B.A., 1984, Experimental Psychology  
University of North Carolina Greensboro, M.A., 1987, Cognitive Psychology  
University of North Carolina Greensboro, Ph.D., 1990, Cognitive Psychology

Current Research Interests  
Memory, attention, & judgment; Cognitive aging; Cognitive training.

Professional Experience  
2006-present University of North Carolina, Wilmington, Assistant Professor  
2004-2006, University of North Carolina, Wilmington, Adjunct Faculty.  
2001-2004, Washington University, Research Assistant Professor  
1996-2001, Georgia Institute of Technology, Assistant Professor.  
1996-2001, Georgia Institute of Technology, Cognitive Science Program, Program Faculty  
1995-1996, Rotman Research Institute of Baycrest Centre, Research Associate  
1992-1995, Rotman Research Institute of Baycrest Centre and the Clarke Institute of Psychiatry (joint appointment), Research Fellow  

Recent Publications (of a total of 22 peer-reviewed journal articles)


**Funding**


**Memberships in Societies**

Association for Psychological Science; Psychonomic Society.

**Honors, Leadership, Editorial Positions**


**Ad hoc Reviewer** (of a total of 28 journals)

*Aging, Neuropsychology, and Cognition; Cognition and Emotion; Consciousness & Cognition; Cortex; Developmental Psychology; Journal of Abnormal Psychology; Journal of Experimental Psychology: General; Journal of Gerontology; Journal of Memory and Language; Memory & Cognition; Neuropsychologia; Perception & Psychophysics; Psychology & Aging; Psychological Review; Psychonomic Bulletin & Review.*
Appendix C

Brief C.V.’s for Current Faculty

Mark Galizio
Chair and Professor of Psychology

Education
Kent State University, B.A., 1971, Psychology
University of Wisconsin-Milwaukee, M.A., 1974, Psychology
University of Wisconsin-Milwaukee, Ph.D, 1976, Psychology

Current Research Interests
Psychopharmacology and Substance Abuse, Behavior Analysis

Professional Experience
1985-present University of North Carolina, Wilmington, Professor
1981-1985, University of North Carolina, Wilmington, Associate Professor
1976-1980, University of North Carolina, Wilmington, Assistant Professor

Recent Publications  (of a total of 71 peer-reviewed publications)


**Extramural Funding**


Principal Investigator, Psychoactive drugs and aversively-motivated behavior. $47,263, National Institute of Neurological Disease, Communicative Disorders and Stroke, 1987-1990.

**Thesis Direction (last 5 years)**
6 Master’s and 5 Honor’s Theses completed

**Memberships in Societies**
American Psychological Assoc., Assoc for Behavior Analysis, Society for Neuroscience, Comparative Cognition Society, College of Problems on Drug Dependence

**Honors, Leadership, Editorial Positions**
Appointed to National Institute of Health Biobehavioral Regulation, Learning and Ethology Study Section, 2006-2010.

President, Div.25 (Behavior Analysis) of the American Psychological Association, 2001

Fellow of the American Psychological Association, Divisions 3 (Experimental Psychology), 6 (Behavioral Neuroscience and Comparative Psychology), 28 (Psychopharmacology and Substance Abuse) and 25 (Behavior Analysis)

Associate Editor, *The Journal of the Experimental Analysis of Behavior, 1999-2002*

President, Southeastern Association for Behavior Analysis, 1992.

UNCW Faculty Scholarship Award, 1991.

UNCW Phi Kappa Phi

**Ad hoc Reviewer** (of approximately 50 journals)
*American Psychologist*
*Psychological Review*
*Psychological Bulletin*
Nicole Alea
Assistant Professor of Psychology

Education
University of Florida, Gainesville, FL, B.S., 1995, Psychology with Honors
University of Florida, Gainesville, FL, M.S., 2000, Psychology with Gerontology Certificate
University of Florida, Gainesville, FL, Ph.D, 2004, Lifespan Developmental Psychology with Graduate Certificate in Social Science Methodology

Current Research Interests
Lifespan developmental psychology. Special interests: Understanding the changes in autobiographical memory with age, and how personal memories are used to serve socioemotional goals in adulthood and late life.

Professional Experience
2006-2007 on leave
2004-present University of North Carolina, Wilmington, Assistant Professor

Recent Publications (of a total of 11)
Funding
Cahill Award, 2005-2006
Cahill Award, 2004-2005
Provost’s Award in Aging graduate Research Fellowship, $15,908, University of Florida, 2001-2002.

Thesis Direction
1 Masters in progress

Memberships in Societies
Association for Psychological Science
American Psychological Society Div 20- Adult Development and Aging
Katherine E. Bruce  
Professor of Psychology  

Education  
Rhodes College, Memphis, B.A., 1978, Psychobiology  
University of Georgia, Athens, M.S., 1980, Psychology  
University of Georgia, Athens, M.A., 1984, Health Education  
University of Georgia, Athens, Ph.D., 1984, Psychology  

Current Research Interests  
Behavioral aspects of nonhuman memory and learning; mate choice in live bearing fish; attitudes related to human sexuality  

Professional Experience  
1994-present, University of North Carolina Wilmington, Professor  
1999-present, University of North Carolina Wilmington, Director, Honors Scholars Program  
1997-1999, University of North Carolina Wilmington, Associate Dean, Graduate School  
1993-1997, University of North Carolina Wilmington, Psychology Graduate Coordinator  
1989-1994, University of North Carolina Wilmington, Associate Professor  
1984-1989, University of North Carolina, Wilmington, Assistant Professor  

Publications (23 peer-reviewed journal articles)  


Extramural Funding
Principal Investigator, Competition and communication: Research opportunities for women award, $11,526, National Science Foundation, 1989-1991.

Thesis Direction
13 (9 graduated, 2 graduating this semester, 2 in progress)

Honors, Leadership, Editorial Positions
President, Southern Regional Honors Council, 2005-2006
President, North Carolina Honors Association, 1999-2000
Phi Kappa Phi
Phi Eta Sigma (recognition by students)

Ad hoc Reviewer
AIDS Education and Prevention; Journal of Sex Education & Therapy; Honors in Practice; Journal of Sex Research; Animal Behavior; Journal of the Elisha Mitchell Scientific Society; Health Care for Women International; The Behavior Analyst; Explorations; Social Science and Medicine
Caroline Clements  
Associate Professor of Psychology

**Education**  
Northwestern University, B.S., 1982, Psychology  
Northwestern University, M.S., 1986, Psychology  
Northwestern University, Ph.D., 1990, Psychology

**Current Research Interests**  
Cognitive models of depression, interpersonal violence

**Professional Experience**  
2004-present Director, Center for Teaching Excellence. UNC Wilmington  
2003-present Associate Professor, Department of Psychology, UNC Wilmington  
1997-2003, Assistant Professor, Department of Psychology, UNC Wilmington  
1990-1997, Assistant Professor, Department of Psychology Finch University of Health Sciences/ The Chicago Medical School  
1989-1990, Lecturer, Department of Psychology Northwestern University  
1988-1989, Clinical Psychology Intern Ohio State University

**Recent Publications**


Abramson, L. Y., Alloy, L. B., Hankin, B., **Clements, C.M.**, & Zhu, L., Hogan, M &


Extramural Funding
Clements, C. M. The U.S. Departments of Education and Justice; Health and Human Services. 08/03-07 UNC-W portion $1,043,029.

Clements C. and Lama, M (2007). Cape Fear Memorial Foundation, $40,000.


Memberships in Societies
American Psychological Society, Eastern Psychological Society, Southeastern Psychological Society

Ad hoc Reviewer
Cognitive Therapy and Research
Journal of Interpersonal Violence

Theses and Dissertations Directed (UNCW and Chicago Medical School)
Dissertations chaired, 15, Theses directed, 22
Dale J. Cohen  
Professor of Psychology

Education  
Alfred University; Alfred, NY, B.F.A, 1987, Fine Arts  
Alfred University, Alfred, NY, B.A., 1987, Psychology University of Virginia.  
University of Virginia, Charlottesville, MA, 1990, Psychology  
University of Virginia, Charlottesville, PhD, 1993, Psychology

Current Research Interests  
Visual Perception, Cognition, Art

Professional Experience  
2005-present, Memory Assessment and Research Services, Director of Research  
2003-present University of North Carolina, Wilmington, Professor  
1998-2003, University of North Carolina, Wilmington, Associate Professor  
1993-1998, University of North Carolina, Wilmington, Assistant Professor

Recent Publications  (of a total of 23 peer-reviewed journal articles)  


**Extramural Funding**
Principal Investigator, Quantifying stimulus, response, and numerical biases, $691,709, NIH, 2007-2012.
Principal Investigator, Document Census, $27,000, NCES, 2005.
Co-investigator, Increasing and Retaining STEM Majors through Virtual Learning Communities, $124,485, NSF, 2005.
Principal Investigator, Developing a document familiarity index, $180,000, NCES, 2004-2005.
Principal Investigator, Document difficulty follow-up study: Developing a document literacy coding system, $55,000, NCES, 2004.
Co-investigator, Decision Making in Adolescent Substance Abusers, $80,000, NIDA, 2003-2004.
Co-investigator, Faculty Course Development Program, $49,600, North Carolina General Administration, 1997.

**Memberships in Societies**
Psychonomic Society; Society for Psychological Science

**Thesis Direction**
4 completed, 3 in progress.

**Honors, Leadership, Editorial Positions**
Consulting Editor for *Perception and Psychophysics* (2004-present), Chancellor’s Public Service and Continuing Studies Award – 2005
Outstanding UNCW Faculty Member Award - 1997

**Ad hoc Reviewer**
Karen A. Daniels
Assistant Professor of Psychology

Education
University of Toronto, Scarborough Campus, B.Sc., 1997, Psychology
Georgia Institute of Technology, Atlanta, M.S., 1999, Cognitive Psychology/Aging
Georgia Institute of Technology, Atlanta, Ph.D., 2002, Cognitive Psychology/Aging

Current Research Interests
Memory and Attention, Individual Differences, Cognitive Aging, Cognitive Rehabilitation (Fitness & Nutrition), and Cognitive Neuroscience.

Professional Experience
2004-present University of North Carolina Wilmington, Assistant Professor
2002-2004, Washington University in St. Louis, Postdoctoral Research Associate

Publications
Funding & Awards
Principal Investigator, Exploring the Use of Computer Programs to Rehabilitate Memory in Old Age, $2380, UNCW Charles L. Cahill Award, 2004-2005.
Is Memory Decline in Old Age Inevitable, $3500, UNCW Summer Research Initiative, 2004-2005.

Memberships in Societies
American Psychological Association
American Psychological Society
Cognitive Neuroscience Society

Thesis Direction
3 in progress.

Ad hoc Reviewer
Memory
Psychonomic Bulletin & Review
Developmental Psychology
Psychology & Aging
Wendy D. Donlin
Assistant Professor of Psychology

Education
West Virginia University, Morgantown, B.A., 1997 Psychology
Auburn University, Auburn, M.S., 2002, Psychology
Auburn University, Auburn, Ph.D., 2005, Psychology
Johns Hopkins University, Baltimore, Postdoctoral Fellowship, School of Medicine

Current Research Interests
Applied behavior analysis and drug abuse

Professional Experience
2007-present University of North Carolina, Assistant Professor
2005-2007, Johns Hopkins University, Baltimore MD, NIDA research fellow in the School of Medicine.
2002-2005, Auburn University, Auburn, AL, Research Associate II in the department of psychology

Recent Publications

Memberships in Societies
Association for Behavior Analysis
College for Problems of Drug Dependence
Behavioral Toxicology Society
Society for the Quantitative Analysis of Behavior
Southeastern Association for Behavior Analysis
Virginia Association for Behavior Analysis
Maryland Association for Behavior Analysis
Honors, Leadership, Editorial Positions
2006 NIDA Director’s Travel Award College on Problems of Drug Dependence
2006-2007 Organizer of the Behavioral Pharmacology Research Unit’s Seminar Series at Johns Hopkins University
2003, 2005, 2006 SABA presenter award Association for Behavior Analysis Convention
2003, 2004, Travel Award Behavioral Toxicology Society Convention

Ad Hoc Reviewer
Guest reviewer for Addiction
Guest reviewer for Journal of Applied Behavior Analysis
Guest reviewer for Neurotoxicology and Teratology
Cameron L. Gordon  
Assistant Professor of Psychology

**Education**
University of Illinois, Champaign-Urbana  B.S., 2001, Psychology  
University of North Carolina, Chapel Hill, M.A., 2005, Clinical Psychology  
Duke University VA Medical Center Predoctoral Internship, 2007, Clinical Psychology  
University of North Carolina, Chapel Hill, Ph.D., 2007, Clinical Psychology

**Current Research Interests**
Marriage and intimate relationships; positive individual strengths

**Professional Experience**
2007-present University of North Carolina, Wilmington, Assistant Professor

**Publications**


**Memberships in Societies**
Association for Behavioral and Cognitive Therapies (ABCT)  
Couples Research & Therapy Special Interest Group – (ABCT)  
American Psychological Association Division 43 – Family Psychology  
American Psychological Association Division 2 – Society for the Teaching of Psychology

**Honors, Leadership, Editorial Positions**
Co-chair, Ethics and IRB subcommittee for the Research Practice Network, Couples Research & Therapy Special Interest Group, (ABCT).
Robert Hakan
Associate Professor of Psychology

Education
University of North Carolina at Wilmington, B.A., 1980, Psychology
University of Wyoming, M.A., 1985, Experimental Psychology-Neuroscience Program
University of Wyoming, Ph.D., 1986, Experimental Psychology-Neuroscience Program,
Postdoctoral Fellow, 1986-89, Research Inst. of Scripps Clinic, La Jolla, Calif.

Professional Experience
1990-1993 University of North Carolina, Wilmington, Associate Professor
1994-present University of North Carolina, Wilmington, Assistant Professor

Publications (of a total of 14 peer-reviewed journal articles)
behavioral stimulant effects of nicotine and increases [3H]acetylcholine binding
to nicotinic receptors. Neuropharmacology, 24, 527-532.
activity: influences of exposure dose and test dose. Psychopharmacology, 92,
25-29.
role of Pavlovian conditioning. Pharmacology, Biochemistry and Behavior, 29
(4), 661-667.
Hakan, R.L. and Henriksen, S.J. (1987). Systemic opiate administration has
heterogeneous effects on activity recorded from nucleus accumbens neurons in
Hakan, R.L. and Henriksen, S.J. (1989) Dopamine-dependent and dopamine-
independent electrophysiological effects of opiates on single cell activity of the
the neural circuitry underlying opiate effects in the nucleus accumbens septi.
to the nucleus accumbens septi: An electrophysiological investigation. Journal of
reciprocal connectivity between the nucleus accumbens septi and ventral pallidal
neuronal activity in the nucleus accumbens septi. Synapse, 15, 191-197.
accumbens: Systemic morphine effects on single-unit responses evoked by
ventral pallidum stimulation. Neuroscience, 63 (1), 85-93.


Extramural Funding

Thesis Direction
1 Masters completed, 2 honors completed.
Anne Hungerford  
Assistant Professor of Psychology

Education  
Kenyon College, B.A., 1991, Psychology  
University of Pittsburgh, M.S., 1997, Psychology  
University of Pittsburgh, Ph.D., 2001, Psychology

Current Research Interests  
Socioemotional development  
Individual differences in early self-regulation  
Parenting behavior

Professional Experience  
2003-present, University of North Carolina, Wilmington, Assistant Professor  
2001-2003, Center for Developmental Science, University of North Carolina, Chapel Hill, Postdoctoral Fellow

Publications  

Memberships in Societies  
Society for Research in Child Development

Thesis Direction  
Completed (2); in progress (2)

Ad hoc Reviewer  
*Developmental Psychology, Infancy*
Christine E. Hughes
Assistant Professor of Psychology

Education
McMaster University, Hamilton, Canada, B.ArtsSc. (Honours), 1986, Arts & Science
University of Florida, Gainesville, FL, M.S., 1989, Psychology
University of Florida, Gainesville, FL, Ph.D., 1991, Psychology

Current Research Interests
Behavioral Analysis/ Behavioral Pharmacology
Behavioral determinants of drug tolerance; drug effects on punished responding; drug effects on choice; Evaluation of teaching practices in college

Professional Experience
2007-present, University of North Carolina Wilmington, Assistant Professor
2005, University of Canterbury, Christchurch, New Zealand, Visiting Faculty
2004-2007, University of North Carolina Wilmington, Lecturer
2003-2004, University of Canterbury, Christchurch, New Zealand, Visiting Faculty
1996-2003, University of North Carolina Wilmington, Part-time Instructor
1996-1997, University of North Carolina Chapel Hill, Research Assistant Professor
1994-1996, University of North Carolina Chapel Hill, Visiting Research Assistant Professor
1992-1993, North Carolina Central University, Adjunct Assistant Professor
1991-1994, University of North Carolina Chapel Hill, Postdoctoral Research Associate

Publications (of a total of 15 peer-reviewed journal articles)


**Extramural Funding**

Principal Investigator, Behavioral tolerance and cross-tolerance to mu opioids, R03, $56,000, National Institute on Drug Abuse, 1996-1999

Principal Investigator, Behavioral and pharmacological determinants of the rate of acquisition of tolerance to cocaine and morphine, $5000, North Carolina Governor’s Institute on Alcohol and Substance Abuse, 1994.


**Thesis Direction at UNCW**

1 in progress

**Memberships in Societies**

American Psychological Association
Association for Behavior Analysis-International
North Carolina Association for Behavior Analysis
Southeastern Association for Behavior Analysis

**Honors, Leadership, Editorial Positions**

Center for Teaching Excellence, University of North Carolina Wilmington, Lecturer of the Year Award - 2006

Secretary-Treasurer, Division 25, American Psychological Association, 2006-Present

President, Southeastern Association for Behavior Analysis, 2001

Secretary, Southeastern Association for Behavior Analysis, 1995-1998


**Ad hoc Reviewer**

*Behavioural Pharmacology; Life Sciences; Pharmacology, Biochemistry and Behavior; Psychopharmacology*
Ruth M. Hurst
Assistant Professor of Psychology

Education:
Catawba College, Salisbury, NC, B.A. 1976, Psychology
Drake University, Des Moines, IA, M.A., 1979, Psychology
Durham VA Medical Center, Durham, 2005, Clinical Psychology Internship
University of North Carolina, Greensboro, Ph.D., 2005, Psychology

Credentials:
Board Certified Behavior Analyst
Licensed Psychologist (Provisional) – Health Service Provider Psychologist (Provisional)

Current Research Interests:
Nature, boundaries, and consequences of autism spectrum disorders
Validation of animal behavioral models of human psychopathology

Professional Experience:
2007-present, Cape Fear Group Homes, Wilmington, Psychologist
2006-present, Lifetime Resources, Inc., Wilmington, Psychologist
2005-present, University of North Carolina, Wilmington, Assistant Professor
2003-2004, Assistant Clinic Director, UNC Greensboro Psychology Clinic, Greensboro, NC
1998-2004, Psychology Instructor, UNC Greensboro, Greensboro, NC
1996-2002, Program Consultant, Greensboro TEACCH Center, Greensboro, NC
1984-1996, Director of Psychology, Woodward State Hospital-School, Woodward, IA
1979-1984, Psychologist, Woodward State Hospital-School

Publications


**Funding**
Cahill Award, 2005-06
FESR Fellowship, 2006-07

**Memberships in Societies**
American Association for Behavior and Cognitive Therapies
American Psychological Association
Association for Behavior Analysis
Autism Society of North Carolina
North Carolina Association for Behavior Analysis
North Carolina Psychological Association
Society for Neuroscience
Society for the Quantitative Analysis of Behavior
Southeastern Association for Behavior Analysis

**Thesis Direction**
Mentor for 5 graduate students

**Honors, Leadership, Editorial Positions**
President Elect, North Carolina Association for Behavior Analysis, 2007-present
Nominated for Outstanding Dissertation Award, UNC Greensboro, 2005
UNC Greensboro Graduate Student Association Dissertation Award, April, 2002
Vice President and member of the board, Autism Society of Iowa, 1991 to 1996
Governor’s Task Force on Autism, State of Iowa, Member, 1989
Certificate of Excellence, Department of Human Services, State of Iowa, 1986
Certificate of Appreciation, Autism Society of Iowa, 1992
Senior Psychology Award, Catawba College, 1976

**Ad hoc Reviewer**
*Journal of Autism and Developmental Disorders* (2005-present)
Lee A. Jackson, Jr.
Professor of Psychology

Education
Hampden-Sydney College, Virginia, B.A., 1969, Psychology
University of Florida, M.A., 1970, Psychology
University of Florida, Ph.D., 1972, Social and Community Psychology

Research Interests:
Social cognition, interpersonal relations, group dynamics, and mental health service delivery

Professional Experience
Jan. 2005-present Prof. and Undergraduate Coordinator UNC-Wilmington
Jul. 1991-Dec. 2004 Prof. and Chair of Psychology UNC-Wilmington
Aug. 1985-Jun. 1991 Professor of Psychology UNC-Wilmington
Aug. 1979-Jul. 1985 Assoc. Prof. of Psychology UNC-Wilmington
Aug. 1973-Jul. 1979 Asst. Prof. of Psychology UNC-Wilmington

Other Professional Experience and Memberships
Member Board of Trustees Cape Fear Substance Abuse Center (now Coastal Horizons Center) 1976-1986
Member Board of Directors Mental Health Association in North Carolina 1978-present with required periods of rotation off the board.
Member Board of Directors North Carolina Psychological Foundation 1994-1997
Member Board of Directors Southeastern Center for Mental Health, Substance Abuse and Developmental Disabilities 2006-present

Recent Publications

Extramural Funding
Investigator, An Alcohol Myopia Explanation of Sexual Aggression, $605,000, NIAA, 2002-present.

Memberships in Professional Societies
American Psychological Association
North Carolina Psychological Association
Thesis Direction
3 completed, 3 in progress.

Honors, Leadership, Editorial Positions
President, North Carolina Psychological Association (elected position)
President, North Carolina Psychological Foundation
President, Mental Health Association in New Hanover County
Asst. Treasurer and Asst. Secretary, Mental Health Association in North Carolina
President and other officer roles, Cape Fear Substance Abuse Center Board of Trustees
Editor/Associate Editor, North Carolina Psychologist
Co-Editor, Legal Manual for North Carolina Psychologists
Ad hoc reviewer Computers in Human Behavior, American Psychologist, National Science Foundation.
Member Phi Kappa Phi Honorary Society (elected as UNCW faculty member)
Irene McCain McFarland Award given by the Mental Health Association in North Carolina for contributions to the promotion of mental health and prevention of mental illness.
Mary G. Clarke Award given by the North Carolina Psychological Association to a psychologist for long term contributions to the field of psychology
Cape Fear Substance Abuse Center Award for long term service in the promotion of access to treatment and prevention of substance abuse.
UNCW Advising Award
Awards in recognition of service as president of the North Carolina Psychological Association and North Carolina Psychological Foundation
Hampden-Sydney Fellow in the Social Sciences. This is an award given to alumni who have distinguished themselves as members of the professorate
Williams-Jackson Scholarship named in honor of the first two chairs of the Psychology department
Jackson Conference Room named in recognition of service as department chair
James D. Johnson  
Professor

Education 
A & T State University, B.A., 1980, Psychology  
Indiana University, Bloomington, IN, Ph.D., 1984, Social Psychology.

Current Research Interests 
My major research interests involve: a) assessing the effects of majority and minority group racial stereotypes on subsequent interpersonal judgments and perceptions; b) investigating the impact of Black anti-White stereotypes on healthcare related responses; and c) investigating the role of media in the formation and maintenance of stereotypical beliefs.

Professional Experience 
1994-present University of North Carolina, Wilmington, Professor  
1989-1994, University of North Carolina, Wilmington, Associate Professor  
1984-1989, University of North Carolina, Wilmington, Assistant Professor

Recent Publications 


**Funding**

Improving Cancer Outcomes for Minorities in Southeastern North Carolina, $3,500,000, National Cancer Institute, (Consortium with New Hanover Hospital & Wake Forest Medical School), 2003.

Alcohol and Sexual Aggression: A test of the Alcohol Myopia versus Disinhibition Theories, $605,000, National Institute of Alcohol Abuse and Addiction, 2002.

Assessing antiWhite bias among a Black community sample, $2500, University of North Carolina Cahill Award, 2002.

The mediating role of alcohol on the impact of salient aggressive cues, $2300, University of North Carolina Faculty Research Award, 2000.

Assessing the effects of intoxication on perceptions of female sexual intention, $40,000, Alcohol Beverage Medical Research Foundation, 1994.

**Thesis Direction**

Five in last five years

**Honors, Leadership, Editorial**

Consulting editor (term from mid 2003-2007) *Journal of Personality and Social Psychology*

Wilmington Rape Task Force Advisory Board (Chairperson)

Wilmington Police Department (crisis negotiator)

Testified before the Pennsylvania House of Representatives on effects of rap music on youth

Selected as a member of working group to compose chapter on media violence for the *United States Surgeon General’s Report on Violence in America* (Working group included Len Berkowitz, Martin Fishbein, Neil Malamuth.

**Ad Hoc Reviewer**

*Personality and Social Psychology Bulletin*

*Journal of Experimental Social Psychology*

*Personality and Social Psychology Bulletin*

*Basic and Applied Social Psychology*
JULIAN R. KEITH
PROFESSOR OF PSYCHOLOGY

EDUCATION
University of North Carolina, Wilmington, B.A., 1983, Psychology
University of Colorado, Boulder, M.A., 1985, Psychology
University of Colorado, Boulder, Ph.D., 1990, Psychology

CURRENT RESEARCH INTERESTS
Brain mechanisms of memory and amnesia

PROFESSIONAL EXPERIENCE
2005-present, Memory Assessment and Research Services, Director of Neuroscience
2003-present University of North Carolina, Wilmington, Professor
1995-2003, University of North Carolina, Wilmington, Associate Professor
2003-2004, Woods Hole Marine Biology Laboratory, Neural Systems and Behavior Course, Summer Faculty
2001-2002, Canadian Centre for Behavioural Neuroscience, University of Lethbridge, Alberta, Canada, Visiting Scientist
2001-present, Canadian Centre for Behavioural Neuroscience, University of Lethbridge, Alberta, Canada, Adjunct Professor
1990-1995, University of North Carolina, Wilmington, Assistant Professor

RECENT PUBLICATIONS (OF A TOTAL OF 25 PEER-REVIEWED JOURNAL ARTICLES)
Spanswik, S Epp, J., Keith, J.R., and Sutherland, R.J. (2007). Adrenalectomy-induced granule cell degeneration in the hippocampus causes spatial memory deficits that are not reversed by chronic treatment with corticosterone or fluoxetine. Hippocampus, 17, 137-146.


Extramural Funding
Co-investigator, Proposal to obtain laser scanning confocal microscope, $310,000, NSF, 2005-2008.
Principal Investigator, CPB Effects on Neuropsychological Performance, $115,000, National Heart, Lung, and Blood Institute, 1996-1999.

Thesis Direction
3 M.A. theses completed, 3 in progress.

Memberships in Societies
Society for Neuroscience, Behavior and Brain Sciences Associate

Honors, Leadership, Editorial Positions
Editorial Board, Debates in Neuroscience (2006-present),
Chancellor’s Teaching Excellence Award – 1999
Center for Teaching Excellence Award - 1998
Outstanding UNCW Faculty Member Award - 1997
**Ad hoc Reviewer**

*Neuropsychology, Neurobiology of Learning and Memory, Psychobiology, Neuropsychological Review, Behavioural and Brain Research, Neuropsychopharmacology, National Institutes of Health NDPR study section*
Hayden O. Kepley  
Assistant Professor of Psychology

Education  
Davidson College, A.B., 1995, Psychology  
University of North Carolina at Greensboro, M.A., 1999, Psychology  
University of North Carolina at Greensboro, Ph.D., 2003, Psychology  
The Johns Hopkins University School of Medicine, Fellowship, 2006, Child Psychiatry

Current Research Interests  
Attention-Deficit/Hyperactivity Disorder (ADHD) across the lifespan  
Phenomenology and treatment of tic disorders  
Impact of anger on functioning

Professional Experience  
2007-present, University of North Carolina Wilmington, Assistant Professor  
2006-present, The Johns Hopkins University School of Medicine, Assistant Professor  
2006-2007, University of North Carolina Wilmington, Lecturer  
2005-2006, The Johns Hopkins University School of Medicine, Clinical Supervisor  
2000-2002, Department of Mathematical Sciences, University of North Carolina at Greensboro, Statistics Consultant  
2000-2002, Department of Psychology, University of North Carolina at Greensboro, Assistant Clinic Director  
2000-2002, University of North Carolina at Greensboro, Instructor

Professional Licensure  
Licensed Psychologist, State of North Carolina, License #3242  
Licensed Psychologist, State of Maryland, License #4103

Principal Publications (4 peer-reviewed articles, 1 book chapter)  

**Extramural Funding**
Site Co-investigator,  Behavior Therapy for Children with Chronic Tic Disorders, $450,447, NIMH R01, 2004-2008

**Memberships in Societies**
American Psychological Association
Association for Behavioral and Cognitive Therapies

**Honors, Leadership, Editorial Positions**
Nominated for Outstanding Dissertation Award, University of North Carolina at Greensboro, 2003.
UNCG Graduate School Summer Research Award, 2001.
Recipient of two research travel awards from University of North Carolina at Greensboro Graduate Student Association, 2000-2001.
UNCG Graduate School Summer Research Award, 2000.
Greensboro Graduate Fellowship, University of North Carolina at Greensboro, 1997-1999.
Phi Beta Kappa Society, 1995.
Graduated Cum Laude, Davidson College, 1995.
Joseph M. Kishton  
Professor of Psychology

Education
Ohio State University,  B.A., 1973, Psychology  
Ohio State University,  M.A., 1974, Psychology  
Ohio State University,  Ph.D., 1977, Psychology

Current Research Interests
Adult Development, psychobiography

Professional Experience
1994-present, University of North Carolina at Wilmington, Professor  
2007-present, Northern Caribbean University, Adjunct Professor  
1995-2001, Director, Cape Fear Summer Science Program  
1985-1994, University of North Carolina at Wilmington, Associate Professor  
1979-1985, University of North Carolina at Wilmington, Assistant Professor  
1978-1979, University of North Carolina at Wilmington, Lecturer

Recent Publications

Extramural Funding
Principal Investigator, Cape Fear Summer Science Camp, $180,000, Burroughs Wellcome, 1998-2001.
Principal Investigator, Cape Fear Summer Science Camp, $120,000, NSF, 1995-1998.
Memberships in Societies
Southeastern Psychological Association
Association for Gerontology in Higher Education

Documentary Films Produced: Theater, Broadcast and Award History

St. Emil Joins Henry Miller Theater presentation at the Henry Miller Film Festival, Roxie Theater, San Francisco, 1991

Henry Miller Is Not Dead - Broadcast twice as part of Visions series on North Carolina Public Television, 1995-96.

Henry Miller Is Not Dead was independently broadcast by over thirty public television stations throughout the United States (1996-1997) including: San Francisco, Sacramento, Los Angeles, San Diego, Seattle, Boulder, Albuquerque, Dallas, Houston, Nebraska Public TV, Mississippi Public TV, Miami, North Carolina Public TV, Philadelphia, New York, Boston Henry Miller Is Not Dead was broadcast on the Bravo Channel in Canada, 1998

Awards

Henry Miller Is Not Dead received documentary film awards at the North Carolina Film Festival and the Houston International Film Festival
Len B. Lecci  
Professor of Psychology

**Education**  
Carleton University, Ottawa, Canada, B.A., Honors, Psychology, 1988  
Carleton University, Ottawa, Canada, M.A., Personality Psychology, 1990  
Harvard Medical School, Boston, MA, Doctoral Internship, 1994  
Arizona State University, Tempe, AZ., Ph.D. in Clinical Psychology, 1995

**Current Research Interests**  
Assessment of memory functioning, and the role of biases in decision making.

**Professional Experience**  
2005-present Memory Assessment and Research Services (MARS), Director of Clinical Services  
2005-present University of North Carolina Wilmington, Professor  
2001-2005, University of North Carolina Wilmington, Associate Professor  
1996-2001, University of North Carolina Wilmington, Assistant Professor  
1995-1996, Amherst College, Visiting Assistant Professor

**Recent Publications (of a total of 30 peer reviewed publications)**  


**Extramural Funding**

**Current Memberships in Societies**
American Psychological Society (member since 1995)
American Psychological Association (member since 1996)

**Thesis Direction:**
7 honors theses completed, 1 in progress; 7 masters theses completed, 2 in progress.
Supervised the completion of one doctoral dissertation.

**Honors, Leadership, Editorial Positions:**
Editorial Consultant: Counseling and Clinical Psychology Journal. 2003 - present
Board of Trustees’ Teaching Excellence Award, UNCW. 2005
Distinguished Teaching Professorship Award, UNCW. 2005
Public Service Award, UNCW. 2006
Chancellor’s Teaching Excellence Award, UNCW. 2003.
Vice Chancellor’s Honor, UNCW 1997-present

**Ad Hoc Reviewer:**
Shanhong Luo
Assistant Professor of Psychology

Education
Beijing University, Beijing, China, B.S., 1996, Psychology
Beijing University, Beijing, China, M.A., 1999, Psychology
University of Iowa, Iowa City, Ph.D., 2006, Psychology

Current Research Interests:
The entire course of relationship establishment and development including initial romantic attraction, partner selection, relationship consolidation, and relationship dissolution

Recent Publications

Memberships in Societies
American Psychological Association
Society for Personality and Social Psychology
Honors, Leadership, Editorial Positions
APA Dissertation Research Award, 2005.
Social Sciences Dissertation Year Fellowship, University of Iowa, 2004-2005.
Third Place Award in the 5th Social Sciences Division at James F. Jakobsen Graduate Forum, The University of Iowa, 2004.
Third Place Award in the 4th Social Sciences Division at James F. Jakobsen Graduate Forum, University of Iowa, 2003.
Award for Scholarly Presentations, University of Iowa, 2003, 2006.
Guanghua Scholarship, Peking University, 1998.
Excellent Cadre of Student Association, Peking University, 1998.
Excellent Graduate, Peking University, 1996.

Ad hoc Reviewer
Sally Joy MacKain, PhD
Associate Professor

Education:
University of California, Santa Cruz, B.A., 1982 Psychology
University of Sussex, Visiting Student, 1981-1982 Cognitive Studies
University of North Carolina Chapel Hill, Ph.D., 1987 Psychology (Clinical)
UCLA Neuropsychiatric Institute, Post Doctoral Scholar

Current Research Interests:

Professional experience
1990-present University of North Carolina, Wilmington, Associate Professor
1990-present Licensed Psychologist, North Carolina & California
1987-present UCLA/Psychiatric Rehabilitation Consultant
1987-1990, UCLA Neuropsychiatric Institute, Postdoctoral Scholar
1989, Antioch University, Santa Barbara, CA Adjunct Faculty
1986-1987, Camarillo State Hospital/UCLA Center for Research in Schizophrenia, Psychology Intern
1985-1986, University of North Carolina Chapel Hill, Instructor

Publications (total 17)


Extramural Funding
Principal Investigator, Latino Teen Tobacco Prevention & Cessation Initiative: Local Evaluation. $18,000, North Carolina Health & Wellness Trust. $18,000 (PI) 2004-2005
Co-investigator, Seeking predictors of substance abuse in adolescents. $80,000, National Institute on Drug Abuse, 2003-2005.

Thesis direction (total # last 5 years)
7 students; 4 have defended; 3 in progress

Honors
University Academic Advising Excellence, 2005
Center for Teaching Excellence Innovation Award, 1996
Chancellor’s Teaching Excellence Award, 1995

Ad Hoc Reviewer
Psychiatric Services
Psychiatric Rehabilitation Journal
Journal of Mental Health
Bryan Myers
Associate Professor of Psychology

Education
Carleton University, Ottawa Ontario Canada, 1989, B.A., Psychology.
Carleton University, Ottawa Ontario Canada, 1991, M.A., Psychology.
Ohio University, Athens, OH, 1998, Ph.D., Experimental Psychology.

Current Research Interests
My research interests are in the area of forensic psychology. More specifically, I study lie detection, jury decision making, and eyewitness identification errors, including false memories.

Professional Experience
2006-present, University of North Carolina, Wilmington, Associate Professor
2002-2005, University of North Carolina, Wilmington, Assistant Professor
1998-2002, Forensic Psychology, Alliant International U, Assistant Professor

Recent Publications (of a total of 21 articles and book chapters)


Funding
Cahill Award, 2002-2003.

Thesis Direction (last 5 years)
Chaired a total of 6 Masters theses defended, 3 in progress. Chaired a total of 4 PhD dissertations defended. Chaired 3 Honors theses defended.

Memberships in Societies
Association for Psychological Science

Honors, Leadership, Editorial Positions

Ad-Hoc Reviewer
National Science Foundation
Law and Human Behavior
Journal of Experimental Psychology: Applied
Journal of Applied Social Psychology
Law and Social Inquiry
Professional Psychology: Research and Practice
Simone P. Nguyen
Assistant Professor of Psychology

Education
University of Michigan, Ann Arbor, B.A., 1997, Psychology
University of Illinois, Urbana-Champaign, M.A., 1999, Psychology
University of Illinois, Urbana-Champaign, Ph.D., 2003, Psychology

Current Research Interests
Conceptual development in children

Professional Experience
2003-present University of North Carolina, Wilmington, Assistant Professor
1998-2002, University of Illinois, Urbana-Champaign, Research Assistant
1999-2001, University of Illinois, Urbana-Champaign, Research Assistant
1994-1998, University of Michigan, Ann Arbor, Research Assistant

Publications

Funding
Pending, Principal Investigator, Children's acquisition of evaluative categories of food through different sources of information, $100,000, NICHD.
UNCW Summer Research Initiative Award, 2003.
Memberships in Societies
American Psychological Association (Div. 2, Society for the Teaching of Psychology)
American Psychological Association (Div. 7, Developmental Psychology)
Cognitive Development Society
Society for Research in Child Development

Thesis Direction
2 M.A. theses in progress
2 Honors theses completed

Honors, Leadership, Editorial Positions
UNCW Center for Teaching Excellence Pedagogy Development Initiative Award, 2004
Grant Panelist, National Science Foundation
Outside Grant Reviewer, United States-Israel Binational Science Foundation
Outside Grant Reviewer, UK Economic and Social Research Council

Ad hoc Reviewer
Nora E. Noel  
Professor of Psychology

Education  
University of Cincinnati, Cincinnati, OH, B.A., 1974, Psychology  
State University of New York at Binghamton, M.A., 1978, Psychology  
State University of New York at Binghamton, Ph.D., 1983, Clinical Psychology

Current Research Interests  
Alcohol and other psychoactive substances use and abuse

Professional Experience  
2004-present University of North Carolina, Wilmington, Professor  
2000-2005, University of North Carolina, Wilmington, Graduate Coordinator, Department of Psychology  
1996-2004, University of North Carolina, Wilmington, Associate Professor  
1992-1996, University of North Carolina Wilmington, Assistant Professor  
1987-1992, Harvard Medical School, Brockton, MA, Instructor  
1987-1992, Brockton/West Roxbury VAMC, Brockton, MA, Staff Psychologist  
1984-1987, Brown University Medical School, BETA Project (NIAAA supported), Project Co-Manager  
1983-1992, Brown University Medical School, Clinical Instructor, then Clinical Assistant Professor,  
1980-1984, Butler Hospital, Providence, RI, Research/Staff Psychologist  
1979-1980, Dede Wallace Center, Nashville, TN, Clinical Psychology Intern (APA Approved program)

Other Professional Experience and Memberships  
2004-present Member, North Carolina Substance Abuse Professional Practice Board, State Licensing Board for Substance Abuse Treatment professionals (Psychology Representative)  
1995-present North Carolina Certified Clinical Supervisor (Substance Abuse Treatment)  
1994-present Member, Board of Trustees, Coastal Horizons Center, Inc., Nonprofit Substance Abuse Treatment Corporation, Wilmington, NC  
1993-present North Carolina Practicing Psychologist License # 1830  
1985-present Rhode Island Psychologist License PS 280

Recent Publications (of a total of 31 peer-reviewed journal articles)  


**Extramural Funding** (most recent)
Principal Investigator, An Alcohol Myopia Explanation of Sexual Aggression, $605,000, NIH/NIAAA, 2002-present.

**Thesis Direction**
13 completed; 7 in progress.

**Memberships in Societies**
American Psychological Association, Divisions: 12 (Clinical Psychology); 29 (Psychotherapy); and 50 (Addictive Behaviors)
Research Society on Alcoholism
North Carolina Psychological Association
Cape Fear Psychological Association
American Association for the Advancement of Science
Association for Behavioral and Cognitive Therapy, Special Interest Group: Addictions and Addictive Behaviors
Sigma Xi (Scientific Research Society)

**Honors, Leadership, Editorial Positions**
UNCW Chancellor’s Outstanding Faculty award, 2000
UNCW Graduate Mentor of the year, 2007

**Ad hoc Reviewer**
*Journal of Consulting and Clinical Psychology*
*Addictive Behaviors*
*Journal of Studies on Alcohol*
*Journal of Substance Abuse*
*Journal of Addictive Behaviors*
Richard L. Ogle  
Associate Professor of Psychology

Education  
Point Loma Nazarene University, B.A., 1992, Psychology  
San Diego State University, M.A., 1995, Psychology  
University of New Mexico, Ph.D., 2001, Clinical Psychology

Professional Experience  
2007-present, University of North Carolina, Wilmington, Associate Professor  
2004-present, Carolina Counseling Services, Clinical Psychologist  
2002-2007, University of North Carolina, Wilmington, Assistant Professor  
2001-2002, Veterans Administration Puget Sound Health Care System, Post-doctoral Fellow

Recent Publications  

Thesis Direction  
Four mentored to completion  
Four in progress

Ad Hoc Reviewer  
*Addiction*  
*Journal of Studies on Alcohol*  
*Alcohol: Clinical and Experimental Research*  
*Drug and Alcohol Dependence*  
*Aggressive Behavior*  
*Journal of Consulting and Clinical Psychology*
William H. Overman  
Professor of Psychology

**Education**  
Wake Forest University, B. A. with Honors, 1968, Psychology  
Pennsylvania State University, M.A., 1972, Physiological Psychology  
Pennsylvania State University, Ph.D., 1974, Physiological Psychology  
University of Rochester, Center for Brain Research, Neuroscience, 1974-1978

**Current Research Interests**  
Behavioral neuroscience, decision-making in adults and adolescents

**Professional Experience**  
1998-present University North Carolina Wilmington, Distinguished Research Professor  
1993-present University North Carolina Wilmington Distinguished Teaching Professor  
1994-present University North Carolina Wilmington, Professor of Psychology  
1980-1994, University North Carolina Associate Professor of Psychology  
1978-1980, University North Carolina Wilmington, Assistant Professor of Psychology  
1974-1978, University of Rochester Medical School, Center for Brain Research, Rochester, New York, Postdoctoral Research Fellow in Neuroscience

**Recent Publications** (of a total of 30)  

Extramural Funding:
Co-investigator, $80,000, National Institute of Drug Abuse, 2003-2005.
Principal Investigator, $4,500, Florence Rogers Charitable Trust, 1997.
Principal Investigator, $3,500, Babies Hospital Foundation, 1996.
Principal Investigator, $20,000, Environmental Protection Agency, 1995.
Principal Investigator, $191,000, National Institutes of Mental Health, RO1 Grant, 1993-1996.
Principal Investigator, $60,000, Office of Naval Research, 1983-1985.
Principal Investigator, $12,000, National Institutes of Mental Health, RO1 Grant, 1981-1982.
Principal Investigator, $13,200, National Institutes of Mental Health, RO1 Grant, 1980.

Thesis Direction
10 completed, 3 in progress

Memberships in Societies
Society for Neuroscience
International Brain Organization
American Association for the Advancement of Science

Honors, Leadership, Editorial Positions (since 1991)
UNCW Award for Faculty Scholarship, 1998
UNCW Faculty Research Reassignment Award, 1996
UNCW Distinguished Teaching Professorship, 1993
UNCW Chancellor's Teaching Excellence Award, 1991
UNC Professor of the Year, 1991 (voted by student body)

Ad hoc Reviewer:
Behavioral Neuroscience; Neuropsychologia; Hormones and Behavior; Journal of Experimental Child Psychology; Developmental Psychobiology Experimental Brain Research; Child Psychology; Bipolar Behavior; Neuroscience; Child Neuropsychology
Journal of Child Development; Journal of Cognitive Neuroscience; NIH Study Section, NIDA 2002
Carol Pilgrim  
Professor of Psychology

Education  
Virginia Polytechnic Institute and State University, B.S., 1978, Psychology  
University of Florida, M.S., 1983, Psychology-Experimental Analysis of Behavior  
University of Florida, Ph.D., 1987, Psychology-Experimental Analysis of Behavior

Current Research Interests  
Experimental and applied behavior analysis

Professional Experience  
2005-present University of North Carolina, Wilmington, Associate Dean, College of Arts & Sciences  
1996-present University of North Carolina, Wilmington, Professor  
1991-1996, University of North Carolina, Wilmington, Associate Professor  
1988-1991, University of North Carolina, Wilmington, Assistant Professor  
1986-1988, University of North Carolina, Wilmington, Lecturer  
1983-1986, Mammatech Corporation, Gainesville, FL, National Director of Training

Representative Publications (of a total of 32 peer-reviewed publications)


Extramural Funding


Principal Investigator, Stability of Equivalence Classes, $106,964.00, NICHD (HD34265), 1996-2000.

Principal Investigator, Disruption of Equivalence Classes, $17,493.00, NSF (Award No. 9309997), 1993-1996.


Co-investigator, Enhancing Cancer Prevention and Control in a Primary Care Setting, $7,947.00, CDC, Award to UNCW, 1986-1988.

Honors and Awards
2006 – Outstanding Mentor Award, Association for Behavior Analysis, International
2004 – Certificate of Recognition, CASE U.S. Professors of the Year Program
2003 - North Carolina Board of Governors Award for Excellence in Teaching
2003 - Fred S. Keller Award for Excellence in Behavior Analysis - North Carolina Association for Behavior Analysis
2001 - Fellow, Division 25 (Behavior Analysis), American Psychological Association
2000-2001 UNCW Faculty Scholarship Award
2000 - UNCW Faculty Research Reassignment
1994-1997 UNCW Distinguished Teaching Professorship
1992 College of Arts & Sciences Excellence in Teaching Award
1992 Chancellor's Teaching Excellence Award

Representative Editorial and Reviewing Experience


**Other Major Professional Experiences**


Member-at-large-Executive Committee, Division 25 (Behavior Analysis), American Psychological Association, 1998-2001.

At-large Representative-Association for Behavior Analysis International Executive Council, 1995-1999.


Board of Directors-Cambridge Center for Behavioral Studies, elected 2001-present, Advisory Board & Trustee-1995-present

Raymond C. Pitts
Professor of Psychology

Education
University of Florida, Gainesville, FL, B.A., 1979, Psychology
University of Florida, Gainesville, FL, M.S., 1986, Psychology
University of Florida, Gainesville, FL, Ph.D., 1989, Psychology

Current Research Interests
Behavior Analysis/Behavioral Pharmacology; Effects of drugs on choice, decision making, and impulsive/risky behavior; Effects of drugs on learning and memory

Professional Experience
2005-present University of North Carolina, Wilmington, Professor
2003-2004, University of Canterbury, Christchurch, New Zealand, Visiting Scholar
2000-2005, University of North Carolina, Wilmington, Associate Professor
1996-2000, University of North Carolina, Wilmington, Assistant Professor
1991-1996, University of North Carolina, Chapel Hill, Research Assistant Professor
1989-1991, Wake Forest University School of Medicine, Postdoctoral Research Associate

Recent Publications (selected from 25 total)


**Extramural Funding**
Co-investigator, Drugs of Abuse and Complex Behavior, $120,000, National Institute on Drug Abuse, 2003-2006.

**Thesis Direction** (Last 5 Years)
6 students

**Honors, Leadership, Editorial Positions**
Fellow, American Psychological Association (Division 25)-Elected 2006
Member-at-Large, Div 25 Exec Council, American Psychological Association, President, Southeastern Association for Behavior Analysis, 2003

**Memberships in Societies**
American Psychological Association, Association for Behavior Analysis International, Behavioral Pharmacology Society, Society for the Quantitative Analysis of Behavior, Southeastern Association for Behavior Analysis

**Ad hoc Reviewer** (selected journals)
*Behavioural Pharmacology, Behavioural Processes, Behavioral and Brain Functions, Drug and Alcohol Dependence, Experimental and Clinical Psychopharmacology*
Antonio E. Puente  
Professor of Psychology

Education  
University of Florida, Gainesville, B.A., 1973, Psychology  
University of Georgia, Athens, M.S., 1978, Psychology  
University of Georgia, Athens, Ph.D., 1978, Psychology

Current Research Interests  
Clinical Neuropsychology; Cross-Cultural Neuropsychology; Public Policy

Professional Experience  
1990-present University of North Carolina, Wilmington, Professor  
1988-present Universidad Complutense de Madrid, Visiting Professor of Psychology  
1988-present Universidad de Granada, Spain, Visiting Professor of Psychology  
1986-1989, University of North Carolina at Wilmington, Associate Professor  
1982-1985, University of North Carolina, Wilmington, Assistant Professor  
1982-present Private Practice, Neuropsychology  
1981, University of North Carolina, Wilmington, Visiting Assistant

Publications  (of a total of 50 journal articles, 45 book chapters and 6 books)  


**Extramural Funding**


**Memberships in Societies**

American Psychological Association, Divisions 2, 6, 26, 38, 40 & 45; Fellow; 2, 6, 40, Psi Chi; Member at Large of Division 40,1988-1990; Council Representative of Division 40, 1994-2001

International Neuropsychological Society, 1995-Present

Latin American Neuropsychological Society, 1991-Present


**Honors, Leadership, Editorial Positions**

Fulbright Scholar Award (to Argentina, 1982), Member, Fullbright Alumni Association, 1988-present, Board of Directors, NC Chapter, 1996-98, President, 2000-2001.

American Psychological Association’s Karl Heiser Award, 1996.

National Academy of Neuropsychology’s Distinguished Service Award, 2000.


Associate Editor, *Encyclopedia of Psychological Assessment*.

Jeffrey P. Toth  
Assistant Professor of Psychology

Education
University of North Carolina Charlotte, B.A., 1984, Experimental Psychology  
University of North Carolina Greensboro, M.A., 1987, Cognitive Psychology  
University of North Carolina Greensboro, Ph.D., 1990, Cognitive Psychology

Current Research Interests
Memory, attention, & judgment; Cognitive aging; Cognitive training.

Professional Experience
2006-present University of North Carolina, Wilmington, Assistant Professor  
2004-2006, University of North Carolina, Wilmington, Adjunct Faculty.  
2001-2004, Washington University, Research Assistant Professor  
1996-2001, Georgia Institute of Technology, Assistant Professor.  
1996-2001, Georgia Institute of Technology, Cognitive Science Program, Program Faculty  
1995-1996, Rotman Research Institute of Baycrest Centre, Research Associate  
1992-1995, Rotman Research Institute of Baycrest Centre and the Clarke Institute of Psychiatry (joint appointment), Research Fellow  

Recent Publications (of a total of 22 peer-reviewed journal articles)


**Funding**


**Memberships in Societies**

Association for Psychological Science; Psychonomic Society.

**Honors, Leadership, Editorial Positions**


**Ad hoc Reviewer** (of a total of 28 journals)

*Aging, Neuropsychology, and Cognition; Cognition and Emotion; Consciousness & Cognition; Cortex; Developmental Psychology; Journal of Abnormal Psychology; Journal of Experimental Psychology: General; Journal of Gerontology; Journal of Memory and Language; Memory & Cognition; Neuropsychologia; Perception & Psychophysics; Psychology & Aging; Psychological Review; Psychonomic Bulletin & Review.*
Appendix D

Psychology Graduate Admissions Procedures

1. Potential students apply online through the Apply Yourself/Graduate Office by Jan 15. Note for Graduate Coordinator (GC): You cannot accept any application material. If you inadvertently open a letter or transcript sent to you, you should re-seal it, write “opened by mistake” on the envelope, sign the outside of the envelope, and send it directly to the Graduate School.

2. The Graduate School (Alnita Hannible) periodically sends link to AY with data for each week. By January 16, the GC views and prints out one copy of the completed applications to be filed in the main office.

3. The Graduate Coordinator reads each application and with the help of the Graduate Student Assistant creates a file for each applicant.

4. The Graduate Coordinator checks each application to make sure the person meets minimum requirements (e.g. the applicant has had at least 21 undergrad credits in Psychology and that includes a Research Methods in Psychology course and a psychology Statistics course.

5. The Graduate Coordinator enters applicant information in an Excel file, including name, contact info, requested concentration, GPA last 60 hours, GPA overall, GRE scores, grades in stat and research methods courses, graduation date, undergrad institution, diversity info, and notes. (ITSD may create a program that will populate the Excel sheet from Banner info. The Excel file is e-mailed to members of the Grad Admissions Committee. Committee members may access the applications through AY, or hard copies of completed applications are made available to the Grad Admissions Committee in the workroom.

6. At the first Admissions Committee meeting in late January, the Graduate Coordinator goes over the procedures with the Committee and also sends committee members updates as new information and applications arrive from the Graduate School.

7. The individual Committee members rate each applicant, using his or her own rubric/weighting system. The ratings turned in to the Graduate Coordinator at least 24 hours before the second Admissions Committee meeting. Ratings are:

1—definitely Invite for an Interview
2—maybe Invite for an Interview
3—definitely do not invite for an interview

Applicants may be urged to change their Concentration choices. For example, an applicant for the General Concentration might be considered inappropriate for General, but a good fit for the SATP or ABA concentration, instead. Please be sure to note this so
it can be discussed at the second meeting. Committee members are permitted to use whatever weighting system they choose in considering the application materials (e.g., GRE scores, last 60 hours GPA, student research publications and presentations).

8. At the second meeting, which should be held at least 3 weeks before the Interview Weekend, each applicant will be discussed and a group selected for Invitation. It is usually best to select about 45 or so. It is better to err on the high side, rather than low, because some will drop out at this stage.

9. The Graduate Coordinator immediately invites the applicants via e-mail, phone, and/or hard copy letter, giving them enough time to make preparations to arrive. In addition, some applicants are scheduled for telephone interviews.

10. Grad Admissions Committee members are asked to rank the applicants who are invited to interview, according to academic credentials. These rankings will serve as the basis for the Chair recommendations for TAs, scholarships, and other funding decisions. These ranks are kept confidential and are shared only by the Grad Coordinator and the Chair.

11. The Graduate Coordinator gives the Graduate faculty access to the files of the 40 or so invitees and gets feedback as to who wants to interview each candidate. All candidates should be scheduled for at least three interviews, so if only one or two faculty members sign up for a particular person, the Admissions Committee members will be called upon to interview them. In addition, the Graduate Coordinator sets up the appointments so that each Interviewee has at least one appointment with some member of the Admissions Committee and so that each clinical interviewee (SATP or ABA) has at least one interview with a Clinician. Grad Coordinator organizes/schedules a “dance card” for each faculty member and student.

12. Grad Assistant helps reserve reception and room space, order food, help visiting applicants find housing with current students, transportation from the airport, if needed.

13. Interview weekend—includes Friday afternoon program overview of program, student panel, campus tour. Reception at Wise House or other venue follows. Saturday morning consists of 30 minute interviews with faculty mentors; breakfast & lunch are served (grad Coordinator & Grad assistant put this together). TAs are required to attend to help facilitate. Clinical and ABA faculty meet immediately following the interviews to evaluate the clinical aptitude of the applicants and to make recommendations to the admissions committee regarding removal of applicants from the pool.

14. Department Admissions Committee Procedures

The Admissions Committee will meet as soon as possible after the interviews in order to decide if there are concerns about admitting any of the interviewed applicants. At that time, the Committee will consider suggestions from the faculty members who teach clinical courses regarding specific applicants’ suitability for the applied
concentrations. In addition, feedback from all faculty members about all applicants will be considered, and the Admissions Committee will form a final list of applicants accepted in the pool. For purposes of assigning available TA’s, tuition waivers, scholarships and so on, the admissions committee rankings will be forwarded by the Grad Coordinator to the Chair. Generally, these rankings are to be based on applicants GPA and GRE scores. The Chair and the Graduate Coordinator will take these rankings into consideration in making assignments.

Students from the pool will be admitted only if they match with a faculty mentor; i.e. there will be no “wild card” admissions. Therefore, immediately after the interviews are over, Graduate faculty members should forward to the Graduate Coordinator a ranked list of potential students with whom they want to match, along with a statement regarding how many students they wish to take this year (no more than two per year) and any statement regarding their needs (e.g., “I have two two-year full-time Research Assistant positions that need to be filled this year.”) and any material pertinent to the guidelines below.

The Graduate Coordinator and the Chair will match faculty with applicants based on faculty ranked interest ratings, applicants’ stated interests and fair distribution of students among the faculty. In general, the Graduate Coordinator and Chair will be mindful of keeping a balance of distribution in the different concentrations as well.

Matching Guidelines:

The Graduate Coordinator and the Chair generally will attempt to match one new student with each faculty member who wants one before moving on to a second round. Exemptions may be considered if a faculty member has more than one two-year RA to offer and needs two students to fill those positions.

In cases of faculty interest ties (i.e. one applicant is ranked first by two or more faculty members), the Graduate Coordinator and Chair will consider the following principles in deciding which faculty member has priority in matching with that student:

1. Generally, tenure track faculty members just beginning their second year will be given higher priority (especially if the student will be offered a TA position in the coming year), in keeping with the principle that we want to assist these faculty members to get their labs running.

2. A faculty member with a funded two-year Research Assistantship will be given higher priority, except as noted above. This does not apply generally to one-year only assistantships unless the student understands that there will be no probable funding in the second year and agrees to this.

3. A faculty member whose first round matched applicant did not enroll at UNCW in preceding year will have higher priority in a faculty interest match (This means that the faculty member actually matched with an applicant and the applicant declined to come. Refusing to match one year does not give a faculty member higher priority over others the following year)

4. The number of students currently being supervised by the faculty member will be taken into consideration
5. Applicants may be consulted directly by the GC (not the faculty members) regarding their preferences only after other avenues have failed (we do not want to set up situations in which applicants are put on the spot by faculty members).

6. All other things being equal, the best fit to maximize the number of students (to the ideal) in each concentration will be considered.

Once the students have been selected and TA’s assigned, the Mentor can contact the student by phone or e-mail. The GC will send a formal letter with a deadline for acceptance. NOTE: The letter and phone or e-mail messages never say that the person is accepted since only the Dean of the Grad School can officially accept.

14. The GC uses Workflow to indicate admit/reject.
Appendix E


Hello, my name is (___________________) and I'm a graduate student in the UNCW Psychology Department.
I am trying to contact____________________;

I’m helping Sally MacKain, the Psychology Graduate Coordinator, prepare a review of the past 7 years of the Psych Grad Program. As part of that review, we are contacting everyone who has graduated since Spring of 2000. We hope to get insight into the effectiveness of our curriculum requirements and to see how we can improve in preparing students for their academic and professional careers after graduating.

I was hoping you might be able to confirm some information you gave us for our files and to ask you some questions about your experiences in our program. It will take about 7 or 8 minutes. Is this a good time to talk with you?

First, I want to assure you that your answers will be kept in strict confidence with Sally MacKain, the graduate coordinator. She will use only the amalgamated results of this survey in her report, which will be submitted to the Graduate School before the end of the year. Administrators, faculty or students will NOT have access to individual, identifiable responses.

Do you have any questions before we begin?

(Fill in beforehand and verify)

1. General or SATP concentration?

2. Mentor:

3. Thesis title:

4. Internship(If SATP)

5. Graduation date:

6. Current status:
   Employed        Y             N
   Ph.D. or other graduate program        N                 Y
   Other________________________________________________________
7. Employment:
   a. Title:
   b. Is a master’s degree required for your current position? Y N
   c. Is a graduate degree in psychology required for your current position? Y N
      (if not, How relevant is your psychology degree to the work you are doing now?  1 = not at all      5 = extremely relevant      _______________)
   d. Have you taken a licensing exam? (LP, LPA, etc.—list State and name of license)
      May we ask if you passed?
      Are you willing to tell us your score?
      (if LPA) Has your employment experience as an LPA included any issues related to
      1. obtaining supervision
      2. insurance reimbursement
      3. Other?
   e. (if SATP grad) Are you seeking licensure as a clinical addiction specialist? Y N
      If not, why not __________________________
   f. Are you interested in pursuing further education?
      1 = not at all
      2 = a bit
      3 = interested
      4 = very interested
      5 = extremely interested
      (If so) Please describe your interest
      PhD in ____________________
      Law School
      Other ______________________

8. Ph.D. or other graduate program:
   a. Year accepted:
   b. Did you receive credit for coursework or thesis work completed at UNCW in your subsequent graduate study?
   c. Did you receive an assistantship or scholarship: Y N
(If yes) Amount?

d. How much time do you think you are saving/did you save in your program due to having your MA degree?

e. Which courses at UNCW were most helpful in preparing you for your Ph.D. (or other) work?

9. The faculty have submitted a request to plan a doctoral program in psychology at UNCW. The program would have clinical as well as experimental tracks. If we are allowed to develop the program, would you be interested in applying for it?

Would you like us to let you know when the program will be launched? Y N

10. Which courses at UNCW were most helpful in preparing you for your current position?

11. Given your post-UNCW experiences, are there any particular topics, methods, courses or experiences you wish would have been covered while you were at UNCW?

12. Would you be willing to tell us your current salary?

13. On a scale of 1-5, 1 being unsatisfactory and 5 being an excellent, how would you rate the MA psychology program at UNCW? 1 2 3 4 5

14. What advice would you give to someone interested in the MA program in psychology at UNCW?

15. Would you like to share any other comments about the program, or particular faculty, included in the MA psychology program at UNCW?

16. Would you be interested in helping to organize or would you attend a reunion of former grad students in the Psychology Department?

Organize

Attend

Contact me about a reunion: e-mail ________________________________
17. Would you be interested in being on an e-mail distribution list about job opportunities that come through faculty at UNCW?

Yes       No e-mail ____________________________

Thank you very much for your time and for being so patient. If you have any questions or concerns about this interview, please contact my supervisor, Sally MacKain, at the UNCW Psychology Department (962-3732).
SITE VISIT REPORT
M.A. Program in Psychology
University of North Carolina Wilmington

Dates of Visit
April 6-8, 2008

Site Visitors
Arthur W. Blume, Ph.D., University of North Carolina at Charlotte
Michael Perone, Ph.D., West Virginia University

Date of Report
April 21, 2008

General Observations

Department

Since its separation from the Department of Education and Psychology in 1972, the Department of Psychology has grown enormously, as indexed by a ten-fold increase in full-time faculty (from 3 to 32). The Department’s B.A. program is one of the largest on the UNCW campus, with over 600 majors. The M.A. program was established in 1994. Initially the program included two concentrations; a third was added in 2005. The program currently enrolls almost 70 students.

Considering the breadth of its mission – involving the management of a large undergraduate major, popular service courses, a large M.A. program with 3 concentrations, and nearly 3 dozen diverse and productive research programs with an enviable record of external funding – the Department appears to have a remarkably straightforward administrative structure. The Chair is Mark Galizio. His leadership was praised by the members of the central administration, the other Department administrators, and several of the faculty members and students we met. One measure of his success is his reappointment to a second term beginning next year. Dr. Galizio is joined by two other Department administrators: Undergraduate Coordinator Lee A. Jackson, Jr., and Graduate Coordinator Sally MacKain. Dr. Galizio described Dr. Jackson and Dr. MacKain as dedicated and able administrators (Dr. Jackson served as Department Chair for 13 years) who make major contributions to the successful operation of the Department.

As Graduate Coordinator, Dr. MacKain has a wide range of duties involving oversight of the entire graduate program. She chairs two key groups, the Graduate Steering Committee and the Graduate Admissions Committee. She is joined in each group by 6 members of the Graduate Faculty who are appointed by Dr. Galizio in consultation with 4 established faculty research interest groups. The Steering Committee is concerned with high-level matters involving general policy and curricular issues. Most
of the Steering Committee’s recent activity has been concerned with the new concentration in Applied Behavior Analysis (see below). The Admissions Committee establishes admissions criteria, reviews applications, selects a pool of applicants to interview on campus during “Interview Weekend,” and follows established procedures to make recommendations for scholarships, out-of-state tuition waivers, and assistantships. The Admission Committee also follows established procedures for matching students to faculty mentors, considering the interests of the student and mentor as well as the mentor’s existing workload. These procedures have worked well to enable the M. A. program to meet the departmental goals as specified in the mission statement.

During our visit, students and faculty alike expressed general satisfaction with Dr. MacKain’s stewardship of the M.A. program and with the work of the Steering and Admissions Committees. A few faculty members said they occasionally disagreed with the some of the Admissions Committee’s decisions regarding assistantships and tuition waivers which, in their estimation, placed in-state students at a disadvantage. These faculty members also acknowledged that the Admissions Committee had to make difficult decisions yet did so based on solid principles.

**Graduate Program**

Each concentration of the M.A. program has well-defined educational goals:

1. The primary goal of the General concentration is to prepare students for advancement to doctoral programs in clinical or experimental psychology. Students also are prepared for careers as M.A.-level applied researchers or as teachers in community colleges.

2. The Substance Abuse Treatment Psychology (SATP) concentration focuses on the diagnosis and treatment of substance abuse disorders. It prepares students for careers in mental health with North Carolina credentials as licensed Psychological Associates, certified Health Care Providers, and licensed Clinical Addictions Specialists. This concentration is unique in the state of North Carolina.

3. The concentration in Applied Behavior Analysis (ABA), which accepted its first students in Fall 2005, is concerned with the conceptual and methodological foundations of behavior analysis and data-based approaches to behavioral assessment and clinical treatment, with particular emphasis on the assessment and treatment of persons with developmental disabilities. This concentration prepares students to earn North Carolina credentials as licensed Psychological Associates and certified Health Care Providers. In addition, the concentration prepares students to earn international certification as Board Certified Behavior Analysts.

Despite their different goals, the three concentrations share a core curriculum. This includes 9 credit hours in research methods, 12 hours in the study of key areas within psychology (i.e., cognitive psychology, learning and behavior analysis, developmental psychology, physiological psychology, and personality and social
psychology), a written comprehensive examination, and the preparation and oral defense of both a thesis prospectus and a thesis.

These core requirements, especially the thesis, provide all students with an excellent foundation for doctoral study. During our site visit, several students in the SATP and ABA concentrations expressed plans to enter Ph.D. programs after graduation, even though that was not their goal upon admission to these two clinical concentrations. That these concentrations allow students the flexibility to choose clinical or academic pursuits upon graduation is a particular strength of the program.

The concentrations differ in their other requirements. The General concentration requires 33 credit hours, with the additional hours beyond the core spent in advanced seminars. The SATP and ABA programs require 53 and 51 credit hours, respectively. The additional hours are spent in courses related to mental health psychology (e.g., psychopathology, ethical and legal issues) and in the completion of substantial practicum and internship requirements. The SATP concentration requires 150 clock hours of supervised practicum experience and the ABA concentration requires 500. Both concentrations require an internship involving 1,000 clock hours of supervised clinical experience.

Faculty

The Department has a distinguished faculty. Of the 32 full-time members, 30 hold Graduate Faculty status. Consistent with the Department’s mission statement, the faculty represents well the breadth of psychology in its various aspects as a basic science, an applied science, and a health profession. The faculty has been highly productive in terms of both publications (7 books and 112 peer-reviewed publications over the last 5 years) and external funding (over $5 million over the last 5 years, about 80% from federal agencies). This record of external funding is exceptional, especially in light of the Department’s relatively heavy teaching loads (typically 6 courses per year) and less-than-ideal facilities (see below), and certainly exceeds the levels of external funding in many doctoral programs with lighter teaching loads and more extensive facilities.

Many of the relatively senior members of the faculty enjoy national or international reputations, as indicated by their appointments as editor or associate editor of major scientific journals; election to the presidency or other major leadership positions in regional, national, or international societies; appointments to journal editorial boards and grant agency review boards; recognition as a Fellow of the American Psychological Association, or invitations to address scholarly groups. The junior members of the faculty have had excellent training and show great promise to continue the Department’s tradition of excellence in teaching, research, and professional and community service.

We met with a majority of the faculty, usually in small groups. Our impressions of them in person matched the impressions we formed by reviewing their vitae and course syllabi. They are scholarly, creative, and enthusiastic. Their general work ethic is
strong. The faculty’s deep commitment to the program and genuine concern for students was evident throughout our visit.

**Facilities**

In 1982 the Department was moved from King Hall to the newly constructed Social and Behavioral Science Building. Since then, the building has undergone various renovations in response to Psychology’s growing needs. For example, several classrooms have been converted to laboratories. In addition, the Department has taken over space in the building that had been assigned to other programs (e.g., Psychology now occupies an office suite originally assigned to the Department of Philosophy and Religion). These accommodations have not kept pace with the Department’s burgeoning success, and today Psychology’s offices, laboratories, and meeting rooms are scattered across 8 different buildings (one, Worsley, is off campus).

We visited laboratories in the Social and Behavioral Sciences Building, Academic Support Building, and the Psychopharmacology Laboratory Building. They appeared to have adequate equipment for the functions they served. The space varied in size and quality. Some were relatively large but some were cramped (notably Nora Noel’s BEACH lab). It appeared that much of the space had been renovated for its specific research purpose. The renovations were, for the most part, appropriate. Our impression, however, is that inadequate acoustical insulation was likely a problem in the human research areas.

One medium-sized room (about 375 sq ft) in the Social and Behavioral Sciences Building is assigned as a general-purpose room for the graduate students. The room, formerly the Philosophy and Religion office, appears to serve as a workroom (with a couple computers and a printer available), lounge, lunch room, and an office for teaching assistants to meet with undergraduate students. In addition, because of space constraints, the Department uses a substantial portion of the space for storage of furniture and equipment. Given the size of the graduate student body and the substantial research and teaching demands upon them, this room is insufficient to support the students’ work.

**Graduate Students**

Students are selected by the Graduate Admissions Committee described above. The admissions criteria are clearly defined and appropriate. The program has received a relatively large number of applications over the last 7 years, ranging from 57 to 98, with a mean of 70—roughly 3 applicants for every available position in the program. The applicants have had very good academic credentials, with GRE scores averaging 1,027 (Verbal + Quantitative) and junior-senior GPAs averaging 3.45 (i.e., GPAs over the last 60 undergraduate credit hours). About 40% of the applicants have come from outside North Carolina.

The Department furnished statistics on the matriculating students from 2001 through 2006. Their academic credentials were very good, with a mean GRE (V+Q) of
1,071 and a mean junior-senior GPA of 3.56. The Department’s recruitment procedures include efforts to diversify the student body in terms of gender, ethnic origin, and undergraduate institution. These efforts have yielded positive results. About one-third of the students since 2001 have been male. About 15% of the currently enrolled students are persons of color, and 40% received their baccalaureate degrees from UNCW.

The current enrollment stands at 69. About one-third of the current students are either on internship or finishing up their theses or comprehensive exams; the other two-thirds are about evenly divided across the first 2 years of the program when demands on faculty time and departmental resources are highest. The currently enrolled students are distributed across the concentrations as follows: 33 in General, 24 in SATP, and 12 in the new ABA concentration.

Financial support is provided to many – but not all – students in the form of Departmental teaching assistantships (n = 16 @ $9,500), other university assistantships and externally funded research assistantships (number varies; typically 4-6), and tuition waivers that allow out-of-state students to pay tuition at the in-state rate (n = 7). Importantly, students from outside the state are able to establish North Carolina residency during their first year and pay in-state tuition in their second year.

The student retention rate has been very high, over 95%, during the 7-year period since the last program review. The majority of the students have completed the program in timely fashion. About half completed the program in the minimum time (4 semesters for General students, 5 for the others). A total of 110 students have been graduated from the program, 86 during the last 7 years.

The students are productive scholars despite their brief association with the program. Over the last 5 years students have been authors or co-authors of nearly 100 conference presentations and 40 professional publications. Many of the students told us that they have excellent opportunities to publish as first authors and participate in grant writing, activities that increase the likelihood of admission into doctoral programs.

We met about 30 currently enrolled students over the course of our visit, some individually and some in groups. Most gave sophisticated descriptions of their thesis research projects. The students expressed a high degree of satisfaction with the program, the faculty, and the Department administration. They gave high marks to their classroom courses as well as their research and clinical training. They described their faculty mentors as dedicated, supportive, and resourceful. They characterized the general intellectual environment as “a collaborative community” and praised the faculty as “fantastic.” The students did express some concerns about resources, including the availability of tuition waivers and assistantships, access to computer hardware and software for analyzing data and other work done outside their faculty mentors’ laboratories including work on their required theses, space for teaching assistants to hold office hours and confidential meetings with undergraduate students, and funding for travel to conferences. They also described the logistical difficulties associated with a Department housed in 8 different buildings on and off campus.
Strengths and Commendations

The M.A. program in Psychology should be a source of pride for UNCW. We wish to call specific attention to several strengths.

1. All three of the M.A. concentrations are well-conceived and unusually rigorous. The common core requirements represent a significant strength, and students in all three concentrations are well-prepared for professional careers or advancement to Ph.D. programs.

2. The program benefits from a Department Chair and a Graduate Coordinator who provide visionary leadership and creative solutions to difficult problems with limited resources.

3. The program is served by a distinguished faculty with an excellent track record of publication, disciplinary leadership, and external research support. The faculty culture encourages and maintains an uncommonly strong student orientation.

4. The program’s students are well qualified and highly motivated. Their goals appear to coincide nicely with the strengths of the program. They speak highly of their training – in courses, research, and clinical work – and it is clear that they have the utmost respect for the faculty as teachers, mentors, and scholars.

Challenges and Suggestions

In light of the exceptionally high quality of the M.A. program in Psychology, we are reluctant to identify any problems as that term is generally understood or, worse, to convey the attitude that we are in the exalted position of recommending solutions. Still, we can see that the Department faces a number of challenges. Some of these arise inevitably from the rapid growth of the Department and its programs; the Department is, in a sense, a victim of its own success. Other challenges occur to us as we envision the addition of the planned (and welcome) Ph.D. program. Below we outline these challenges and offer our thoughts in the hope that they may assist our colleagues’ discussions as they plan the next chapter in the Department’s graduate training.

As past is prologue, we are confident that the Department is quite capable of overcoming challenges that fit within its domain of control. We are, however, concerned about the formidable challenges that lie outside the Department’s control and whose resolution will depend on support at the college and university level.

1. Our overriding concern is the limited amount of space allotted to the Department of Psychology, now and in the near future. We have already noted various deficiencies in the space currently assigned to the Department: its location across 8 buildings, the variability of the quality and size of the research laboratories, and the
dearth of office space to support the technical work of the graduate students and the educational work of the teaching assistants. We understand that a new building is being planned, but it appears that it will not meet the current needs of the Department’s large and diverse B.A. and M.A. programs, let alone the additional needs associated with the new Ph.D. program.

David Webster, Associate Dean of the College of Arts and Sciences, gave us some summary information about the planned space allocations in the new building. As we understand it, there will be 32 faculty offices, each measuring 120 square feet, 4 graduate students offices, also 120 square feet, and 35 laboratories averaging 360 square feet (range: 240-540). The number of laboratories anticipates expansion of the faculty – a virtual certainty given the growing graduate and undergraduate demand – but the number of offices fails to anticipate expansion. The size of the laboratories is small by conventional standards. And the amount of office space to support the graduate program is wholly inadequate.

Discussions among department chairs on the topic of research and office space can be found in the archives of the Council of Graduate Departments of Psychology (http://lsv.uky.edu/archives/cogdop.html). In 2002 the members of the Council achieved consensus on a figure of 1,300 net assignable square feet (NASF) per faculty member. Of course we understand that good work can be accomplished with less space: The Life Sciences Building at West Virginia University, for example, provides Psychology faculty members with an average of about 700 NASF (office + lab). In addition each graduate student at WVU is assigned space in a three-student office; if the space allocated to each faculty member’s graduate students is considered, then the NASF in support of each faculty member rises to about 835. UNCW’s current plan falls well short of this: an average of less than 500 NASF per faculty member (360 lab + 120 faculty office + negligible student space on a per-faculty member basis = 480).

Teaching assistants told us they were meeting with their undergraduate students and discussing potentially private and sensitive topics about coursework in common space where no privacy was available because private offices have not been provided to them for office hours. Our concern is that such discussions likely would constitute violations of Family Educational Rights and Privacy Act and would leave the university at some legal risk. Typically, graduate students in other universities have access to offices with doors during office hours because of these concerns.

Although our focus is on the M.A. program, we also have grave concerns about how space limitations will impact the viability of the new doctoral program. One important criterion for national accreditation of the clinical concentration of the doctoral program by the American Psychological Association (APA) is demonstration of adequate resources to support student training. The planned 3,000 square-foot clinic in the Academic Support Building, if properly designed, should be adequate to support the training of practitioner skills in the M.A. and Ph.D. students. But APA accreditation also depends on support for scientific training including space for the students to conduct their
research. We fear that the relatively small laboratories combined with the lack of dedicated office space for students will adversely impact the process of accreditation.

As we see it, the plans for the new building fall far short of the Department’s legitimate needs. At a minimum, the number of faculty offices should match the number of laboratories, and there should be a reasonable allotment of office/technical support space for every graduate student. It would be reasonable to provide different levels of office support, in terms of size and privacy, to M.A. students vs. Ph.D. students and to teaching assistants vs. other students. Increasing the size of the laboratories, or providing some other provision for growth in research space, is highly desirable. Otherwise, it is not hard to predict what will happen: By the time of the next 7-year review, the site visitors will find the Department scattered, once again, across several buildings. We worry that the lack of allocated space in the new building will adversely affect the ability to recruit and retain talented students. We strongly suggest that the allocation of space in the new building be revisited and reconsidered in order to provide the support needed to maintain the quality of the M.A. program and to support the development of a competitive Ph.D. program.

2. Another challenge facing the Department is how to staff both a highly successful M.A. program and a promising Ph.D. program. We were told by Robert Roer, Dean of the Graduate School and Research, that the plan is to enroll 20 to 25 Ph.D. students when the program reaches maturity. If one assumes that the admission of M.A. students remains unchanged, then the Department would be mentoring approximately 90 to 95 graduate students (70 M.A. and 20-25 Ph.D. students). Besides a great deal of classroom teaching, the workload would include oversight of nearly 100 theses and dissertations and clinical supervision of students in the SATP and ABA concentrations in the M.A. program and the clinical students in the proposed Ph.D. program. Even with the addition of two faculty members as proposed to support the Ph.D. program, we worry that workload issues may adversely impact the M.A. program as the Ph.D. program matures. Although the admissions process of the M.A. program incorporates methods to share students equally across faculty, it has been our experience that student matches with faculty in Ph.D. programs are rarely equalized across the faculty.

Departments that have faced similar challenges have responded in ways. For example, many Departments begin to define workload issues by identifying core faculty members and affiliated faculty members, with core faculty members being eligible for chairing dissertation committees and required to seek extramural funding for student support, whereas affiliate faculty members do not have the expectations of directly mentoring students, chairing dissertations, or grant seeking. The typical teaching load for core faculty in Ph.D. Programs in Psychology is 2-2 and 3-3 for affiliated faculty. The Department may wish to consider teaching load issues as well as faculty affiliation and consequential expectations for the two programs. Other departments have opted to assimilate existing master’s programs into the requirements for Ph.D. students. Yet another solution that some programs have utilized is to make the thesis requirement optional for freestanding master’s programs. We offer these ideas only to stimulate
discussion about potential options if workload issues become burdensome as the Ph.D. program approaches maturity.

In our meetings with both students and faculty members, we found strong support for the thesis requirement in the SATP and ABA concentrations of the M.A. program. Faculty members said they could see no need to revise this aspect – or any other aspect – of the M.A. program when the Ph.D. program becomes operational. We admire the faculty’s commitment to the high standards they have established in the M.A. program. Our hunch, however, is that something will have to “give” as the Ph.D. program grows. If the thesis requirement is to be retained in the SATP and the ABA concentrations, perhaps the faculty could consider reducing the number of students in these concentrations as the Ph.D. program grows. This is a quality-quantity tradeoff: To maintain the quality of the SATP and ABA concentrations in terms of scientific rigor, it might be prudent to reduce the quantity of students in these concentrations.

3. The students appear to have very limited personal access to computing equipment and to statistical software. We noted that the computers available in the common student space were quite old. The students also discussed needing statistical applications unavailable on the basic SPSS package. We would suggest that providing greater accessibility of desk top computers and advanced statistical software would be helpful to the students especially as they work on the thesis requirement. Access to this equipment would no doubt be linked to the need for greater space dedicated for student use.

Interestingly, when we met with several faculty members in an open forum, they suggested the need for a hire in quantitative psychology. In general, it sounds like the program might benefit from an expansion of its quantitative capacity, perhaps including enhancement of available computing stations and statistical software, and perhaps including a faculty hire in quantitative psychology.

4. There is only one board certified Behavior Analyst, Ruth Hurst, to conduct clinical supervision of the students in the ABA concentration. Faculty members and students both agreed that this placed a heavy workload burden on this individual. We would suggest that there is need for at least one more board certified Behavior Analyst for the ABA concentration.

5. We believe that the compensation afforded the Graduate Coordinator is insufficient in light of the numerous demands that must be met during the summer. We understand that Dr. MacKain receives a 2-course reduction in her teaching assignment during the academic year and a $2,000 administrative supplement to her 10-month salary. That may be appropriate compensation for her work during the academic year, but her position requires a great deal of work during the summer, including conducting degree audits for graduating students; writing internal and external reports; revising the Graduate Handbook; advising students; corresponding with 20 to 25 incoming students regarding housing, financial aid, and residency requirements; hiring teaching assistants; performing various administrative duties related to registration, grading, scholarships, tuition
remissions, visas for international students, and licensure applications. Such duties occupy a great deal of energy during a time that most faculty members devote to their research and scholarship. Dr. MacKain has told us that, as the end of her term approaches, she is worried that potential successors may be unwilling to sacrifice their professional advancement for the sake of the graduate program without additional compensation. Especially in the context of a new Ph.D. program coming online in a few years, we would suggest reviewing the stipend for the Graduate Coordinator, and increasing it in such a way that accounts for the continued workload of the position during the summer months.

6. The program, as mentioned on p. 5, has made efforts to increase the diversity of the student body and is commended for its successes. After reviewing recruitment materials of the program with the goal of diversity in mind, we suggest highlighting the program’s diversity efforts on the web site and in the program brochure to enhance efforts to recruit students of color. The web site and program brochure are ambassadors for the program and likely the first point of contact for most prospective students. Potential students of color may view the program as more welcoming to them if they see visible evidence of diversity efforts at the point of first contact with the program.

Summary

In general, we found the M.A. program in Psychology to be outstanding, with talented and dedicated faculty members, bright and motivated students, and visionary and supportive leadership in the program and Department. We were impressed with the accomplishments of the program, and how all key stakeholders have worked together to meet and exceed the stated goals of the program.

One of the major challenges that face the program today is actually one described in the previous site review conducted in 2000. In that report, issues concerning space were featured prominently. The addition of a new building would be a normally be considered a reasonable response to the recommendations of the previous site visit to increase space available to the program. However, we heard from administrators that there the current plan for allocation of space in the newly constructed building leaves the M.A. students without adequate space and results in a net reduction of average laboratory space available to Psychology Faculty. We would encourage reconsideration of this plan that would likely harm both the M.A. program and the future doctoral program. Other new challenges have arisen, some that will be more germane when the new doctoral program is established. It may be useful for the program and Department to begin to engage in broad discussions -- now before the doctoral program is established -- about the distribution of workload assignments and resources that will be stretched by the co-existence of two graduate programs.

With the excellence of its M.A. program established, with its highly productive faculty, and with its strong qualifications to offer doctoral training, the Department of Psychology is poised to bring UNCW into national prominence. The question to be
answered is whether UNCW, in allocating resources, is prepared to give the Department the high priority it will need to realize its potential.