Graduate Program Review 2007-2013

MA Psychology

University of North Carolina Wilmington
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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 the Social and Behavioral Sciences Building. This added greatly to the research space and laboratory teaching space available. Very soon after, the department size expanded considerably (in terms of faculty, undergraduate majors, and the addition of a graduate program), making the Social and Behavioral Sciences Building inadequate to serve such a large and active department. In the summer of 2012, we moved into our current location, the Teaching Laboratory Building. The departmental faculty has increased to 35 full-time faculty members, more than 600 undergraduate psychology majors, and a graduate program with 3 concentrations and 83 current active graduate students. The development of our MA program in psychology was a lengthy process. 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 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. In 2007, the curriculum was approved by the Behavior Analyst Certification Board, Inc., which facilitates certification for graduates as Applied Behavior Analysts.

II. Department/School Mission Statement

A. 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 aims to prepare 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. **Provide a strong graduate education to our students in a way that does not restrict our commitment to 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, critical thinking, and analysis expected of an individual with scientific training. Our graduate students are supported in their research by a large number of undergraduate students who may assist in research teams as part of directed-individual study. Here, undergraduate students gain important opportunities to learn about the scientific process and learn beyond the classroom setting. This experience is symbiotic as graduate students gain the opportunity to mentor less-advanced students, as well as gain important assistance in their research projects, and this collaboration allows for a richer learning experience for both our graduate and undergraduate students.

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 (SATP) concentration 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. Faculty excellence in teaching inside and outside of the classroom is critical to the mission of our graduate program.

3. **The department has a strong mission to support research and scholarship among its faculty, undergraduate, and graduate students.** 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, to apply that knowledge to problems facing society, to keep faculty members involved in their field of study, and to 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. In addition, many graduate students are involved in research projects that have a clinical focus and provide much-needed service to the Wilmington community. For example, Drs. Keith, Nooner, and Ogle oversee a neurofeedback clinic here on campus that serves community members with ADHD. Dr. Melanie Bachmeyer directs the Pediatric Feeding and Applied Behavior Analysis center in the Department of Psychology, which provides clinical treatment services to children diagnosed with feeding disorders. This past year, approximately 16 families received intensive therapy. This service was provided pro bono to the clients and provided excellent training for 7 graduate students and 6 undergraduates.

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. Many of our faculty members currently hold, or have previously held, important leadership positions in a number of APA divisions.
6. **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, and 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. We continue to make efforts to recruit and enroll a diverse student class. The university currently waives the application fee for McNair Scholars, and programs in NC housed in universities with larger numbers of minorities enrolling are specifically targeted in our recruitment efforts.

7. **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. Department’s primary purpose/function. The following list provides a summary of some of the department’s major activities,

1. Teaching

   a. 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.

   b. Provide applied learning opportunities through directed individual studies courses, honors thesis supervision, and graduate thesis supervision.

   c. Provide academic advising and career information about psychology and other allied disciplines.

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

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

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

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

   h. Invite scientists and practitioners from universities and other institutions from the state, nation, and world to give students broader contact with the scholarly community.
i. Provide opportunities for students to meet practicing psychologists from the community through events such as the annual departmental student awards ceremony.

j. 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.

k. 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.

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

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

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

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

2. Research

a. Conduct research for the development of new knowledge.

b. Publicize this research to the scientific and professional practice communities through publications, presentations, and continuing education programs.
c. Write grant proposals and respond to requests for contract proposals to obtain external funding for research.

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

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

f. Provide animal care support for faculty and student research.

g. Provide support for research with human subjects, including computerization of the human subject pool to preserve anonymity and make the process more efficient.

h. Provide support to the Institutional Review Board with faculty serving as board members.

i. Provide support for campus wide committee for animal research (IACUC), in the role of member and as chairperson.

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

3. Service

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

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

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

d. Provide disaster-relief counseling.
e. Consult with staff of community agencies on appropriate applications of psychology to agency service needs.

f. Conduct research (e.g., program evaluation, employee surveys, and feasibility studies) which is aimed directly at meeting the information needs of community agencies.

g. Hold volunteer leadership positions on boards of community service agencies where their professional expertise is directly relevant to the function of the agency.

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

i. 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.

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

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

l. Provide services to high school students from underrepresented groups (e.g., science summer camps, minority-outreach groups).

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

n. Provide direct professional services to the university such as clinical supervision of counseling psychologists and professional consultation to university agencies.
o. Serve as mentors in training teaching assistants and faculty at UNCW and through outside workshops.

p. Provide consultation to prospective students and members of the general public on careers in psychology and related fields.

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

r. 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.

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

t. 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.

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

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

w. Serve as senior editor of major professional journals.

x. Serve as accreditation review team members.

y. Provide statistical and methodological consulting in the community.

z. Provide clinics for community members in such areas as neurofeedback and ADHD and behavior analysis and eating disorders in children.
Section 2: Past Review

This is the third university-wide review of the program. In the previous review in 2006, site visitors (Michael Perone of West Virginia University and Art Blume of UNC Charlotte) noted that the program “should be a source of pride for UNCW.” They noted the “distinguished faculty and highly motivated, hardworking graduate students. The basic research training and the applied training of graduate students is excellent.” In addition, they described the three concentrations as “well-conceived and unusually rigorous.” 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.

I. Admissions

The site visitors noted that the program attracted a reasonable number of applicants where the ratio of applicants to open positions is approximately 3-to-1. They also described the academic credentials of our matriculating students as “very good,” noting that the combined verbal and quantitative GRE averaged 1071, with a mean junior-senior incoming GPA of 3.56. They noted also that 86 students had graduated from the program within the previous 7 years. Total applications have gone up since the last review. At that time, the average number of applications was 70; current rates have typically doubled this number (see Table 7-1, p. 46). The percentage of students who completed their undergraduate work at UNCW has declined. We have increased in the number of out-of-state tuition waivers provided by the graduate school, and we anticipate that further increases in waivers will lead to an increase in the number of out-of-state students we are able to attract.
II. Curriculum

Generally, the site visitors found the curriculum to be appropriate in terms of the number and content of courses, as well as the rigor. One curricular concern was that students in the SATP concentration noted that statistics was overemphasized in the curriculum, whereas 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 requirement. Many now take advantage of this option, and several current students are seeking certification in Applied Statistics. A recent hire we made has a strong quantitative background, and in addition to teaching our graduate statistics course, he will be offering a graduate seminar on statistics topics on a regular basis.

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 occurring. In addition, we have expanded our offering of colloquia speakers and formed a committee to ensure we have a regular offering of invited speakers to present their research to the faculty and graduate students.

Finally, it was noted that some graduate-level courses were open to undergraduates. Currently, only one regularly-offered class (PSY 545/445), and the occasional special topic seminar (595/495) is cross-listed. These instructors offering the course take great care to provide the necessary and appropriate rigor to the graduate students in the course, 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 in a discussion for 1 week and are provided with additional and more in-depth readings.

III. 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.

IV. Space and Facilities

The major issue noted by the 2007 program reviewers involved the limited research and office space. The reviewers were aware of the TL plan which at that time provided psychology with 32 faculty offices (120 ft$^2$), four graduate offices (120 ft$^2$), and 35 laboratories (averaging 360 ft$^2$). Their concerns led to the decision to increase the space allocated to the Psychology department in TL and to abandon the plan of including another department in the building. The revised plan resulted in a substantial increase in offices for faculty and graduate students. However, that decision was reversed as the building was nearing completion and 14 offices and 2 lab spaces and 6 classrooms were removed from the Psychology department in order to house the Environmental Studies department (EVS) in the TL building. The department has now been working in TL for over 2 years and although many of the issues noted by the reviewers have been addressed, it is clear that some remain.
The move to TL has resulted in dramatic improvements in the quality of psychology laboratory facilities on many levels. Every research-active faculty member in the department now controls a state-of-the-art laboratory designed to fit their research interests. An animal housing facility that meets all federal standards is now in place. Many other problems noted by the reviewers (such as acoustic insulation between labs) are no longer issues. Faculty now are in the fortunate position of having their offices and labs under the same roof (in 2007 psychology faculty laboratories were housed in 8 different campus buildings). Each laboratory design included a work area with desks and computer stations and the building budget permitted purchase of several computers for each lab. These work areas have addressed two concerns noted by the reviewers: limited student access to computers and limited student access to laboratory workspace.

The improvement in the quality of departmental facilities with the move to TL is so striking that it seems ungrateful to have to add that several of concerns raised by the reviewers in 2007 have not been addressed. The loss of office space to EVS coupled with the addition of three faculty members since 2007 has led to a situation in which all offices assigned to Psychology are occupied by faculty. Graduate-student office space is a bullpen arrangement in a single room—precisely the arrangement criticized by the reviewers because it does not permit privacy when teaching assistants meet with students. All laboratories, but one, are fully occupied, and that one laboratory, which is potentially available to a new hire, currently houses the departmental workshop—a facility that was removed from the building plan when the decision was made to move EVS into TL.

Some other issues were raised by the reviewers. One was the point that compensation for the Graduate Coordinator (GC) position was limited, especially in the summer. At that time, GC
duties warranted a one-course per semester reduction and a $1,500 annual stipend. We have been unable to improve this situation very much. The stipend is now only $2,000 annually, despite the fact that the number of graduate students in the program that the GC must oversee is now 50% larger.

Another issue brought up in the review concerned student diversity. We have continued to recruit actively and target minority students through contacts with historically black schools in NC. Although we would like to increase the diversity of our graduate student body, our efforts have not been nearly as successful as we had hoped. Indeed, UNCW undergraduate population suffers from a similar lack of diversity. If our proposed PhD program is approved, we anticipate great interest from the Latino population, as a Spanish language training requirement is an important element of the proposed curriculum for the clinical concentration students.

Finally, our Graduate Steering Committee has continued to monitor the graduate curriculum and a number of changes have been made since 2007. With respect to the seminar requirement noted by the reviewers, students in the general concentration now have to complete only one seminar course. Instead of a second seminar course, they now complete one elective course, which can be another core course, seminar course, or psychology graduate course, or a graduate course from another department (with permission) of the GC. We usually offer two seminars each semester that cover diverse topic areas of interest to multiple concentrations, but are offered with enough frequency to allow students to graduate in a timely manner.
Section 3: Program Description

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 is to provide outstanding masters-level training in the areas of General Psychology, Applied Behavior Analysis, and Substance Abuse Treatment Psychology so that our graduates of the clinical programs obtain licensure and perform high-quality work in their respective fields, nationally, but particularly in North Carolina. Our General Psychology concentration graduates are expected to obtain research positions in the state and elsewhere, and be well-positioned to enroll in high-quality Psychology PhD programs throughout the nation.

The specific objectives of the program are to provide:

1. A common core of advanced knowledge about the content and methods of psychology to all students in the program.
2. Research training in areas in psychology and related fields to interested and qualified students to prepare them to advance to study at the doctoral level.
3. Appropriate education and training for individuals who want to gain certification in substance abuse treatment from a psychological perspective.
4. Appropriate education and training for individuals who want to gain certification in applied behavior analysis

5. Appropriate educational preparation for individuals who want to take the Psychological Associate licensing examination.

6. Academic preparation for individuals who want a career teaching in technical and community colleges.

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

8. Graduate training for individuals who wish to work or advance in research positions in academic, industrial, or governmental laboratories.

II. Degree Requirements

The general program requires a minimum of 33 semester hours; the Substance Abuse Treatment Psychology (SATP) concentration requires a minimum of 55 hr, and the Applied Behavior Analysis (ABA) concentration requires 53 hr. The greater number of hours required for the SATP and ABA concentrations is necessary because the training also includes essential training in clinical skills and meets the requirements of the appropriate licensing and certification boards. Specific requirements are presented below:

A. Courses. All students take at least 27 hr of coursework open only to graduate students (plus 6 hr of master’s thesis credit). Only two courses that meet master’s program requirements are cross-listed.

B. Grades. 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), W (withdraw passing).

1. 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 grade 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.

2. 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 1 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 successful grade appeal.

3. 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 must earn at least a “B” in the course to remain in the graduate program.

4. Graduate students in the ABA and SATP concentrations must make at least a B- in several foundational courses in order to take the practicum class in the spring semester of their 2nd year. These grade prerequisites were added to ensure that students working with the public would have satisfactory background knowledge. Students in the ABA concentration must make a B- in Psy 515, 517, 518, 519, and 552; students in the SATP concentration must make a B- in Psy 525, 526, 550, and 552.

C. 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 6 hr 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 6 hr. 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.
D. 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 chair 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.

E. **Language and/or research tool requirements.** Satisfactory completion of 9 hr of research-methods courses are required, as described in Section E below.

F. **Time limits.** The program shall be completed within 5 years of the initial registration for graduate study. Students may appeal to the Graduate School for an extension.

III. **Concentrations, Courses and Curriculum**

A common core emphasizing advanced training in fundamental areas of psychology is required of students in all 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. See Appendix A for a typical course sequence and Appendix B for a list of all theses from the review period.

A. **General (GEN).** The GEN concentration has as a major goal the preparation of students for success as researchers in a variety of capacities or entry into doctoral programs in
psychology or related fields. The program uses a combination of coursework in basic and applied areas and extensive research experience to reach these goals. 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. Instead, the goal is to provide students with outstanding training in the core areas of psychology and in research. Most clinical programs will not accept clinical courses taken at other institutions, and so the emphasis here is on training core areas and research skills. Thus, a minimum of 33 hr is required to obtain the degree with a general concentration.

B. Substance Abuse Treatment Psychology (SATP). 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 55 hr is required for this concentration, and generally takes 2.5 years to complete.

C. **Applied Behavior Analysis (ABA).** 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 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. A minimum of 53 hr is required for this concentration, and generally takes 2.5 years to complete.

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

1. Research Methods (9 hr required of all students).
   a. PSY 555 Psychological Research Methods I (4)
   b. PSY 579 & 580 Advanced Research Practicum I & II (1 & 1)
   c. PSY 589 Psychological Research Methods II (3); or
   d. 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. Here, students meet regularly with their research mentor, where they develop a thesis prospectus, and the student participates in ongoing research projects in the mentor's lab as a way of building their vita and establishing strong research skills. 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 8 hr of Research Methods, the core curriculum consists of four 3-hr required courses, to be selected from the following five offerings:

   a. PSY 510 Cognitive Psychology
   b. PSY 517 Learning and Behavior Analysis
   c. PSY 520 Developmental Psychology
   d. PSY 556 Physiological Psychology
   e. 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).

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

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

E. Additional requirements for the specific concentrations

1. General Concentration (33 credit hr). 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 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: Behavior Analysis and Health, Clinical Couples Counseling Cognitive Neuroscience, Electroencephalography, Impulsivity, Law and Psychology, Psychology of Aging, and Psychopharmacology. Approved electives have included courses from the Department of Statistics and psychology courses not required for General concentration students such as PSY 547 Psychopathology.

2. SATP Concentration (55 credit hr). 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:

a. PSY 525 Psychological Assessment I (3)

b. PSY 526 Psychological Assessment II (3)
c. PSY 545  Chemical Dependency (3)
d. PSY 547  Advanced Psychopathology (3)
e. PSY 549  Basic Interviewing Skills (2)
f. PSY 550  Advanced Psychotherapy (3)
g. PSY 551  Intervention Strategies in Drug & Alcohol Problems (3)
h. PSY 552  Ethical and Legal Issues in Mental Health (3)
i. PSY 594  Clinical Psychology Practicum (2)
j. PSY 598  Internship (3)

The SATP curriculum has not been altered since the last review in 2006, with the exception of adding 2 credits to our Ethics course to reflect the number of contact hours for the course. Students and faculty have reported satisfaction with the current program, and our SATP program has recently been reviewed by the North Carolina Substance Abuse Professional Practice Board, and the program was praised for its quality education and high standards of training (see attached review, Appendix C).

3. ABA Concentration (53 credit hours). In this 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:

a. PSY 518  Applied Behavior Analysis (3)
b. PSY 519  Conceptual Issues in Behavior Analysis (3)
c. PSY 522    Advanced Topics in Behavior Analysis (1; to be taken 3 times)
d. PSY 525    Psychological Assessment I (3)
e. PSY 547    Advanced Psychopathology (3)
f. PSY 550    Advanced Psychotherapy (3)
g. PSY 552    Ethical and Legal Issues in Mental Health (3)
h. PSY 594    Clinical Psychology Practicum (2)
i. 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). The department will be seeking accreditation by the Association for Behavior Analysis International for the program within the next year.
Section 4: Licensure, Certification, & Interdisciplinary Programs

Graduates of the SATP and ABA concentrations are eligible to apply for 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).

I. 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. 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 55 hr and the ABA concentration requires 53 hr. b) Minimum of 12 weeks consisting of at least 500 hr of supervised training through internship/practica. Our program requires a 150-hr practicum for SATP concentration students, and ABA students receive 300 intensive practicum hours. Both concentrations require a 1000-hr internship. Consequently, our SATP and ABA concentrations requires substantially more required supervised training hours than is required by the state. 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.

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 597 and 598 Internship pay a small fee for liability insurance, which is supplemented by the University.

In rare instances, some financial support for interns during their 6 month, 1000 hour internship is made available. Students have received up to $20.00 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 (EPPP). In North Carolina, applicants must also take a state examination which assesses knowledge of the North Carolina Psychology Practice Act. Our students regularly pass both exams, and many have passed at the doctoral level. Indeed, only a handful of students have failed on their first attempt of the EEEP in the past 7 years of the program. 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.

Of the 22 ABA graduates during the 7 years, 15 have the LPA-HSP designation and 7 elected not to seek licensure as they are not working in NC.

A. Internship and practicum sites for SATP students include:

1. Delta Behavioral Health Care
2. Pender Correctional Institution
3. Wilmington Health Access for Teens
4. Coastal Family Medicine
5. Coastal Horizons Outpatient Substance Abuse Treatment Services
B. For ABA concentration students, internships include:

1. Carolina Center for ABA and Autism Treatment, Cary, NC
2. Central Regional Hospital, Butner, NC
3. Iverson Riddle Center, Morganton, NC
4. Mariposa School of Autism, Cary, NC
5. May Institute, Jacksonville, NC
6. Murdoch Center, Butner, NC
7. Pediatric Feeding and Applied Behavior Analysis center, UNCW

II. 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, 180 hr of specialized substance abuse treatment academic work, followed by 2 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). This puts them into the job market in half the time most applicants for the license need.

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.

III. 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. The course sequence is in the
process of being re-approved based on the current standards. Of the 22 ABA graduates during
the 7-year period, 20 are Board Certified Behavior Analysts (BCBA) and 2 have not yet sought
certification. In 2013, our program was one of only 7 programs worldwide (out of 77 programs
reported), which had a 100% passing rate on the certification exam.
Section 5: Facilities

I. Classrooms and Offices

The Psychology Department is one of two academic departments located in the Teaching Laboratory (TL) Building. The TL building has a gross area of approximately 85,000 ft$^2$, evenly divided among three floors. Presently there are 11 classrooms and 1 conference room specifically devoted to the psychology department, and 4 other classrooms that we have access to, but are controlled by the College of Arts and Sciences and the Department of Environmental Sciences. Two of these classrooms accommodate 75 students, four classrooms operated by psychology accommodate 50 students, and the remaining classrooms accommodate between 25 and 40 students. We have one computer classroom that we control and another we share with EVS. These rooms each have 40 computer workstations. We also have a state-of-the-art classroom for our capstone course Psy 417 Advanced Learning and Behavior Analysis and future capstone course and/or seminars in neuroscience. This room is equipped with 12 stand-alone operant chambers and a surgical table with camera to allow for broadcast of techniques to screens in the room. All of our classrooms are equipped with state-of-the-art instruction technology.

Each of the 33 research-active faculty members maintains a state-of-the-art research laboratory of approximately 400 ft$^2$. This space is designed for data collection and office space for their graduate students. In addition, graduate students have a dedicated office/lounge space they can use for studying as well as for holding office hours. This area is 729 ft$^2$ and is located on the second floor, across from the main Psychology Department office. This space contains 8 computers and 2 network printers.
II. 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, neurological effects of trauma, concept formation in children, close relationships, mindfulness and mindfulness-based treatments, psychological factors associated with substance abuse, intimate partner violence, placebo effects in ADHD treatments, numerical cognition, and factors that mitigate aggressive impulses. Each semester approximately 20-35 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.

Twenty-six of the faculty involved in research with humans have laboratory facilities comprising a total of approximately 11,000 ft$^2$. These laboratories are housed in the TL and are extremely well equipped. 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.

III. Research with Animal Subjects

Six graduate faculty conduct research using non-human animal subjects. Research interests of these faculty members include cognitive/behavioral neuroscience, behavior analysis, behavioral pharmacology, and comparative psychology/animal behavior. Studies by faculty working with animals include investigations of behavioral and pharmacological mechanisms involved in the effects of drugs on learning, memory, and decision making; animal cognition;
effects of genetic and environmental factors (e.g., age, exercise, sex, and diet) on susceptibility to inflammation-associated behavioral and cognitive deficits. Each faculty member has a dedicated lab with sound-attenuated rooms, which house behavioral testing equipment, storage space, and a workroom with a sink and computers/work stations for data analysis and student work.

Approximately 6200 ft$^2$ of research space is devoted to conducting research with animal subjects in the TL building, an increase of approximately 1400 ft$^2$ from the last review. The new animal research complex includes a state of the art vivarium including a quarantine room, dosage/prep room with a metal safe for drugs, a sink, chemical balance for drug preparation, and refrigerator for storage, several procedure rooms, four animal housing rooms with self-ventilating cages for mice, rats, and pigeons, and a dedicated service elevator. The complex has its own HVAC system that provides precise control of temperature and humidity and also includes a cage-washing unit. The department employs a full-time animal caretaker who is responsible for all aspects of animal maintenance and care and several part-time animal care personnel provide back-up animal care to assure daily coverage. The university also employs a consulting veterinarian who provides regular assessments of all animals and procedures and is on call as needed for any animal health issues.

**IV. Clinical Training**

As noted in the previous report, the department has no dedicated clinical-training facilities. There is a classroom equipped with chairs, cameras, and digital recording equipment that can be used to train our clinical students, but that room is also used for other purposes. Clinical training is also accomplished through shared use of laboratory 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. Although the students clearly gain essential clinical skills and the courses receive very high student-evaluation ratings, the training experience could have even greater impact if the department had space exclusively for clinical training.

V. University Support

William Madison Randall Library is a 132,823 ft² facility on the campus of the University of North Carolina Wilmington. Randall Library is a Carnegie Classified Master’s Large university library with over a million items in its collection. The library provides access to over 580 full text psychology journals and spends $129,142 for individual psychology title subscriptions and the full-text article database PsycArticles. Additional databases provided by the library include PsycInfo, PsycBooks, Web of Science, Lexis-Nexis Academic, Social Services Abstracts, and Science Direct. The Library holds 8,509 psychology titles in the print circulating collection and 226 films. The annual budget for title by title monographic selections in psychology is $4,194. Approximately 6,000 ebooks in Psychology are available in our Ebrary Academic Core and Credo Online Reference collections. An additional $20,000 is available for patron driven ebook selections through our Ebook Library DDA program. Additional titles and databases are available in related fields. Interlibrary loan services are also available at no charge. The library also has a designated primary contact librarian for the Psychology department who is available to assist faculty and students with research and to teach information literacy classes to undergraduate and graduate Psychology students.

In addition, Information Technology Systems Division (ITSD) operates two staffed general access computer labs, 2 graduate computer labs totaling approximately 100 computer
stations. The Technology Assistance Center (TAC) is located in Randall Library, and is open during normal library operating hours, which is typically 128 hr per week. ITSD also has two locations for laptop check-outs with 70 Dell and 60 MAC laptops available to be used in the library for up to 6 hr. All ITSD computer labs run Windows 7, are connected to the Internet and currently have Office 2013 installed. The TAC help desk is operated by 5 full-time and 40 part-time staff.

The Office of Research Services and Sponsored Programs (ORSSP) 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 ORSSP and through the College of Arts and Sciences to tenure track faculty in the form of competitive Cahill Grants. In addition, the ORSSP provides assistance with internal and sponsor forms and with duplicating and binding services for grant and contract submissions.
Section 6: Personnel

I. Graduate Faculty

Faculty curricula vitae of the current 31 graduate faculty are provided in Appendix D and accomplishments are detailed in Section 9.

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 (Laboratory Animal Technician I).
Section 7: Graduate Students

I. Admissions

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 throughout NC, as well as sent out on email using a department chair listserv. 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/grad-application.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, Association for Behavior Analysis International, North Carolina Drug and Alcohol School, North Carolina Association for Behavior Analysis, Southeastern Association for Behavior Analysis). Brochures for our program are also taken to international conferences (e.g., ABAI International conferences in Australia, Spain, and Mexico.) 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.” An e-mail invitation is sent to all undergraduate McNair Scholars who are studying psychology, and the Graduate School has generously offered to waive the $60 application fee for these applicants. Additional funds for recruiting devices (posters, flyers, mailing expenses) are needed to permit a broader target area, and these funds will be requested from the Graduate School.
B. Application and matching process. 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 are required of applicants who are not 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 hr of psychology coursework including courses in 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. Individuals failing to present any of these admission requirements (e.g., application has less than 21 hr of psychology), may nevertheless be admitted if the Graduate Admissions Committee votes
to approve the candidate. Such approvals are rare and occur when an applicant shows considerable promise and their application deficiencies are close to meeting our cut-off points. In some instances, applicants are given provisional acceptance, with the requirement that the student complete a remediation requirement that may involve additional hours beyond those normally required for the degree.

All applications are reviewed by the Graduate Admissions Committee. The Committee is composed of seven faculty members 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. Graduate Record Exam scores are important for applicants to all concentrations. 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 55-65 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 14 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 consideration of the
applicants’ readiness for graduate study. Interview weekends have proven to be very valuable in attracting qualified students. Each of the three events has resulted in approximately 55-65 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. Funding for interview weekend activities has come in part from the department and the Graduate School. 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. A system has been developed (see Section 7 below) to match student/faculty interests, 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. 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 Admissions policy is reprinted in Appendix E

Statistical information on the number of applications received during the reporting period, and the characteristics of applicants is presented in Table 7-1. As Table 7-1 shows, the number of applications has increased over the 7 year period. Compared to the last program review in 2007, the total number of applications to our program has approximately doubled (i.e., 132 per year versus 70 per year). Over the 7-year period, 19% of applicants on average tend to have received their undergraduate degrees from UNCW; this percentage has decreased since the last review period. Our increase in applications can obviously be traced to the implementation and success of our ABA concentration. This particular concentration attracts a very high number of applicants each year for very few openings. To illustrate, the number of ABA applicants in the past 3 years has averaged 59, and yet there are only 7-8 slots available each year. Even if we adjust these numbers slightly, because a number of ABA applicants switch to the General concentration once they realize they can continue to conduct behavior-analytic research with faculty without enrolling in the ABA concentration, the proportion of applicants who enroll remains extremely low, and consistent with what you see in many top PhD programs.
Table 7-1. Applicant Data 2007-2013

All GRE score data are presented in the old scale; maximum score = 800

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II. Orientation and Advising

New students are introduced to the program through a half-day departmental orientation scheduled before classes begin. This typically occurs on the same day the Graduate School organizes their own orientation for incoming graduate students. All new students attend the Graduate School orientation as well, which covers use of the library, thesis submission, and other campus-wide procedures. This Psychology Department orientation provides the student with an overview of the program, course requirements and specific information about progressing through the program in a timely fashion. Special consideration is given to the Graduate Handbook (See Appendix F), and important policies are covered in detail. In addition, students
are introduced to general departmental and university procedures. 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 electronic copies are emailed to each student. All graduate students must return a signed document indicating that they have carefully read the entire handbook, and this is normally due by Oct 15 of their initial semester. The handbook is also available on the web http://www.uncw.edu/psy/grad/. Students also receive a suggested course sequence (see above, and at http://www.uncw.edu/psy/grad/). Clinical faculty also review licensing and practice issues with students during the orientation.

Advising continues on an ongoing basis after the orientation. The Graduate Coordinator is available each semester to assess and discuss the student’s progress. Drop-in advising times are arranged, and specific meetings are scheduled for any students demonstrating that they are struggling with the program. In addition, the student has frequent meetings with their research mentor every semester. Written feedback is provided to students when deemed appropriate. Per Graduate School policy, any student with a GPA below 3.0, or any student who fails to defend their prospectus by the end of their second semester, are notified that they are no longer in “good standing”, and have a semester to remedy this situation. In the event a student is still in good standing, but has decided that they have entered a concentration that does not suit their career goals, this student may request a change in concentrations through the Graduate Coordinator. Concentration change requests are referred to the Graduate Steering Committee for approval. This happens rarely, in the past 3 years, only 4 students have requested a concentration change, and all have been approved (one student changed from SATP to GEN, two students from ABA to GEN, and one student changed from GEN to ABA). Retention rates have been very high.
From 2007 to 2013, of the 171 students who enrolled, only 8 students have withdrawn or been placed on inactive status.

III. Student Characteristics

The program currently has 81 full-time graduate students, making it one of the largest graduate programs on the UNCW campus. Of the total of 81 students, 30 students are enrolled in their 1st year of study, 29 in their 2nd year, and 22 are in their 3rd year (or longer) as they complete internships or take additional time to complete the thesis or comprehensive exams. Of those 22 students in their 3rd year, 12 are completing their internship, and are therefore considered to be on-schedule. Of the 81 students, 42 are enrolled in the General Concentration, 18 in the SATP concentration, and 21 in the ABA concentration. Based on data of time-to-graduate for the students enrolled during the period 2007-2013, the median time to graduate for the ABA and SATP students was 3 years and for the General Concentration students was 2.25 years. Our concentrations require a rigorous MA thesis, and the SATP and ABA concentration require a 1000-hr internship that takes a minimum of 6 months to complete, and so these graduation times indicate that students are completing their education in a timely manner.

From 2007 through 2013, 171 students enrolled in the program; See Table 7-2 for enrollment data. In the past 3 years, with the urging of our graduate school, we began to accept greater numbers so that our incoming class size has increased approximately 50% each year (from 2012-present). Most students (73%) have been female, and the department has been somewhat unsuccessful in attracting minority applicants. For example, 5 of our 86 currently enrolled students are members of a minority group. Although a majority of students enrolling have been North Carolina residents, less than one third received their bachelor’s degree from UNCW. There is a slight tendency toward admitting more UNCW students. Among the 86
currently enrolled students, 33, or 38% received their undergraduate degrees from UNCW. We feel this percentage is appropriate. We certainly want our best undergraduates to consider applying to UNCW for graduate work, and so continuing to enroll 7-10 UNCW undergraduates in classes of 30 each year allows our undergraduates to consider UNCW a viable option for graduate school, and our graduate program can benefit from obtaining some very good undergraduates who we know well. As you can see in Table 7-2, the mean GPA across the 7 years was 3.64. We converted the most recent GRE scores to the old scale for comparison and averaging purposes, and so you see that the mean verbal score is 516 and the mean quantitative score is 614. These scores represent an increase compared to the scores during our previous 7-year review: The mean GPA was 3.56, the mean verbal GRE was 496, and the mean quantitative GRE score was 575. Consequently, you see that our applications have approximately doubled since the previous review, and in recent years, our incoming classes have grown by 50%, and yet the quality of our incoming classes has also increased, if we use GPA and GRE scores as indicators of student quality. We believe the growth in these areas reflect our increasingly strong reputation for operating a high-quality MA program.

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.
Table 7-2. Incoming Graduate Student Data 2007-2013

All GRE score data are presented in the old scale; maximum score = 800

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN Concentration</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>SATP Concentration</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>ABA Concentration</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Total # of Applicants</td>
<td>20</td>
<td>23</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Average GPA</td>
<td>3.59</td>
<td>3.66</td>
<td>3.54</td>
<td>3.67</td>
<td>3.64</td>
<td>3.68</td>
<td>3.71</td>
</tr>
<tr>
<td>Average GRE - Q</td>
<td>510</td>
<td>508</td>
<td>529</td>
<td>547</td>
<td>474</td>
<td>499</td>
<td>550</td>
</tr>
<tr>
<td>Average GRE - V</td>
<td>615</td>
<td>607</td>
<td>603</td>
<td>620</td>
<td>602</td>
<td>589</td>
<td>660</td>
</tr>
<tr>
<td>Average GRE - A</td>
<td>4.7</td>
<td>4.6</td>
<td>4.3</td>
<td>4.4</td>
<td>4.5</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Average GRE - Psy</td>
<td>605</td>
<td>680</td>
<td>605</td>
<td>597</td>
<td>630</td>
<td>620</td>
<td>660</td>
</tr>
</tbody>
</table>

IV. Student Support

At present the department receives funds for 21 full teaching assistantships (20 hr/week) for $11,000. These are generally divided evenly between first- and second-year students, and several assistantships are split so that 33 students are supported through teaching assistantships (9 at 20 hr/week, 8 at 15 hr/week, 8 at 10 hr/week, and 8 at 5 hr/week). In addition, nine students are funded by research assistantships obtained by faculty through research and training grants (5 at 20 hr/week, 1 at 10 hr/week, and 3 at 5 hr/week). Graduate assistantships also are available on a competitive basis from offices and other departments on campus. Currently, eight students have GAs at various offices including: Department of Nursing, Center for Support of Undergraduate Research and Fellowships, the Graduate School, the Center for Teaching Excellence, the Office of Institutional Research and Assessment, Campus Life Student Development Program (6 at 20 hr/week, 1 at 10 hr/week, and 1 at 5 hr/week). Therefore, 50 of our 60 (83.3 %) first and second-year students receive some funding. All of our current 1st-year out-of-state students received a waiver of 75-100% of the out-of-state portion of their tuition.
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), received travel and research support, and obtained Summer Research Stipends. Each year, 3 SATP students are awarded a scholarship (between $3000-3500) which is funded by the Governor’s Institute for Substance Abuse.

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.

V. Student Performance Measures

Our students have accumulated a remarkable record of publication and presentation of scientific papers. Over the past 5 years, graduate students have been co-authors of 46 paper presentations at regional, national and international conferences, co-authors of 294 poster presentations, and coauthors on 48 journal articles and book chapters.

During the Fall of 2014, an effort was made to locate the 112 former students who had entered the program between the years 2007-2012 and had graduated. An online survey was
created using Survey Monkey to obtain information about the students’ current professional status. We obtained email addresses for 74 students from the alumni association and sent the link to the survey to them. We also asked faculty to send the link to their former students for whom they had an email address. We also posted the link on social media, such as Facebook. As of the end of the semester, 55 former students (49% return rate) had completed the survey: 29 GEN, 20 ABA, and 6 SATP.

In addition to gathering information about employment and continued education (see Appendix G 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 4.61 with 94.6% giving ratings of 4 or 5 (GEN = 4.55; ABA = 4.65; SATP = 4.67). The overall rating was 0.51 points higher than during the past study period.

Of the 29 GEN graduates who responded, 21(72.4%) pursued further education in a doctorate program. Of those students, 81% received credit for their Master’s thesis and 91% received credit for their graduate coursework completed at UNCW. All of them received a stipend, which varied from $8,000 to $28,000. Of the 29 students, 24 (83%) reported being currently employed (this includes being a graduate assistant). Two students reported currently seeking employment and had been doing so between 1-6 months. A Master’s degree was required by 52.2% of them, and they rated the degree’s relevance as 4.38 on a 1-5 scale (from Not at All to Extremely Relevant). Students in the GEN concentration said that additional courses in statistics and neuropsychology would be most helpful. The courses that they viewed were the most helpful were Statistics (Psy 555), Learning and Behavior Analysis (Psy 517),
Research Methods (Psy 589), Physiological Psychology (Psy 556), and Psychopathology (Psy 547).

Of the 20 ABA students, 1 completed a PhD in behavior analysis and 1 is currently in a PhD program in behavior analysis. Both students received credit for their Master’s thesis and all graduate coursework completed at UNCW. Their stipends were on average $21,500. The other 18 students were all employed within 1 month of graduation; the majority were earning in the $60-80,000 range. Of the 20 students, 80% have completed the BACB exam and 65% had taken and passed the LPA exam. The respondents stated that courses in verbal behavior, developmental psychopathology, advanced applied behavior analysis, clinical techniques and assessment administration, and clinical and legal issues would have been helpful in their careers. The courses that they viewed were the most helpful in practice were Applied Behavior Analysis (Psy 518), Learning and Behavior Analysis (Psy 517), Small-n Research Design (Psy 515), and Psychopathology (Psy 547). Only 1 student reported issues with supervision.

Of the 6 SATP students, 2 students pursued a doctorate in clinical psychology. Both students received credit for their Master’s thesis and for their graduate statistics, psychotherapy, and assessment courses at UNCW. Their stipends were on average $15,000. The other 4 students were all were employed within 1 month of graduation and are now working as in private practice as a psychologist; the majority were earning in the $40-60,000 range. Of the 4 students, not in a PhD program, all had passed the LPA exam, but none had completed the Clinical Addiction Specialist Exam. The respondents stated that more courses in clinical psychology, such as legal issues in practice, other methods of treatment and assessment, and hands on psychotherapy would have been helpful. The courses that they viewed were the most helpful in practice were
Psychopathology (Psy 547), Psychotherapy (Psy 594), and Psychological Assessment (Psy 525).

No students reported an issue with supervision.
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.

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*, 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

I. Introduction

The past 5 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 very successful in producing extramural research grants. Over the past 5 years the department has received over $6 million in extramural funding for 38 different projects and a total of 17 different faculty members 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, as noted in the previous section, 48 of the publications and more than 300 conference 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 members are increasingly recognized as leading scholars in a number of psychological fields.

II. Faculty Accomplishments

Our faculty is productive and talented scientists and teachers who have distinguished themselves in a number of respects. The details of these accomplishments can be better identified by an examination of the brief faculty vitas that are provided in Appendix D. Examination of these materials make it clear that our faculty have been productive scholars, but also have a commendable record of accomplishment in terms of awards and recognitions, and have attained
important leadership positions within their respective areas. For example, the vitas list a total of 48 honors and distinctions awarded our faculty in since the last review. These include: The Distinguished Teaching Professorship Award, UNCW Chancellor’s Teaching Award, Graduate Mentor Award, UNC Board of Governor’s Distinguished Teaching Award, UNCW Faculty Scholar Award, the Discere Aude Award for student mentorship, and the Carnegie Foundation North Carolina Professor of the Year. These awards and distinctions have been granted only in the past few years. Our faculty, over their careers, have a long list of awards granted both at the university, state, and national levels. In terms of leadership, faculty have been editor or associate editor for 6 journals, 7 are or were board members of important organizations such as the NC Alzheimer’s Association, and NC Substance Abuse Treatment Board, ABA International, and the NC Psychological Association. Importantly, a number of our faculty has held critical leadership positions such as: Chair of NIH Grant Review Panel, President of APA Division 25 (Behavior Analysis), and Vice President of the NC Association for Behavior Analysis. Below is a sample of the accomplishments and work produced by our dedicated faculty members since the last review period.

**Dr. Melanie Bachmeyer** came to UNCW in 2011. In a recent publication (Bachmeyer, Gulotta, and Piazza, 2013), Dr. Melanie Bachmeyer examined the treatment of food refusal using behavioral interventions as infants transition to baby food. In the short time Dr. Bachmeyer has been with us, she has already published in such journals as *Journal of Applied Behavior Analysis* and *Clinical Pediatrics* on such topics as feeding disorders and food refusal. Dr. Bachmeyer is currently Vice President for the North Carolina Association for Behavior Analysis.

**Dr. Dale Cohen** is a cognitive psychologist whose research expertise is in the area of sensation and perception. In addition to completing data collection on a series of investigations on numerical cognition, as a result of his 5-year $660,000 grant awarded by the National Institute of Child Health and Human Development, Dr. Cohen published his research in such prestigious journals as: *Journal of Experimental Psychology: Learning, Memory, and Cognition; Developmental Psychology;* and *Cognitive Psychology*. Dr. Cohen was awarded the 2007 UNCW Faculty Scholarship Award, and he currently serves on the editorial board for both *Perception and Psychophysics, and Psychology of Aesthetics, Creativity, and the Arts.*
Dr. Mark Galizio and Dr. Kate Bruce (Branch, Galizio, & Bruce, 2014: April, Bruce, & Galizio, 2011) published with graduate students in the area of olfaction and memory in the journals: Learning and Motivation, and Journal of the Experimental Analysis of Behavior. In addition to her full-time role as Director of the UNCW Honors College, Dr. Bruce continued her position as Editor-in-Chief of Explorations, a journal which highlights undergraduate research in North Carolina. Dr. Bruce was the Carnegie Foundation 2008 North Carolina Professor of the Year in 2008.

Dr. Galizio received two separate grants (from 2010-2013, and from 2014-2017) awarded by National Institute of Drug Abuse. These investigations concern drugs of abuse and memory span, and they are for a combined total of $660,050. Dr. Galizio was a member of a study section for the NIH from 2006-2010. Since stepping down as Psychology Department Chair in 2011, where he served for 7 years, he has assumed a number of important leadership positions at the university level, including search committees for both the Chancellor and Provost positions.

Dr. Alissa Dark-Freudeman is an expert on aging and published her research on aging and health concerns (Dark-Freudeman, Ebner, & West, in press; McGinty, Dark-Freudeman, & West, 2013) in Geriatrics: Evidence-Based Rehabilitation and Journal of Health Psychology.

Dr. Karen Daniels and Dr. Jeff Toth coauthored two articles on judgments of learning accuracy (Toth, Daniels, & Solinger, 2011; Daniels, Toth, & Hertzog, 2009) in the journal Psychology of Aging. Dr. Toth received the UNCW Discere Aude Award for student mentoring, and Dr. Daniels received the Chancellor’s Teaching Excellence Award for 2013-14. Dr. Daniels serves on the Board of Directors for Alzheimer’s North Carolina Inc.

Dr. Caroline Clements just completed 9 years as Director of the Center for Teaching Excellence. During that time, she remained active as a graduate mentor and researcher. Her research interests concern intimate partner violence, and her recent publications appear in such journals as Violence and Victims, and Journal of Interpersonal Violence.

Dr. Wendy Donlin Washington published numerous articles in the area of contingency management in such journals as Journal for Applied Behavior Analysis, Psychology of Addictive Behaviors, and Experimental and Clinical Psychopharmacology. Dr. Donlin recently assumed the important administrative role as Undergraduate Coordinator for the Psychology Department. She is on the Editorial Board for the Journal of the Experimental Analysis of Behavior. She was the 2013 President of the Southeastern Association for Behavior Analysis and the 2012 program Chair for APA Division 25 (Behavior Analysis).

Dr. Richard Pond published multiple studies in the area of social psychology, rejection, and aggression in such prestigious outlets as: PLOS One, Journal of Personality and Social Psychology, and Proceedings of the National Academy of Sciences. Dr. Pond received the International Society for Research on Aggression 2014 Young Investigator Award, and placed 9th in the Top 10 Most Downloaded Articles in Personal Relationships in 2013.

Dr. Antonio Puente published his research in cultural differences and psychological testing in such journals as: Archives of Clinical Neuropsychology, and Journal of Clinical and
Experimental Neuropsychology. In addition to serving as Associate Editor for the journal Psychologica Assessment, he is the Founding Editor of Journal of Interpersonal Healthcare. In addition to numerous other awards, Dr. Puente received the UNCW Distinguished Faculty Scholar Award.

Dr. Graciela Espinoza-Hernandez has published numerous articles in the last 5 years in the area of cultural differences in sexual beliefs and practice in emerging adults. Her publications have appeared in such journals as Journal of Adolescence, Journal of Sex Research, and Sexuality and Culture. Dr. Espinoza-Hernandez is on the Board of Directors for the Wilmington Health Access for Teens.

Dr. Cameron Gordon publishes in the area of romantic relationships and positive psychology. He has published numerous articles in the past 5 years in such journals as Personality and Individual Differences and Personal Relationships. He was a recipient of the Discere Aude Outstanding Student Mentoring Award, a grant panelist for the National Science Foundation, and a consulting editor for the Journal of Family Psychology.

Dr. Ann Hungerford conducts research on emotional development, including self-regulation, and parenting practices. She has published in such journals as Aggression and Violent Behavior: A Review Journal, and Violence and Victims.

Dr. Anne-Marie Iselin studies juvenile development and emotional regulation as predictors of delinquency, including aggression and antisocial conduct. She has published numerous studies in the past 5 years, a number of which appear in such journals as Psychological Science, Psychological Methods, Cognitive Development, and Law and Human Behavior. In addition, she was the recipient of two grants—one funded by the Jacobs Foundation for $106,000 to investigate adolescent adjustment and emotion regulation, and another funded by the bureau of Justice Assistance for $248,845 to evaluate the effects of zero-tolerance cultures on sexual assault. Dr. Iselin is the Associate Editor of the Journal of Psychopathology and Behavioral Assessment.

Dr. Christine Hughes assumed the role of Graduate Coordinator in the summer of 2014. Dr. Hughes has published a number of articles in the last 5 years, including many with graduate student co-authors, in such journals as Journal of the Experimental Analysis of Behavior and Behavioural Processes. Dr. Hughes is a board member for the Society of the Experimental Analysis of Behavior. For 5 years, she was secretary/treasurer for Division 25 of APA (Behavior Analysis), and in 2012 she was President of Division 25. Dr. Hughes also served as Associate Editor for the Journal of the Experimental Analysis of Behavior, the leading journal in her field, from 2010-2013.

Dr. Len Lecci published the book: Personality Theories: A Scientific Approach, as well as publishing his research on child custody assessments in Psychological Assessment. Dr. Lecci also published multiple studies on jury decision making in the journal Psychology, Crime, and Law. Dr. Lecci was awarded the Alzheimer’s North Carolina Research Grant for 2012. In addition, Dr. Lecci was the recipient of the prestigious UNC Board of Governor’s Award for Teaching Excellence.
Dr. Shanhong Luo’s research on romantic relationships was published in *Journal of Research in Personality, Personality and Individual Differences*, and *Computers in Human Behavior*. Dr. Luo’s graduate students are frequent co-authors on her publications.

Dr. Sally MacKain’s research is in the area of severe and persistent mental illness. Some of her recent publications have been in such journals as: *Criminal Justice and Behavior*, *Journal of Substance Abuse*, and *American Journal of Psychiatric Rehabilitation*. In addition, Dr. MacKain received a grant from the Bureau of Justice Assistance to evaluate mental health courts.

Dr. Bryan Myers was Graduate Coordinator from 2011-2014. He was awarded a grant by the National Science Foundation (2009-2012) to investigate victim impact statements and emotions in capital sentencing. His research in such areas as jury decision making and false memories was published in the journals; *Psychology, Crime, and Law*, *Applied Cognitive Psychology*, and *Psychology of Consciousness: Theory, Research, and Practice*.

Dr. Simone Nguyen published numerous articles, many of which included graduate students as co-authors, in the area of conceptual and cognitive development in children. Her work was published in such prestigious journals as: *Cognitive Development*, and *Child Development*. In addition, Dr. Nguyen was awarded a grant for $144,000 by the National Institute of Child Development to investigate children’s acquisition of evaluative categories of food.

Dr. Lee Jackson is a social psychologist and has published recently in the area of alcohol and sexual aggression. His publications have appeared in such journals as *Addictive Behaviors*, and *Journal of Interpersonal Violence*. Dr. Jackson is very active in leadership at both the university as well as state levels. He is a board member and past president of the North Carolina Psychological Association, and he is currently co-chair of the Long Range Planning Task Force.

Dr. Julian Keith conducts research in neuroscience, attention, self-regulation, and neurofeedback. His most recent publications have appeared in such journals as: *Psychology of Addictive Behaviors, Learning and Memory*, and *Behavioural Brain Research*. In the last 5 years alone, Dr. Keith has been awarded or has been a consultant on four separate grants with funds exceeding $748,000. He is a past Associate Editor of the journal: *Debates in Neuroscience*.

Dr. Rachel Kohman investigates neural-immune interactions, aging, and learning and memory. She has numerous publications in such prestigious journals as: *PLOS One*, *Behavioural Brain Research*, *Brain Behavior and Immunity*, and *Hippocampus*. She was awarded the highly prestigious K99 Career Transition Award for $972,422 and more recently was awarded a grant from the Alzheimer North Carolina Inc. Dr. Kohman is Assistant Editor of *Brain, Behavior, and Immunity* for a named series on inflammation and neurogenesis.

Dr. Nora Noel investigates alcohol use and behavior, including the influence on relationships. She has numerous publications in the last 5 years in such journals as *Violence Against Women*, *Addictive Behaviors*, and *Journal of Studies on Alcohol and Drugs*. Dr. Noel is on the editorial board of *Addictive Behaviors*, and is very active in leadership at the state level, continuing to serve for many years on the North Carolina Substance Abuse Professional Practice Board.
**Dr. Kate Nooner** investigates the intersection of trauma and behavior in children, as well as risk and protective factors in child maltreatment. Dr. Nooner has multiple publications in the last 5 years in such journals as *Journal of Traumatic Stress*, *Cognitive Therapy and Research*, and *Child Abuse and Neglect*. In addition, Dr. Nooner is a Co-PI on a grant from the Cape Fear Memorial Foundation for $61,460 to develop an assessment and neurofeedback clinic for socioeconomically disadvantaged children with ADHD symptoms. Dr. Nooner was also awarded an R01 subcontract award in the amount of $47,568 to study human brain function across the lifespan.

**Dr. Richard Ogle** has been Department Chair since 2011, and was Graduate Coordinator from 2009-2011. Dr. Ogle investigates risk recognition in sexual aggression and treatment effects of neurofeedback for clinical disorders. His most recent publications appear in such journals as *Addictive Behaviors, Violence and Victims*, and *Journal of Interpersonal Violence*. Dr. Ogle is a co-PI on grant from the Cape Fear memorial Foundation to establish a Pediatric Neurofeedback Clinic, and he was the recipient of the 2008 Chancellor’s Teaching Excellence Award, the 2011 UNCW Teaching Professorship Award, and the 2014 UNCW Graduate Mentor Award. Dr. Ogle is co-editor of *The North Carolina Psychologist*, and holds numerous leadership positions both at the University as well as in the Wilmington community.

**Dr. William Overman** conducts research in the area of orbital prefrontal cortex development and decision making. His recent publications have appeared in such journals as *Behavioural Brain Research, Behavioral Neuroscience*, and the *International Journal of Behavioral Development*. Dr. Overman was awarded a grant from the National Institute of Drug Abuse for $79,000 to investigate the effects of deliberation on moral dilemmas on the Iowa Gambling Task. Dr. Overman has won numerous distinctions both for research and teaching at UNCW, and was most recently awarded the Discere Aude Award for Outstanding Mentorship.

**Dr. Carol Pilgrim** recently stepped down as Associate Dean after 9 years of service to the College of Arts and Sciences. She remained an active researcher during this period, and has published numerous articles in the past 5 years in such journals as *The Behavior Analyst* and *Acta Psychologica*. She is an Association for Behavior Analysis International Fellow, and the 2008 recipient of the UNCW Graduate Mentor Award.

**Dr. Raymond Pitts** published numerous articles in the area of the experimental analysis of behavior and behavioral pharmacology. His research has recently appeared in such journals as: *Journal of the Experimental Analysis of Behavior, The Behavior Analyst*, and *Behavioural Processes*. He was the Experimental Representative of the Executive Council of the Association for Behavior Analysis International. From 2008-2011 he was a member of the editorial board for the *Journal of Experimental Analysis of Behavior*.

**Dr. Carole Van Camp** conducts research on assessing and motivating physical activity in typically developing children. Her research has appeared in the *Journal of Applied Behavior Analysis*. Dr. Van Camp is a Board Certified Behavior Analyst, and she is training as an Associate Editor for the *Journal of Applied Behavior Analysis*. 
III. Publications

The psychology faculty has had a good record of publication in the last 5 years. The department has produced a total of 247 refereed publications, some of which have appeared in the most prestigious journals in the field: *Child Development, Cognitive Psychology, Developmental Psychology, Psychological Science, Psychological Assessment, Journal of Personality and Social Psychology, Psychological Methods, PLOS One, Journal of Experimental Psychology: Learning, Memory, and Cognition*. These journals have high impact factors and rejection rates, and have a world-wide circulation. Department publication is not limited to journal articles, as the faculty also has contributed numerous other non-refereed publications including books, book chapters, encyclopedia entries, and articles in newsletters and bulletins.

IV. Community Service

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. Our department is particularly active in the community. 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 in-service 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

I. Immediate and Long-Range Problems

A. 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 much needed. There is no dedicated facility in our department and the need for this space is a priority. Currently, there is no faculty member without dedicated lab space for their research. However, we are at capacity, and for any additional hires for faculty that conducts research with human subjects, we will need to find research space that is not currently available.

B. 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. 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. Currently, we have 21 full-time ($11,000) stipends generously awarded to us from the Graduate School, and 10 out-of-state tuition remissions and $9500 in tuition scholarships. Because we now have 81 graduate students, these stipends have been divided up so many are now part-time stipends so we can give partial funding to more students. A number of faculty fund graduate students off active grants. However, going forward, we know that obtaining additional funding for graduate students will be necessary to attract and enroll talented graduate students.
C. **Long-range problems.** These 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 and ABA 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 we continue to monitor their success upon graduation closely, as PhD programs are growing increasingly competitive, and the economy has failed to recover adequately from the most recent economic crisis.

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. The department then developed a Request to Establish a Doctoral Program in Fall of 2008. Since that time, we have sought to have our Request to Establish reviewed by the Board of Governors. We continue to urge UNC administration to consider our proposal and remain hopeful that we will be granted this opportunity in the near future. Thus far, we have received extremely positive responses from outside reviewers who have examined our proposed program. The following is the executive summary and a brief description of the planned program:

A. Executive summary of PhD proposal: 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.

**B. Description of the proposed PhD 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.