

Guidelines for Graduate Students
The Graduate Programs in Psychology
at Central Washington University

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M. S. Experimental Psychology

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Introduction

Welcome to the Central Washington University Department of Psychology. The department shares with other academic departments a commitment to the discovery, dissemination, and application of knowledge; and it shares with other science departments a commitment to empirical research as the means of developing and validating that knowledge. The goals of our graduate programs are (a) to facilitate the development of practitioners who have significant expertise in their fields of specialization and who can be expected to carry out their work with high ethical and professional standards; and (b) to provide courses and research opportunities that will support application to doctoral-level programs.

As a graduate student, you were carefully selected from a large group of excellent applicants. We intend for you to receive your master's degree or certification and we are committed to providing whatever support we can so that you can meet your goals.

The purpose of this handbook is to acquaint you with the requirements of the department and the graduate school and to help you plan your graduate education. The guidelines contained in this handbook explain current general policies and requirements. Keep in mind that our policies may be revised from time to time. We will attempt to keep you apprised of any changes.

Our Department's Mission

Central Washington University's Department of Psychology provides learning opportunities and experiences through which undergraduate and graduate students develop an understanding of the perspectives, content, methodology, and technology of the science of human and nonhuman behavior and mental processes. Undergraduate and graduate programs prepare students for life-long learning and advanced study in psychology, as well as providing professional preparation for careers in research, business, industry, education, and social service. The department is a major participant in the general education and undergraduate teacher education sequences of the university and provides selected courses for other majors and programs as appropriate to the discipline. Specialized master's degrees are available in experimental psychology, school psychology, school counseling, and mental health counseling. The graduate professional preparation programs have a particular emphasis on helping students develop the competencies and identity of the mental health counselor, school counselor, or school psychologist.

The Programs

The CWU Department of Psychology offers the following graduate programs:

- A. Degree programs
 - M.S. in Mental Health Counseling
 - M.S. in Experimental Psychology
 - M.Ed./Washington State ESA Certificate in School Counseling
 - M.Ed./Washington State ESA Certificate in School Psychology
- B. Certification-only programs (for those with a master's degree in a related field)
 - School Counseling
 - School Psychology

Who Can Help?

Dean of Graduate Studies and Research	Roger Fouts
Dean of the College of the Sciences	Kirk Johnson
Department Chair	Stephanie Stein
Department Lead Secretary	Estelle Mathews
Department Secretary	Donna Miglino
Clinic Directors	Gene Johnson Robert Brammer
Clinic Secretary	Loretta Ney
Director of School Psychology Degree and Certificate Program	Gene Johnson
Director of Mental Health Counseling Degree Program and School Counseling Degree and Certification Program	Robert Brammer
Director of Experimental Psychology Degree Program	Wendy Williams
Experimental Psychology Program Advisors	
General Experimental Psychology	Wendy Williams
Applied Behavior Analysis	Wendy Williams
Primate Behavior	Roger S. Fouts Megan Matheson
Industrial/Organizational Psychology	Stephen B. Schepman Anthony Stahelski
Behavioral Psychobiology	Kara I. Gabriel Wendy Williams
Educational Psychology	Terry Schwartz Stephanie Stein Elizabeth Street
Director, Chimpanzee-Human Communication Institute	Debbie Fouts
Asst. Director, Chimpanzee-Human Communication Ins....	Mary Lee Jensvold
Technical Support	Chris Buchanan John Street

Central Washington University's Psychology Department

400 East University Way, Ellensburg WA 98926-7575
Phone: 509-963-2381; Website: www.cwu.edu/~psych/

Professors:

Terry L. DeVietti (Phased retirement)

email: Devietti@cwu.edu

General areas of interest: Physiological & Experimental Psychology

Selected works:

Wilbanks, B.A., Matheson, M.D., Eubanks, J.L. & DeVietti, T.L. (2005). Effects of perceived risk and strength of affiliation on decisions to help others: Toward a convergence of evolutionary and social psychology. *Psychological Reports, 96*, 977-987.

White, D., Stein, S., DeVietti, T., & Johnson, E. (March, 2002). Comparison of Letter-Number Sequencing Substitution and Proration in the Calculation of WAIS-III Intelligence, Poster presented at the annual conference of the National Association of School Psychologists, Chicago, IL.

Eugene R. Johnson

email: JohnsonG@cwu.edu

(Director of the School Psychology program)

General areas of interest: School Psychology, Psychological and Educational Evaluation, Exceptional Children

Selected works:

Johnson, E., Peterson, J., Matheson, M., DeVietti, T., & Street, W. (2006, March). School psychologist retention and recruitment: Insights from practitioners. National Association of School Psychologists, Anaheim, CA.

Johnson, E., & Manker, H. (2005, March). Using CBM to predict reading achievement: Can it work? National Association of School Psychologists, Atlanta, GA.

Breidert, T. J., Johnson, E., Stein, S., DeVietti, T., & White, D. (2004, March-April). CD vs. Cassette tape administration of the Woodcock-Johnson III, Cognitive: How are scores impacted? National Association of School Psychologists, Dallas, TX.

Edwards, A., Johnson, E., Williams, W., DeVietti, T., & White, D. (2004, March-April). Age at Entrance to Kindergarten: Does Age Predict Academic Success? National Association of School Psychologists, Dallas, TX.

Sparks, W.A., Daniels, J.A., & Johnson, E.R. (2003). Relationship of referral source, race and wait time on pre-intake attrition. *Professional Psychology: Research and Practice, 34*, 514-518.

Susan D. Lonborg

email: Lonborg@cwu.edu

General areas of interest: Psychotherapy Research, Women, Clinical and Research Ethics, Career Development, Health Psychology

Selected works:

Lonborg, S. D., & Travis, C. B. (2007). Living longer, healthier lives. In J. C. Chrisler & V. Muhlbauer (Eds.), *Women over 50: Psychological perspectives*. New York: Springer.

Lonborg, S. D., & Hackett, G. (2005). Career assessment and counseling with women. In W. B. Walsh & M. J. Heppner (Eds.), *Handbook of career counseling for women* (2nd ed.). Mahwah, NJ: Erlbaum.

Lonborg, S. D., & Bowen, N. (2004). Counselors, communities and spirituality: Ethical and multicultural considerations. *Professional School Counseling, 7*, 318-325.

Lonborg, S. D., & Schwartz, T. J. (2003, May). Ethical challenges for behavioral researchers: HIPAA and electronic privacy. Poster presented at the annual convention of the Western Psychological Association, Vancouver, British Columbia.

Wayne S. Quirk **email:** quirkw@cwu.edu
(Provost)

General areas of interest: Neuroscience, auditory physiology, cellular and molecular mechanisms of learning

Selected works:

Seidman M., Ahmad N., Dipa, J., Seidman J, Sujatha, T., & Quirk W. (2004). Age-related hearing loss and its association with reactive oxygen species and mitochondrial DNA damage. *Acta Otolaryngologica* 552, 1-9.

Seidman, M., Babu, S., Tang, W., Naem, E., & Quirk W. (2003). Effects of resveratrol on acoustic trauma. *Otolaryngology-Head and Neck Surgery*. 129, 463-470.

Stephen B. Schepman **email:** SchepmaS@cwu.edu

General areas of interest: Organization Development, Work Motivation, Personality Theories

Selected works:

Beaudry, A., Schepman, S., Gunn, G., Lettic, S., & Neibusch, R. (2006). The effects of an incentive program intervention on driver performance in a private nonprofit agency. *Journal of Business and Economics Research*, 4, 83-91.

Hitlan, R. T., Kelly, K. M., Schepman, S. B., Schneider, K. T., & Zarate, M. A. (2006). Language exclusion and the consequences of perceived ostracism in the workplace. *Group Dynamics*, 10, 56-70.

Weyandt, L., Hays, B., & Schepman, S. (2005). The construct validity of the Internal Restlessness Scale. *Assessment for Effective Intervention*, 30, 53-63.

Stahelski, A., Schepman, S., Bennett, S. & Owens, M. (2004). Using feedback to improve human performance in a correctional setting. *Review of Business Research*, 3(1), 88-94.

Anthony J. Stahelski **email:** StahelsA@cwu.edu

General areas of interest: Organization Development, Social Psychology, Small Group Interaction, Cults, Extremist Groups, Terrorism.

Selected works:

Stahelski, A., Schepman, S., Bennett, S. & Owens, M. (2004). Using feedback to improve human performance in a correctional setting. *Review of Business Research*, 3(1), 88-94.

Schepman, S., Fennerty, D. & Stahelski, A. (2003) "The group development metric: An applied measurement tool. *The National Social Sciences Journal*, 20(2), 113-117.

Stephanie Stein **email:** SteinS@cwu.edu
(Department Chair)

General areas of interest: School Psychology, Consultation, Behavior Disorders in Children, Lifespan Development, Psychopathology, Curriculum-Based Measurement

Selected works:

Cogswell, M., Stein, S., DeVietti, T., & Tolin, P. (April, 2005). How we cope: Gender differences in coping strategies. Paper presented at the meeting of the Western Psychological Association, Portland, OR.

Steins, S., & Diaz, P. (2005). Review of Behavior Disorders Identification Scale - Second edition. In J. C. Impara, & B. S. Plake (Eds.) *The sixteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Steins, S., & Diaz, P. (2005). Review of Home and Community Social Behavior Scales. In J. C. Impara, & B. S. Plake (Eds.) *The sixteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Elizabeth M. Street **email:** StreetL@cwu.edu

(Currently Executive Assistant to the President for Policy and Planning)

General areas of interest: Educational Psychology, Learning, Instructional Design and Implementation, Exceptional Children, Behavioral Analysis, Reading. Works as a consultant to Morningside Academy in Seattle WA to provide schools and agencies with assessment, curriculum, and instructional design and implementation strategies that improve instruction, particularly in reading and mathematics.

Selected works:

Johnson, K., Street, L., et al. (2006). *Basic Elements for Reading*. Seattle, WA: Morningside Press.

Street, E. M. (2006, May). A Four Frames Analysis of a Consultation. Paper presented to the annual meeting of the Association for Behavior Analysis International. Atlanta, GA.

Johnson, K. J., & Street, E. M. (2004). *The Morningside model of generative instruction: What it really means to leave no child behind*. Cambridge, MA: Cambridge Center for Behavioral Studies

Johnson, K. J., & Street, E. M. (2004). The Morningside model of generative instruction: An integration of research-based practices. In D. J. Moran & R. Malott (Eds.). *Empirically supported educational methods*. St. Louis, MO: Elsevier Science/Academic Press

Philip Tolin (Phased retirement) **email:** Tolin@cwu.edu

General areas of interest: Sensation and Perception, Human Factors, Experimental Psychology

Selected works:

Street, W. R., & Tolin, P. (2002). Hermann von Helmholtz. In L. Nadel (Ed.), *Encyclopedia of cognitive science*. London: Macmillan/Nature.

Associate Professors:

Robert Brammer **email:** BrammerR@cwu.edu

(Director, Mental Health Counseling and School Counseling Programs)

General areas of interest: Multicultural Issues, Supervision of Counseling, Adolescent Interventions, Statistics, Assessment, and Psychology of Religion.

Selected works:

Hargrave, T. D., Brammer, R., & McDuff, L. (in press). "It isn't right!" The need to redress experiences of injustice in child abuse and neglect. In R. E. Lee & J. B. Whiting (Eds.). *Handbook of relational therapy for foster children and their families*. Washington, D. C.: Child Welfare League of America.

Brammer, R. (2006). Spiritual crises: The psychological aftermath of Katrina. *Journal of Integrative Psychology*, 5, 1-10.

Hargrave, T., & Brammer, R. (2006). Communication, systems and misconduct with adolescent students. *Journal of School Public Relations*, 27, 181-195

Hargrave, T.D., & Brammer, R. (2005). Determining the effectiveness of premarital education delivery methods. *Journal of the Texas Association for Marriage and Family Therapy*, 9. Available at <http://www.txmft.org/>

Brammer, R. (2004). *Diversity in counseling: Exploring ethnic and gender issues*. Pacific Grove, CA: Brooks/Cole.

W. Owen Dugmore

General areas of interest: Counseling, Adjustment. Counselor at the CWU Student Health Center.

Marte Fallshore

email: Marte@cwu.edu

General areas of interest: Learning, Memory, Development of Expertise, Statistics, Cognition, Psychology of the Law

Current projects: attitudes regarding the severity of crimes, recognition of facial expressions of emotion, and verbal overshadowing.

Selected works:

Penick, J. M., & Fallshore, M. (2005). Purpose and meaning in highly active seniors. *Adultspan Journal*, 4, 19-35.

Fallshore, M., & Bartholow, J. R. (2003). Recognition of emotion from inverted schematic drawings of faces. *Perceptual and Motor Skills*, 96, 236-244.

Fallshore, M. & Todd, K. (2003, May). Do Males and Females Differ in Their Assessment of Crime Severity? Paper presented at the annual meeting of the American Psychological Society, Chicago, IL.

Corey, L. B., Leadingham, J., Fallshore, M. (2003, May). Perceptions of severity of sex crimes against children. Poster presented at the annual meeting of the Western Psychological Association, Vancouver, B.C.

McKenzie, D., Todd, K., & Fallshore, M. (2003, May). Is severity of crimes related to perpetrator or participant sex? Paper presented at the annual meeting of the Western Psychological Association, Vancouver, B.C.

Megan D. Matheson:

email: MathesoM@cwu.edu

General areas of interest: General Experimental and Comparative Psychology, Nonhuman Primate Social Behavior, Stress & Coping, Post-conflict behavior

Selected works:

Matheson, M.D., Hartel, J., Whitaker, C., Sheeran, L.K., Li, J.H., & Wagner, R.S. (2007, June). Self-directed behavior correlates with tourist density in free-living Tibetan macaques (*Macaca thibetana*) at the Valley of the Wild Monkeys, Mt. Huangshan, China. Paper presented to the annual meeting of the American Society of Primatologists, Winston-Salem N.C.

McCarthy, M.S., Matheson, M.D., Sheeran, L.K., Lester, J. D., Li, J.H., & Wagner, R.S. (2007, June). Sequences of Tibetan macaque behaviors and tourist behaviors at Mt. Huangshan, China. Paper presented to the annual meeting of the American Society of Primatologists, Winston-Salem N.C.

Matheson, M.D., Sheeran, L.K., Li, J.H., & Wagner, R.S. (2006). Tourist impact on Tibetan Macaques. *Anthrozoös*, 19, 158-168.

Matheson, M.D., Frigaszy, D.M., and Johnson-Pynn, J.S. (2005). Response to novel housing in two groups of captive tufted capuchin monkeys (*Cebus apella*). *Primates*, 46, 235-240.

Wilbanks, B., Matheson, M., Eubanks, J., & DeVietti, T. (2005). Effects of perceived risk and strength of affiliation on decisions to help others: Toward a convergence of evolutionary and social psychology. *Psychological Reports*, 96, 977-987.

Jeffrey M. Penick

email: PenickJ@cwu.edu

(Director of Gerontology program, Director of Counseling program)

General areas of interest: Counseling Psychology, Health Psychology, Adult Development

Selected works:

Herrington, A., Matheny, K. B., Curlette, W. L., McCarthy, C., & Penick, J. (2005). Lifestyles, coping resources, and negative life events as predictors of emotional distress in university women. *Journal of Individual Psychology*, 61, 4.

- Penick, J. M., & Fallshore, M. (2005). Purpose and meaning in highly active seniors. *Adulthood Journal*, 4, 19-35.
- Penick, J. M. (2004). Purposeful aging: Teleological perspectives on the development of social interest in late adulthood. *Journal of Individual Psychology*, 60, 219-233
- Lawe, C.F., Penick, J.M., Raskin, J.D., & Raymond, V.V. (1999). Influences on decisions to refer at University counseling centers. *Journal of College Student Psychotherapy*, 14, 59-68.

Terrence J. Schwartz **email:** Schwartz@cwu.edu

General areas of interest: Educational Psychology, Counseling Psychology, Statistical Analysis

Selected works:

- Lonborg, S. D., & Schwartz, T. J. (2003). Ethical Challenges For Behavioral Researchers: HIPAA And Electronic Privacy. Western Psychological Association.
- Schwartz, T. (October, 2002) Contemporary Issues in Law and Ethics Paper presented at fall meeting of the Washington Counseling Association, Seattle, Washington.
- Schwartz, T., & Greenlaw, C. (April, 2000) Design and implementation of a counseling clinic outcome study. Poster presentation at the regional meeting of the Western Psychological Association, Portland Oregon.

Wendy A. Williams **email:** WilliamW@cwu.edu

(Director of MS Experimental Psychology Program)

General areas of interest: Choice and Decision Making, Animal Behavior, Human Perception and Cognition, General Experimental Psychology

Current projects:

- Using a conditional discrimination procedure to assess electromagnetic detection in pigeons.
- Educational training effects on perception of marital rape in college students.
- Lateral priming and direction of cognitive translation effects on Stroop-like performances.
- Effects of group size and cage size on social behavior in group-housed male laboratory pigeons (*Columba livia*).

Selected works:

- Sun, L., Williams, W. A., & Avalos, C. (2005). The effect of 3M2H, a putative human pheromone compound, on the regulation of menstruation. In R. T. Mason, M. LaMaster, and D. Muller-Schwarze (Eds.). *Chemical signals in vertebrates* (v. 10). New York: Plenum.
- McKinstry, C., & Williams, W.A. (2007, April). Cage and groups size effects on agonistic behaviors in group-housed laboratory pigeons (*Columba livia*), *Paper presented to the Western Psychological Association Conference, Vancouver, CANADA*.
- Buchanan, C., McKinstry, C., & Williams, W.A. (2007, April). Infra-red leg band technology for observational research with pigeons *Paper presented to the Western Psychological Association Conference, Vancouver, CANADA*.
- Loverro, I., & Williams, W. A. (2006, July). iSight: Videoconferencing Hardware and Software for Your Classroom, *Presented at the National Education Computing Conference, San Diego*.
- Brett, B. & Williams, W. A. (2006, May). Gender differences in the perception of rape, *Paper presented to CWU Symposium on University Research and Creative Expression, Ellensburg, WA*.
- Brett, B. & Williams, W. A. (2006, April). Gender differences in the perception of rape, *Paper presented to the Western Psychological Association Conference, Palm Spring, CA*.

Assistant Professors:

Jennifer T. Cates **email: CatesJ@cwu.edu**

General areas of interest: Service Learning with Underserved Youth, Prenatal and Postnatal Mental Health, Issues in Play Therapy.

Current Projects:

Infusing Multicultural Training into Counseling Practicum
Qualitative Assessment of Counselor Training
Program Evaluation of Multicultural Counseling Competency

Selected Works:

- Cates, J. T., Schaeffle, S. E. Smaby, M. H., Maddux, C. D., & LeBeauf, I. (2007). Comparing multicultural with general counseling knowledge and skill competency for students who completed counselor training. *Journal of Multicultural Counseling and Development, 35*, 26-39.
- Cates, J., Paone, T., Packman, J., & Margolis, D. (2006). Effective parent consultation in play therapy. *International Journal of Play Therapy, 15*, 87-100
- Schaeffle, S., Smaby, M.H., Maddux, C.D., & Cates, J. (2005). Counseling skills attainment, retention, and transfer as measured by the Skilled Counseling Scale. *Counselor Education and Supervision, 44*, 280-292.
- Smaby, M.H., Maddux, C.D., Cates, J., Little, C., & Smith, M.R. (2003). Counselor Education and Supervision: Implementing online manuscript submissions. *Counselor Education and Supervision, 42*, 258-263.

Kara I. Gabriel **email: GabrielK@cwu.edu**

General areas of interest: General Experimental, Biopsychology, Behavioral Genetics

Selected works:

- Gabriel, K. I., Yu, C. L., Osborn, J. A. & Weinberg, J. (2006). Prenatal ethanol exposure alters sensitivity to the effects of corticotropin-releasing factor (CRF) on behavior in the elevated plus-maze. *Psychoneuroendocrinology, 31*, 1046-1056.
- Gremel, C. M., Gabriel, K. I., & Cunningham, C. L. (2006). Topiramate Does Not Affect the Acquisition or Expression of Ethanol Conditioned Place Preference in DBA/2J or C57BL/6J Mice. *Alcoholism: Clinical and Experimental Research, 30*, 783-790.
- Gabriel K. I., Glavas, M. M., Ellis, L., & Weinberg, J. (2005) Postnatal handling does not normalize hypothalamic corticotropin-releasing factor mRNA levels in animals prenatally exposed to ethanol. *Developmental Brain Research, 157*, 74-82
- Gabriel, K. I., & Cunningham, C. L. (2005) Effects of Topiramate on Ethanol and Saccharin Consumption and Preferences in C57BL/6J Mice. *Alcoholism: Clinical and Experimental Research, 29*, 75-80.

Ralf R. Greenwald **email: Greenwar@cwu.edu**

General areas of interest: Cognitive Neuroscience, Cognitive Psychology, Behavioral Neuroscience, Neuroimaging and Brain Dynamics of Attention

Selected works:

- Greenwald, L., Siegel, M., Greenwald, R., (2006). Kindering Center: A Comprehensive Early Intervention program Model. *Infants and Young Children 19*(3).
- Moncrieff, D., Jerger J., Wambacq I., Greenwald R., Black J. (2004). ERP evidence of diachotic left-ear deficit in some dyslexic children. *Journal of the American Academy of Audiology, 15*(7):518-34.
- Greenwald, R. R. and J. F. Jerger. (2003). Neuroelectric Correlates of Hemispheric Asymmetry :Spectral Discrimination and Stimulus Competition. *Journal of the American Academy of Audiology, 14*(8)m 434-443
- Jerger, J. F., Thibodeau, L., Martin, J., Tillman, G., Greenwald, R. R., Britt, L., Scott, J., Overson, G. (2002).

Behavioral and Electrophysiological Evidence of Auditory Processing Disorder in One of Two Fraternal Twins. *Journal of the American Academy of Audiology*, 13(8), 438-460.

Danielle C. Polage email: polaged@cwu.edu

General areas of interest: Memory research as it pertains to law, eye witness testimony, lying and Jury deliberation.

Selected works:

- Polage, D. C. (2004). Fabrication deflation? The mixed effects of lying on subsequent memory. *Applied cognitive Psychology*, 18, 455-465
- Cupp, R. L. Jr. & Polage, D. C. (2002). The rhetoric of strict products liability versus negligence: an empirical analysis. *New York University Law Review*, 77, 874-961.
- Tsai, A., Loftus, E.F., & Polage, D. C. (2000). Current Directions in False Memory Research. *D. Bjorklund (Ed.), False-memory creation in children and adults: theory, research, and implications*, (pp.31-44). Erlbaum
- Loftus, E. F., & Polage, D. C. (1999) Repressed memories: When are they real? How are they false? *P. resnick (Ed.) Psychiatric clinics of North America*, - (pp.61-70). Philadelphia, PA: W. B. Saunders Co.

Ryan M. Zayac email: zayacr@cwu.edu

General areas of interest: Reading skills acquisition, Direct instruction, Establishing operations, Developmental disabilities and Teaching of psychology.

Selected works:

- Keely, J., Zayac, R. M., & Correia, C. (in press). Curvilinear relationships between statistics anxiety and performance among undergraduate students: Evidence of optimal anxiety. *Statistics Education Research Journal*.
- Zayac, R. M., & Johnston, J. M. (in press). Contriving establishing operations: Responses of individuals with developmental disabilities on a learning task. *Research in Developmental Disabilities*.

Scott Schaeffle email: SchaeflS@cwu.edu

General areas of interest: School Counseling, Child and Adolescent Counseling

Current Projects:

Effects of Counseling Theory on Process and Outcome
Infusing Multicultural Training into Counseling Practicum

Selected Works:

- Cates, J. T., Schaeffle, S. E. Smaby, M. H., Maddux, C. D., & LeBeauf, I. (2007). Comparing multicultural with general counseling knowledge and skill competency for students who completed counselor training. *Journal of Multicultural Counseling and Development*
- Schaeffle, S., Smaby, M.H., Maddux, C.D., & Cates, J. (2005). Counseling skills attainment, retention, and transfer as measured by the Skilled Counseling Scale. *Counselor Education and Supervision*, 44, 280-292.

Research Associate

Mary Lee Jensvold email: Jensvold@cwu.edu

(Asst. Director of the Chimpanzee and Human Communication Institute)

General areas of interest: Chimpanzee sign language studies. Ape behavior, Communication and culture, Chimpanzee care and enrichment and Non-verbal behavior.

Selected works:

- Jensvold, M.L., & Fouts, R.S. (2008). Learning from Chimpanzees: Internships at the Chimpanzee & Human Communication Institute. In R. L. Miller, R. F. Rycek, E. Balcetis, S. T. Barney, B. C. Beins, S. R. Burns, R. Smith, & M. E. Ware (Eds.), *Developing, promoting, & sustaining the undergraduate research experience in*

psychology (pp. 172-176). Retrieved from the Society for the Teaching of Psychology
Web site: <http://teachpsych.org/resources/e-books/ur2008/ur2008.php>

Jensvold, M.L. (2007). Promoting positive interactions between chimpanzees (*Pan troglodytes*) and caregivers. *Laboratory Primate Newsletter*, 46, 1-4.

Jensvold, M.L., & Sheeran, L.S. (2006). Ape cognition. In H. J. Birx (Ed.), *Encyclopedia of Anthropology*. Thousand Oaks, CA: Sage Publications.

Jensvold, M.L., Field, A., Cranford, J., Fouts, R.S., & Fouts, D.H. (2005). Incidence of wounding within a group of five signing chimpanzees (*Pan troglodytes*). *Laboratory Primate Newsletter*, 44, 5-7.

Fouts, R., Jensvold, M.L. & Fouts, D. (2004). Talking chimpanzees. In M. Bekoff (Ed.) *Encyclopedia of animal behavior* (pp. 324-327). Westport, CN: Greenwood Publishing Group.

Full-Time Adjunct Instructors

Holley Matthews **email:** MatthewH@cwu.edu
CWU- Ellensburg
General areas of interest: General Experimental Psychology

Mary Radeke **email:** RadekeM@cwu.edu
CWU- Ellensburg
General areas of interest: General Experimental Psychology

Mary Schroeder **email:** Schroedm@cwu.edu
CWU - Ellensburg
General areas of interest: Mental Health and Clinical Counseling

Mark Soelling **email:** SoellinM@cwu.edu
CWU- Pierce County
General areas of interest: Clinical, Educational, Developmental Psychology

Course of Study

Requirements for each program may be found in the Online Electronic Catalog (OEC), the university's official compilation for all curriculums. The OEC serves as the basis for major, minor, specialization, certificate, and program requirements for the academic year. For current policy and curriculum requirements refer to the CWU online catalog at <http://www.cwu.edu/~catalogs>. Graduate students admitted to the master's degree program may use the catalog they are admitted under or the current one.

All graduate students must complete a Course of Study form (available in the department office or clinic) listing all courses to be completed in order to receive the degree and/or certification. It is recommended that the form be completed during the second quarter in which the student is enrolled. The Course of Study requires the approval of the student's graduate advisor or program director, the department chair, and the dean of graduate studies and research.

An approved Course of Study must be on file before the thesis can be considered for approval.

Credit Restrictions

- Graduate credit is given for courses numbered 500 and above. However, courses which are numbered 500 are designed for inservice and continuing education of professionals and will not be counted toward a master's degree. Courses numbered at the 400 (senior undergraduate) level may be accepted for credit toward a graduate degree provided that they are approved as part of the student's course of study. Additional coursework may be required of graduate students in 400 level courses. Courses numbered at the 100, 200, and 300 level will not be accepted for credit toward a graduate degree.
- A maximum of nine (9) quarter credits may be applied to the master's degree from other accredited institutions which offer graduate degrees, provided that the credits are approved as part of the official course of study and did not apply to another degree. For example, if you took a graduate-level course as an undergraduate, you may not count that course as meeting the requirement of the master's degree if that course also was used to meet the content or credit requirements of the baccalaureate degree. The general rule is that you cannot count the same course for two different degrees.
- Credit/no-credit courses cannot be counted toward master's degree credits.
- No credits earned more than six (6) years before the date of the awarding of the master's degree may be counted as part of the degree credit requirement unless approved by the Dean of Graduate Studies and Research. It is the policy of the Department that petitions to include old courses generally are not supported.

Changing Programs

Acceptance into a degree or certification program is limited to that program. Students wishing to change programs must submit a formal application to the new program. These applications will be considered by the department's Graduate Admissions Committee along with other applications. Acceptance is not guaranteed.

Students enrolled in degree programs who wish to add a certification option also are required to submit a formal application.

Academic Standing

- Credit toward the graduate degree or certification will not be accepted for courses in which a grade lower than C is earned.
- Grades for all courses included on the Course of Study must average at least a 3.0.
- The cumulative grade point average is calculated on all courses taken after admittance into a graduate program, whether part of the approved Course of Study or not.
- A graduate student whose cumulative grade point average falls below 3.0 at the end of any quarter will be placed on academic probation for the next academic quarter. While on probation, a student may not hold a graduate assistantship. If the cumulative grade point average remains below 3.0 after a second consecutive quarter, the student will no longer be eligible to continue in the master's degree or certification program.
- Certain courses, such as counseling and school psychology practica, require the development of appropriate interpersonal skills, as well as academic achievement. Assessment of progress in such courses requires the exercise of professional judgment by the supervisory faculty. Students who are not judged to be making satisfactory progress *may* be given one additional academic quarter of supervised practicum experience, provided that it is the judgment of the faculty that the student has made sufficient progress to suggest that the additional experience will result in satisfactory performance. If a satisfactory performance level is not achieved, the student's participation in the program will be terminated, regardless of the level of performance in the academic component of the program.

Continuous Registration / Leaves of Absence

Master's degree students seeking to interrupt their studies while remaining on active status may do so for the six-year period from the date of admission during which their courses may still count toward the degree. In order to remain on active status, students must pay a non-refundable fee for registration as an on-leave student. This fee covers four successive academic quarters beginning with fall quarter. While on leave, graduate students maintain their library privileges. If a degree program is not completed during the six-year period from the date of admission, the student must reapply to the university and begin the entire graduate program over.

Academic Appeals

Academic grievances are defined as follows:

1. A claim that an assigned grade is the result of arbitrary and capricious application of otherwise valid standards of academic evaluation; or

2. A claim that the standards for evaluation are arbitrary or capricious; or
3. A claim that the instructor has taken an arbitrary or capricious action which adversely affects your academic progress; or
4. A claim that a university department, program, or office has made a decision not in keeping with university policy or taken an arbitrary, capricious, or discriminatory action which adversely affects your academic progress.

A student who wishes to pursue an academic grievance should take the following steps prior to the filing of an official academic appeal:

1. Attempt to resolve the matter with the instructor.
2. If resolution is not achieved, ask the department chair to resolve the grievance.
3. If resolution is not achieved at the department chair level, the chair will forward a written summary to the dean of the College of the Sciences in a further effort to achieve resolution.
4. If resolution is not achieved at this point, you may petition for a hearing before the Board of Academic Appeals. An appointment should be made with the Associate Vice President for Student Affairs to obtain the necessary forms and information relative to filing the petition.

Research Involvement

Students in the experimental psychology program are required to be involved in research, and those in other programs are strongly encouraged to do so. Research experience is particularly important for students who plan to apply to doctoral programs.

To obtain research supervision, first determine which members of the faculty have research programs and interests that are similar to yours and approach them to discuss possible collaboration. It is not necessary to have a firm research plan when you initiate this discussion, and no commitment is assumed until mutually agreed upon.

No human or animal research of any kind may be conducted without obtaining prior approval from the relevant department and university review committees. In the case of research with human subjects, the review is conducted by the Institutional Review Board. (To expedite the process, a committee of psychology faculty has been authorized to give preliminary approval.) Animal research is subject to regulation by the University Animal Care and Use Committee. Consult with your advisor prior to undertaking any research, and **do not begin running subjects until official approval has been received**. Forms for initiating the approval process can be obtained in the department office. Copies are provided in the Appendix of this document.

Often, undergraduate students are used as research subjects and receive extra class credit for participating. Undergraduate class time should not be devoted to activities such as the administration of research surveys, questionnaires, and other data collection efforts. If the instructor of a course believes that the activity provides a useful educational experience, then class time may be devoted to it, but typically no extra credits for participation will be awarded. Whenever undergraduate students participate in research outside of class, some time, typically during debriefing, must be devoted to making the experience of educational value for the participants if they are to be given extra credit in a class for their participation.

Assistantships

An assistantship is a contractual obligation to provide assigned services to the department in a professional manner. At the end of each quarter, faculty supervisors are asked to evaluate the reliability, accuracy, and thoroughness of their graduate assistants' work and the extent to which the assistants have taken appropriate initiative. Graduate assistantships are limited to a maximum of two years (excluding summers); however, in order to be considered for a second year the student must reapply through the Office of Graduate Studies and Research. While it is the expectation that students who have received assistantships in the first year of graduate study will receive assistantship awards for the second year, this continuance is contingent upon satisfactory performance evaluations and on the continued availability of funding. A small number of assistantships may be available during the summer session. These are generally awarded independently of the regular academic-year assistantships.

Assistantship assignments are subject to change each quarter, depending upon the needs of the department. This is a complex procedure in which we attempt to take students' class schedules into account. It is important, therefore, that we know what each assistant's quarterly schedule will be at the time assignments are made. To facilitate the assignment process it is important that all **students receiving assistantships pre-register for the following academic quarter**. Graduate assistants who fail to pre register run a risk of receiving an assignment that conflicts with a desired class. Should that happen, progress toward the degree may be impeded.

A full-time assistantship assignment requires an average of 20 hours per week of work and enrollment in at least 10 but not more than 14 credit hours per quarter with a minimum grade point average of 3.0 each quarter. If you work fewer than the required number of hours over the quarter, the difference must be deducted from your wages. If you have any difficulty working the required number of hours, discuss this with your supervisor. If difficulties remain, see the department chair. It is important that any problems be addressed at the earliest possible time so that you can be assured of receiving your full stipend.

All graduate assistants must fill out time sheets showing the actual number of hours worked each day. Completed and signed time sheets must be turned in to the department office according to a schedule given to you in your contract letter each quarter (approximately the 15th and 30th of each month). **If time sheets are not received on time, we will be unable to ensure payment for that time period.**

The Thesis

All students enrolled in master's degree programs in Psychology are required to complete a thesis. Students enrolled in certification-only programs are not expected to complete a thesis. The Office of the Dean of Graduate Studies and Research provides a packet of materials that describes university guidelines, including deadlines, required formats, and necessary forms.

The Department of Psychology requires that all theses conducted under its auspices be empirical research projects. Each thesis is supervised by a committee consisting of three members of the graduate faculty. The chair and at least one other member of the committee must be members of the Psychology graduate faculty.

Each student is responsible for establishing a thesis committee, although all such agreements must be approved by the department chair. A good rule of thumb is to select a committee chair whose interests are appropriate to the topic you wish to pursue. Then work with the chair to select the other members of the committee. Generally, it is in your best interest to establish your committee by the end of your first year in the program.

The following are some guidelines for doing the thesis:

- The thesis idea, however generated, is refined via interaction with the committee chair and, possibly informally, with others.
- A rough draft of the proposal is generated and rewritten by the student interacting with the chair until the chair decides that the product is sufficiently well advanced to be sent to other committee members for their input.
- Members' comments are integrated into the draft, and when the chair is satisfied with the new draft it is re-circulated.
- The process continues until the chair and the committee have agreed that the draft is ready for a proposal meeting.
- Note that faculty members differ in the type of proposal they favor: some prefer short introductions, some prefer an introduction approximating the final thesis introduction. The proposal style is determined by the chair.
- In scheduling a proposal meeting, notice should be given to all faculty members at least one week prior to the meeting. Announcements should be posted on the 4th-floor bulletin board designated for such announcements. Please do not affix announcements to walls, elevator doors, outside doors, etc.
- The proposal meeting is considered a helping or working meeting and as a final check on the design, data gathering procedures, compliance with ethical guidelines, etc. The committee may decide to implement changes in the thesis or simply to approve the proposal as it stands.

- Following the proposal meeting, signed Problem Approval forms are to be submitted for the department chair's signature and forwarding to the Graduate Office. Theses involving human subjects also require a completed Protection of Human Subjects Clearance Form; theses involving animal subjects require a completed Use of Animals approval form.
- The student conducts the research after the proposal meeting and after approval of the forms noted above.
- The process of writing the thesis is similar to the process of writing the proposal. When the chair is satisfied with the draft, it is sent to other committee members and their comments are integrated. The process is repeated until the committee is satisfied.
- Once the committee is satisfied that the thesis is ready, the thesis defense is scheduled. The manuscript is then written in final form and copies are submitted to the members of the committee at least two weeks prior to the orals. (See the quarterly schedule for the final date for oral exams). Any changes now should be pretty much limited to typographical errors or minor changes in wording.
- The faculty should be notified of the upcoming thesis defense two weeks in advance. The format for notification is the same as described above.
- The process of preparing, executing, writing, and defending the thesis is time-consuming. If your goal is to be elsewhere by a certain date, be sure to leave yourself enough time to do the job right. A lack of sufficient time is never a justification for lowering standards. It is highly unlikely that an adequate thesis can be done in less than three quarters, and even that frequently is not enough.
- Please note that many faculty members do not work during the summer, and those that do are on reduced schedules. As a general department policy, faculty members will not be available to work with you on your project during the summer. Please plan accordingly.

The Thesis Defense

The thesis defense is an integral and important part of your graduate work. It demonstrates your ability to articulate your work and answer questions about it. During the course of the defense, you will be expected to make a formal presentation of your thesis, describing its conceptual basis, the methodology and statistical procedures that you used, and the results and their implications in a clear and cogent fashion. You also will be expected to answer questions about the work that are posed by your committee and by others in attendance.

The thesis defense must be

- scheduled at least three weeks in advance with the Graduate Office and announced to the faculty at least two weeks in advance,

- held between the hours of 7 a.m. and 6 p.m. when the university is in session (not between quarters), and
- held in the last or next-to-last quarter prior to completing the requirements of the master's degree (courses required for certification only may be taken later). Failure to complete all program requirements by the end of the next quarter will, according to university policy, result in requiring the defense to be redone.

The defense is open to the university community; however, the student's committee alone is responsible for assessment of the student's performance.

The application to schedule the thesis defense must be accompanied by four (4) copies of a "brief" which lists the student's previous degrees, the Course of Study, and biographical data typed in the format described in the Thesis Regulations pamphlet available in the Graduate Office.

At least two weeks in advance of the defense, every member of the thesis committee must be given a final, complete copy of the thesis. All committee members must have had an earlier opportunity to review a draft copy of the thesis, i.e., no committee member should receive, as his or her first copy for review, what the student regards to be the "final" copy. A draft copy must be circulated for comments before the final copy is prepared for the defense. Additional changes may be required following the thesis defense.

Getting Ready to Graduate

- All students must report to the Graduate Office for a final evaluation *no later than the first week of the final quarter*. At this evaluation, candidacy requirements, grade point average, and Course of Study completion are processed.
- Students in master's degree programs must be registered for a minimum of two (2) credits at the university during the quarter in which the degree is to be conferred. Enrollment for this purpose should be completed during the usual pre-registration or regular registration periods to insure degree conferral.
- A student who has been approved for the degree list for a particular quarter and does not complete the requirements for degree conferral by the published deadline (two weeks prior to the last day of finals), but who does complete all the requirements by the last day of that quarter, will receive the degree the following quarter without further registration.

Department Office

The staff in the department office perform a wide range of duties to keep the department running smoothly. They tend to be very busy; consequently they can provide only limited service to graduate students. The staff can help you obtain necessary forms, obtain keys, and help you understand certain university procedures and regulations. They cannot provide typing, proofreading, or photocopying support for graduate students.

The department photocopying machine is not available for student use. Only departmental staff and faculty are authorized to use it. If you have a need in connection with teaching or faculty research, please consult with the office staff concerning procedures.

Building Security

Because of the threats of theft or vandalizing of equipment and personal possessions, and unauthorized access to confidential information, we ask that you help to maintain building security by following these guidelines:

- Outside doors to the building are to be locked at all times except during scheduled hours. If you find doors unlocked late in the evening or on a weekend, please call the University Police Department (Extension 2958).
- Do not prop doors open or otherwise attempt to override the automatic locking features on the outside doors.
- Do not lend your keys to any unauthorized person.
- Do not open the outside doors for unauthorized persons. Anyone with official business should have a key.
- Notify the campus police if you observe any suspicious activity.
- Whenever you leave your office or research space, lock the door.