**Guidelines for Graduate Students**

**2022-2023**

**The Graduate Programs in Psychology**

**at Central Washington University**

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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 specialist degree (School Psychology) 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 graduate degrees are available in experimental psychology, school psychology, 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 or school psychologist.

**The Graduate Programs**

The CWU Department of Psychology offers the following graduate degree programs:

 • M.S. in Mental Health Counseling

 • M.S. in Experimental Psychology

 • Ed.S. in School Psychology

**Who Can Help?**

Dean of Graduate Studies and Research Gail Mackin

Dean of the College of the Sciences Tim Englund

Department Chair Stephanie Stein

Department Assistant Chair Heidi Perez

Department Secretary Supervisor Debbie Thomas

CCPAC Director Meaghan Nolte

Director, School Psychology Degree

 and Certificate Program Heidi Perez

Director, Mental Health Counseling Degree Program Meaghan Nolte

Director, Experimental Psychology Degree Program Ralf Greenwald

Technical Support Chris Buchanan

**Central Washington University’s Psychology Department**

400 East University Way, Ellensburg WA 98926-7575

Phone: 509-963-2381; Website: www.cwu.edu/psychology/

**Professors**

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

**General areas of interest:** General experimental, animal behavior, biopsychology, cognitive biases, academic assessment

**Selected works:**

Greeson, J. L., Gabriel, K. I., Mulcahy, J. B., Hendrickson, B. K., Lonborg, S. D., & Holloway, J. C. (in press). An evaluation of ethograms measuring distinct features of enrichment use by captive chimpanzees (*Pan troglodytes*). *Animals*.

Rantala, M., Gabriel, K. I., Lipton, J. & Mulcahy, J. B. (in press). Compassion fatigue and satisfaction within sanctuary-based primate husbandry. *Society & Animals*.

Gabriel, K. I., & Montenegro, C. (2021). An animal’s environment influences perceptions of docility and vigor but not aesthetic appeal: A constructive replication. *Environment and Behavior, 53*(3), 231-251. <https://doi.org/10.1177/0013916519879774>

Krzemieniecki, A., & Gabriel, K. I. (2021). Stigmatization of posttraumatic stress disorder is altered by PTSD knowledge and the precipitating trauma of the sufferer. *Journal of Mental Health*, 30(4), 447-453. <https://doi.org/10.1080/09638237.2019.1677870>

Loeser, M. R., Newkirk, M., Gabriel, K. I., & Huerta, A. D. (2021). Development and assessment of an undergraduate research program at a two-year, rural, Hispanic-serving institution: The essential role of partnerships. *Scholarship and Practice of Undergraduate Research, 4*(3), 22-29. <https://doi.org/10.18833/spur/4/3/10>

Green, V. M., & Gabriel, K. I. (2020). Researchers’ ethical concerns regarding habituating wild nonhuman primates and perceived ethical duties to their subjects: Results of an online survey. *American Journal of Primatology*, e23178. <https://doi.org/10.1002/ajp.23178>

Peecher, D. L., Binder, A. K., & Gabriel, K. I. (2019). Rodent models of mental illness in PCOS: The potential role of HPA dysregulation and lessons for behavioral researchers. *Biology of Reproduction, 100*(3), 590-600. <https://doi.org/10.1093/biolre/ioy233>

Pringle, G., McDonald, M.P., & Gabriel, K.I. (2015). Patterns and perceptions of dextromethorphan use in adult members of an online dextromethorphan community. *Journal of Psychoactive Drugs, 47*(4), 267-275. <https://doi.org/10.1080/02791072.2015.1071448>

**Susan D. Lonborg email:** Susan.Lonborg@cwu.edu

**General areas of interest:** Health psychology, substance abuse, clinical and research ethics, career development, gender, social networking

**Selected works:**

Rae, J. R., & Lonborg, S. D. (2015). Do motivations for using Facebook moderate the association between Facebook use and psychological well-being. *Frontiers in Psychology,* 1-9.

Rae, J. R., & Lonborg, S. D. (2012, August). *Health promoting behaviors and well-being of undergraduate Facebook users*. Poster presentation at the annual meeting of the American Psychological Association, Orlando, FL.

Lonborg, S. D., & Lyons, T. L. (2012, August). Building stronger communities: Heterosexual allies for LGBT children and families. In *Working with and Advocating for LGBT Children, Youth, and Families.* Conversation hour presented at the annual meeting of the American Psychological Association, Orlando, FL.

Lyons, T. L., Lonborg, S. D., & Gabriel, K. L. (2012, August). *Social factors in the mental health and success of LGBT members of a rural university community*. Poster presentation at the annual meeting of the American Psychological Association, Orlando, FL.

Schwartz, T., & Lonborg, S. D. (2011). Telepsychology and security management. *Professional Psychology: Research and Practice, 42*(6), 419-425.

Gabriel, K. I., Hong, S. M., Chandra, M., Lonborg, S. D., & Barkley, C. L. (2010). Gender differences in the effects of acute stress on spatial ability. *Sex Roles, 63.* doi: 10.1007/21119901098770

**Heath Marrs email:** Heath.Marrs@cwu.edu

**General areas of interest:**School psychology, educational psychology, RTI models in school psychology practice, gender issues in education

 **Selected works:**

Marrs, H., De Leon, M., & Lawless, T. (in press). Use of English language proficiency data to better assess reading growth for English language learners. *School Psychology Review.*

Marrs, H., Ruby, S.F., & Chaffin, J.L. (2020). School psychology training program capacity in the Pacific Northwest. *School Psychology Training and Pedagogy, 37* (3), 20-28*.*

Perez, H., Marrs, H., & Marsicano, R. (2017). A snapshot of barriers to Response to Intervention (RTI) implementation: Perspectives of school psychologists. *The WERA Educational Journal, 10 (1),*38-43.

Bogue, H., Marrs, H., & Little, S. (2017). School psychologists’ stages of concern with RTI implementation. *Contemporary School Psychology, 21,*115-124.

Little, S., Marrs, H., & Bogue, H. (2017). Elementary school psychologists and Response to Intervention (RTI). *Contemporary School Psychology, 21,* 103-114.

Marrs, H. (2016). Conformity to masculine norms and academic engagement in college men. *Psychology of Men and Masculinity, 17*, 197-205.

Marrs, H., & Little, S. (2014). Perceptions of school psychologists regarding barriers to Response to Intervention (RTI) implementation*. Contemporary School Psychology, 18*, 24-34.

 Marrs, H. (2013). Team-based Learning: An innovative approach to promoting transfer and knowledge in school psychology training. *Trainers’ Forum: The Journal of the Trainers of School Psychologists, 31,* 47-61.

**Megan D. Matheson:** **email:** MathesoM@cwu.edu

**General areas of interest:** Nonhuman primate social behavior, evolutionary psychology, self-injurious behavior, comparative psychology, dog-human relationships

**Selected works**:

Aucoin, C., & Matheson, M. (2021, November). *The personality of primates: Opinions of contemporary primatologists*. Posted to be presented at the 43rd meeting of the American Society of Primatologists, Oklahoma, OK.

Berman, C. M., Matheson, M. D., Li, J. H., Ogawa, H., & Ionica, C. S. (2014). Tourism, infant mortality and stress indicators among Tibetan macaques at Huangshan, China. In C. L. Russell, A. E. Russon, & J. Wallis (Eds.), *Primate-focused tourism* (pp. 21-43). American Society of Primatologists Special Topics in Primatology Series.

Self, S., Sheeran, L. K., Matheson, M. D., Li, J. H., Pelton, O., Harding, S., & Wagner, R. S. (2014). Tourism and infant directed aggression in Tibetan macaques (*Macaca thibetana*) at Mt. Huangshan, China. *Anthrozoos, 26*, 435-444.

Xia, D. P., Li, J. H., Garber, P. A., Matheson, M. D., Sun, B. H., & Zhu, Y. (2013). Grooming reciprocity in male Tibetan macaques. *American Journal of Primatology, 75*, 1009-1020.

McCarthy, M. S., Matheson, M. D., Lester, J. D., Sheeran, L. K., Li, J. H., & Wagner, R. S. (2009). Sequences of Tibetan macaque (*Macaca thibetana*) and tourist behaviors at Mt. Huangshan, China. *Primate Conservation, 24*, 145-151.

Matheson, M. D., & Bernstein, I. S. (2000). Grooming, social bonding, and agonistic aiding in rhesus monkeys (*Macaca mulatta*). *American Journal of Primatology, 51*, 177 - 186.

Matheson, M. D. (1999). Social contact following severe aggression in rhesus macaques (*Macaca mulatta*): A new test of the consolation hypothesis. *International Journal of Primatology, 20*, 961 - 975.

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

**General areas of interest:** Organization development, work motivation, personality theories

**Selected works:**

Pereira, L., & Schepman, S. (2012, April). *Psychological symptoms and prescription stimulant use among college students*. Presented at the National Technology and Social Science Conference, Las Vegas, NV.

Stahelski, A., Schepman, S., & Stein, S. (2012, April). *Getting away with genocide.* Presented at the National Technology and Social Science Conference, Las Vegas, NV.

Durst, L., Stein, S., Scanlon, A., & Schepman, S. (2102, April). *Electronic vs. traditional bullying in college students.* Presented at the Western Psychological Association annual conference, San Francisco, CA.

Schepman, S., Stahelski, A., & Stein, S. (2011, April). *Correlates of burnout for social services workers.* Presented at the National Technology and Social Science Conference, Las Vegas, NV.

Schepman, S., Weyandt, L., Schlect, S., & Swentosky, A. (2010). The relation between ADHD symptomology and decision making strategies. *Journal of Attention Disorders*, *10.*

Schepman, S., Stahelski, A., Fennerty, D., & Nicholas, J. (2010). The relationship between ADHD symptoms, maximization and regret. *The National Social Science Journal, 34*(2), 195-205.

Weyandt, L. L., Fulton, K. M., Schepman, S. B., Verdi, G. R., & Wilson, K. G. (2009). Assessment of teacher and school psychologist knowledge of ADHD. *Psychology in the Schools, 46*, 951-961.

**Stephanie Stein email:** Stephanie.Stein@cwu.edu

**(Department Chair)**

**General areas of interest:** School psychology, curriculum-based measurement, consultation, emotional and behavioral disorders in children, lifespan development

**Selected works:**

Stein, S. (in press). [Review of the test *Millon Adolescent Clinical Interview-II (MACI-II)*]. In J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds). *Mental Measurements Yearbook* (22nd ed). Lincoln, NE: Buros Center for Testing.

Stein, S. (in press). [Review of the test *Scales for Assessing Emotional Disturbance-Third Edition (SAED3)*]. In J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds). *Mental Measurements Yearbook* (22nd ed). Lincoln, NE: Buros Center for Testing.

Jantzer, A., Marsicano, R. T., & Stein, S. (2022, April). *Impacts of self-efficacy on school psychologists’ provision of mental health service.* Poster presented at the Western Psychological Association annual convention, Portland, OR.

Schepman, S., Stein, S., & Boley, A. (2022, April). *End of major goal assessment: Academic progress or cognitive dissonance.* Poster presented at the Western Psychological Association annual convention, Portland, OR.

Stein, S. (2021). [Review of the test *Minnesota Multiphasic Personality Inventory-Adolescent-Restructured Form (MMPI-A-RF)*]. In J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds). *Mental Measurements Yearbook* (21st ed., pp. 405-408). Lincoln, NE: Buros Center for Testing.

Hull, C., Stein, S., Marsicano, R., Perez, H., & Smith, B. (2018, April). *Piano music as a behavioral intervention at a developmental preschool*. Poster presented at the Western Psychological Association annual convention, Portland, OR.

Stein, S. (2017). [Review of the test *Attention Deficit Disorder Evaluation Scale – 4th ed*]. In J. F. Carlson, K. F. Geisinger & J. L. Jonson (Eds). *Mental Measurements Yearbook* (20th ed., pp. 39-42). Lincoln, NE: Buros Institute of Mental Measurements.

**Associate Professors:**

**Sara Bender email:** Sara.Bender@cwu.edu

**(Online Psychology Program Director)**

**General areas of interest:** Leveraging technology to address behavioral health and educational disparities, counselor professional development, online counselor education, online clinical training and supervision

**Selected works:**

Jorgensen, M. F., Bender, S., & McCutchen, A. (2021). “I’m haunted by it:” experiences of licensed counselors who had a client die by suicide. *Journal of Counselor Leadership and Advocacy*, 1–16. <https://doi.org/10.1080/2326716X.2021.1916790>

Bender, S., & Werries, J. (2021). Doctoral-level CES students’ lived experiences pursuing courses in an online learning environment. *Journal of Counselor Preparation and Supervision, 14*(2). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol14/iss2/7>

Bender, S., & Stauffer, M. (2020). Ethical and legal considerations in counseling. In D. Capuzzi and D. Gross (Eds.). *Introduction to the counseling profession*(8th ed, pp. 73-93).  Cognella.

Bender, S., Rubel, D. J., & Dykeman, C. (2018). An interpretive phenomenological analysis of doctoral counselor education students' experience of receiving cybersupervision. *The Journal of Counselor Preparation and Supervision, 11*(1). Retrieved from <https://repository.wcsu.edu/jcps/vol11/iss1/7>

Richards, J., Dykeman, C., & Bender, S. (2017). Content, methodology, and design selections in counselor education dissertations. *Journal of Counselor Leadership and Advocacy, 4*, 1-18. [doi.org/10.1080/2326716X.2017.1402392](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1080%2F2326716X.2017.1402392&data=04%7C01%7CStephanie.Stein%40cwu.edu%7Cc46a50b0934840ec4c3d08d95dca02f1%7Cf891d6c191d6444ba700d371910716c7%7C0%7C0%7C637643944473589808%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=GnjeBOHcQJlzFhB56umj9Y8lG4c%2BWvGMxrSh2r8yCVU%3D&reserved=0)

Richards, J., Dykeman, C., & Bender, S. (2016). Historical trends in counselor education dissertations. *British Journal of Guidance and Counselling, 44*, 550-561. doi: 10.1080/03069885.2016.1213373

Bender, S., & Dykeman, C. (2016).  Perceptions of the usefulness of clinical supervision: Synchronous online vs. traditional face-to-face delivery. *Journal of Technology in Human Services, 34*, 326-337. doi:10.1080/15228835.2016.1250026.

**Tonya Buchanan (Shoda)** **email:**Tonya.Buchanan@cwu.edu

**General** **areas of interest:** Experimental psychology, social psychology, social justice, judgment and decision-making, emotion/affective forecasting, nudges/default options, attitudes

**Selected works:**

Buchanan, T. M., Brown, A., Chirco, P., Klein, D., Purgason, A. (2022). *Messaging matters:* *The impact of advising micro-messages on student affect and behavior on diverse University campuses.* Accepted for publication at the National Academic Advising Association (NACADA) Journal.

Buchanan, T. M., Buchanan, J. P., Diedericks, D., Davis, L. (2022). *I’ll have what she’s having: (Social) Perceptions of default options and implications for decision-making.* International Journal of Consumer Studies. <https://doi.org/10.1111/ijcs.12847>

Chirco, P., & Buchanan, T.M. (2022). Dark faces in white spaces: The effects of skin tone, race, ethnicity, and intergroup preferences on interpersonal judgments. *Analyses of Social Issues and Public Policy, 22,* 427-447*.* <https://doi.org/10.1111/asap.12304>

Chirco, P., Buchanan, T. M. (2021). The (un)making of a citizen: The role of skin tone in perceived immigrant status and support for hostile immigration policy. *Translational Issues in Psychological Science, 7,* 378-391*.* [https://doi.org/10.1037/tps0000283](https://psycnet.apa.org/doi/10.1037/tps0000283)

Buchanan, T. M., Buchanan, J. P., & Kadey, K. R. (2019). Predicting with your head, not your heart: Forecasting errors and the impact of anticipated vs. experienced elements of regret on well-being. *Motivation and Emotion, 43,* 971-984*.* [*https://doi.org/10.1007/s11031-019-09772-y*](https://doi.org/10.1007/s11031-019-09772-y)

McConnell, A. R., Buchanan, T. M., Lloyd, E. P., & Skulborstad, H. M. (2019). Families as ingroups that provide social resources: Implications for well-being. *Self and Identity 18,* 306-330. <https://doi.org/10.1080/15298868.2018.1451364>

Gill, J., & Buchanan, T. M. (2018, April). *To punish or reward: High power frames influence deception detection*. Paper presented at the meeting of the Society for Industrial and Organizational Psychology. Chicago, IL.

Buchanan, T. M., & McConnell, A. R. (2017). Family as a source of support under stress: Benefits of greater breadth of family inclusion. *Self and Identity, 16*, 97-122. <https://doi.org/10.1080/15298868.2016.1226194>

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

(**Experimental Psychology Program Director)**

**General areas of interest:** Cognitive brain dynamics, event-related potentials, music cognition, teaching pedagogy, working memory, general cognitive psychology

**Selected works:**

Sewell, M., & Greenwald, R. (2021, May). *Frontal alpha asymmetry in relation to emotion and mental health: An EEG study*.  Presented at the Western Psychological Association Convention, Virtual Conference.

Broyan, V., Greenwald, R., Ussery, T., & Woody, R. (2019, May). *The power of music on implicit racial bias and neural activity*. Presented at the Symposium of University Research & Creative Expression, CWU.

Broyan, V., Greenwald, R., Ussery, T., & Woody, R. (2018, May). *The effects of music on relaxation*. Presented at the Symposium of University Research & Creative Expression, CWU.

Greenwald, R. R., & Blackmore, C. (2017). Passion play: The relationship between passion and motivation in on-line gaming. *SOJ Psychology*, *5*(1), 1-8.

Broyan, V., & Greenwald, R. (2016, May). *P200 brain wave and visual working memory in musician and non-musicians*. Presented at the Symposium of University Research & Creative Expression, CWU.

Richardson, B., Felke, Z., Whorley, G., Medrano, M., Williams, H., & Greenwald, R. (2015, May). *Electrophysiological and behavioral working memory differences between musician and non-musicians*. Presented at the Symposium of University Research & Creative Expression, CWU.

Greenwald, R. R., & Quitadamo, I. J. (2014). A mind of their own: Using inquiry-based teaching to build critical thinking skills and intellectual engagement in an undergraduate neuroanatomy course. *Journal of Undergraduate Neuroscience Education*, *12,* A100-A106.

**Richard Marsicano                           email:**Richard.Marsicano@cwu.edu

**General areas of interest:**Academic and behavioral interventions, intervention adherence, performance feedback, and response to intervention

**Selected works:**

     Marsicano, R. T., & Jantzer, A. (2020). Using mutually beneficial university-school partnerships to address MTSS implementation barriers in Washington State, *The WERA Education Journal, 13,* 12-21.

Wahl, E., Hawkins, R. O., Haydon, T., Marsicano, R., & Morrison J. Q. (2016). Comparing versions of the good behavior game: Can a positive spin enhance effectiveness? *Behavior Modification, 40,*493-517.

McKinley, L., & Marsicano, R. T. (2016, May). *Increasing teachers’ intervention adherence through a multi-tiered system of support*. Poster presented at the Association for Behavior Analysis International conference, Chicago, Illinois.

Bogue, H, Marrs, H., & Marsicano, R. T. (2015, October). *Report writing in the intervention age: Theme based and question based psychoeducational reports*. Paper presentation at the Washington State Association of School Psychologists Annual Conference, Spokane, WA.

Marsicano, R. T., Morrison, J. Q., Moomaw, S. C., Fite, N. M., & Kluesener, C. M. (2015). Increasing math milieu teaching by varying levels of consultation support: An example of analyzing intervention strength. *Journal of Behavioral Education, 24,*112-132.

Hawkins, R. O., Marsicano, R., Schmitt, A. J., McCallum, E., & Musti-Rao, S. (2015). Comparing the efficiency of repeated reading and listening-while-reading to improve reading fluency and comprehension*. Education and Treatment of Children, 38*, 49-70.

Haydon, T., Marsicano, R., & Scott, T. M. (2013). A comparison of choral and individual responding: A review of the literature. *Preventing School Failure*, *57*, 181-188.

Marsicano, R. T. (2012). Evidencing efficacy in graduate-level supervisory practices.  *From Science to Practice, 5*, 40-43.

**Meaghan Nolte email:** Meaghan.Nolte@cwu.edu

**(Mental Health Counseling Program Director; CCPAC Director)**

**General areas of interest**: Mindfulness, addictions treatment, counselor training, identity, epistemological development

**Selected works**:

Nolte, M. C., Bruce, M. A., & Becker, K. W. (2015). Building a community of researchers using the research mentoring model. *The Journal of Counselor Preparation and Supervision 7*(2), 7-37. [doi.org/10.7729/72.1070](http://dx.doi.org/10.7729/72.1070)

Warren, J., Haines, C., Nolte, M., & Weatherford, J. (2013). Year two: The impact of a substance assessment on problem recognition, ambivalence, and taking steps in college students. *Vistas 2013 Online.*

Warren, J., Nolte, M. C., & Weatherford J. (2012). Determining the impact of a comprehensive substance assessment on problem recognition, ambivalence, and taking steps. *Vistas 2012 Online.*

Nolte, M. C., & Washburn, F. (2016, May). *Paradigms, meta paradigms and waves: Using ethnography to swim through philosophical waters*. Paper presented at the Association for Humanistic Counseling National Conference, Portland, OR

Nolte, M. C. (2014, November). *The mirror of mindfulness: Experiential mindfulness in counselor training, a hermeneutic phenomenological examination*. Paper presented at the Western Association of Counselor Educators and Supervisors, Anaheim, CA.

Warren, J., Asfaw, A. H., Balich, R., Nolte, M., Perkins, D., Sasse, G., & Zakaria, N. S. (2013, October). *A phenomenological study of six views of recovery: An integrative model*. Paper presented at the Association of Counselor Educators and Supervisors, Denver, CO.

Nolte, M. C. (2012, October). *Ways of knowing: Connection and transformation of student’s epistemologies of knowing*. Paper presented at the Rocky Mountain Association of Counselor Educators and Supervisors, Park City, UT.

Warren, J., Balich, R., Parker, D., Nolte, M., Sasse, G., & Zakaria, N. S. (2012, October). *Five views of recovery with an integrative model*. Paper presented at the Rocky Mountain Association of Counselor Educators and Supervisors, Park City, UT.

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**Jeffrey M. Penick email:** Jeffrey.Penick@cwu.edu

**General areas of interest:** Mental health counseling, group counseling, counseling supervision, adult aging and development, health psychology

**Selected works:**

Penick, J. M., Fallshore, M., & Spencer, A. M. (2014). Using intergenerational service-learning to promote positive perceptions about older adults and community service in college students. *Journal of Intergenerational Relationships, 12*, 25-39.

Penick, J. M., & Villa, L. (2013, March). *The impact of peers and parents on adolescent drug and alcohol use*. Poster to be presented at the annual meeting of the American Counseling Association, Cincinnati, OH.

Penick, J. M. (2011, May) *Using intergenerational programming for senior center programs.* Invited presentation: Washington State Association of Senior Centers Annual Conference, Ellensburg, WA.

Penick, J. M., & Weber, R. (2011, March) *When young meet old: Using Yalom’s Therapeutic Factors Scale to evaluate the success of an intergenerational program.* Poster presentation at the ACA World Conference, New Orleans, LA.

Penick, J. M. (2010, February). *Using Yalom's Therapeutic Factors to develop an intergenerational service learning program*. Paper presented at the Association for Specialists in Group Work Biennial Conference, New Orleans, LA.

Roeber, C, & Penick, J. (2008, April). *Meaningful connections: Using qualitative methods to assess the benefits of life review in intergenerational service learning*. Poster presentation at the ACA World Conference, Honolulu, HA.

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

**Liane Pereira email:** Liane.Pereira@cwu.edu

**General areas of interest**: Youth mental health, school-based mental health, child and adolescent development, inequities in health and education

**Selected works**:

Sam, N., &Pereira, L.C. (2019). *Recovery, identity, and empowerment: The lived experiences of American Indian and Alaska Native women in urban treatment centers.* Presentation to be given on November 5, 2019 at the American Public Health Association annual meeting in Philadelphia, PA.

Dopps, J., & Pereira, L. C. (2019). *Exploring the educational outcomes of students who have experienced trauma: A systematic review by race/ethnicity and SES*. Presentation given on April 26, 2019 at the annual meeting of the Western Psychological Association in Pasadena, CA.

Pereira, L.C., & Pham, Y. (2018). *Inequities in ‘invisible’ mental health concerns: A*

*scoping review of educational outcomes in grades K-12.* Presentation given on November 14, 2018 at the American Public Health Association annual meeting in San Diego, CA.

Pereira, L. C., & Lavoie, J. (2018). Friends, foes, and self-defence: Students with EBD navigating social conflicts and bullying. *Emotional and Behavioural Difficulties, 23*(1), 15-27. [doi.org/10.1080/13632752.2017.1309796](https://doi.org/10.1080/13632752.2017.1309796)

Pereira, L. C., & Lavoie, J. (2017). *A developmental perspective of bullying and its*

*impact on educational trajectories and placements.* Presentation given on November 7, 2017 at the American Public Health Association annual meeting in Atlanta, GA.

Pereira, L. C., & Lavoie, J. (2016). Students’ perceptions of schooling: The path to alternate education. *International Journal of Child, Youth, and Family Studies, 7,* 381-403.

Lavoie, J., Pereira, L. C., & Talwar, V. (2016). Children’s physical resilience outcomes: Meta-analysis of vulnerability and protective factors. *Journal of Pediatric Nursing, 31*, 701-711. doi:10.1016/j.pedn.2016.07.011

Lavoie, J., Pereira, L. C., & Talwar, V. (2014). Understanding healthy development in children and youth: Themes of resilience.  *Children, Youth, and Family News*, *Dec,* 1-4.

**Heidi Perez (Bogue) email:** Heidi.Perez@cwu.edu

**(Assistant Department Chair; School Psychology Program Director)**

**General areas of interest:**School psychology, response-to-intervention, efficacy of school-based interventions, social-emotional functioning and behavior in children

**Selected works:**

Olden, H., & Perez, H. (2022). Student responses to a bullying prevention program. Submitted to *WERA Washington Educational Research Association Educational Journal* (unpublished).

Perez, H. E. (2022). [Review of the Test of Problem-Solving-Third Edition-Normative Update (TOPS-3E: NU)]. Submitted to J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds). *Mental Measurements Yearbook* (22nd ed.). Lincoln, NE: Buros Center for Testing.

Hull, C., Stein, S., Marsicano, R., Perez, H., & Smith, B. (2018, April). *Piano music as a behavioral intervention at a developmental preschool*. Poster presented at the Western Psychological Association Annual Convention, Portland, OR.

Perez, H. (2017, October). *What new school psychologists should know: A panel discussion.* Presentation at the Washington State Association of School Psychologists Annual Conference, Cle Elum, WA.

Dietz, K., & Bogue, H. (2017, May). *Teachers’ perceptions after completing the Guided Language Acquisition Design*. Poster presentation at the Symposium on University Research and Creative Expression, Ellensburg, WA.

Bogue, H., Marsicano, R., & Marrs, H. (2017, February). *The concerns of school psychologists about RTI implementation*. Poster presentation at the National Association of School Psychologists Annual Conference, San Antonio, TX.

Bogue, H., Marrs, H., & Marsicano, R. (2017). A snapshot of barriers of response to intervention Implementation (RTI): Perspective of school psychologists. *WERA Washington Educational Research Association Educational Journal*, *10*(1), 38-43.

Bogue, H., & Tiffany, S. (2017, November). *What school psychologists need to know about ESSA*. Paper presentation at the Washington State Association of School Psychologists Annual Conference, Stevenson, WA.

**Danielle C. Polage email:** Danielle.Polage@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. (2019). Liar, liar: Consistent lying decreases belief in the truth. *Applied Cognitive Psychology, 33*(4), 527-536. doi: [10.1002/acp.3489](https://doi.org/10.1002/acp.3489)

Polage, D. C. (2019, June). *System and estimator variables and their effects on perceived guilt with and without expert testimony*. Poster presented at Society for Applied Research in Memory and Cognition. Brewster, MA.

Williams, E. J. & Polage, D. (2018). How persuasive is phishing email? The role of authentic design, influence and current events in email judgements. *Behaviour & Information Technology, 38*(2), 184-197. doi: [10.1080/0144929X.2018.1519599](https://doi.org/10.1080/0144929X.2018.1519599)

Polage, D. C. & Williams, E. J. (2018, April). *Phishing expeditions: The role of authenticity, influence and current events in phishing email judgments*. Poster presented at Western Psychological Association. Portland, OR.

Polage, D. C. (2017). The effect of telling lies on belief in the truth. *Europe’s Journal of Psychology, 13*(4),633-644. doi: [10.5964/ejop.v13i4.1422](https://doi.org/10.5964/ejop.v13i4.1422)

Whitt, J. D., Cawley, B. D., Yonker, J. E., & Polage, D. C. (2014). Value of virtue: An organizational approach to the challenges of workplace disabilities. *Industrial and Organizational Psychology, 7,* 274–278. doi: [10.1111/iops.12146](https://doi.org/10.1111/iops.12146)

Polage, D. C. (2012). Making up history: False memories of fake news stories. *Europe’s Journal of Psychology, 8*(2), 245–250. doi:10.5964/ejop.v8i2.456

Polage, D. C. (2012). Fabrication inflation increases as source monitoring ability decreases. *Acta Psychologica, 139*(2), 335-342. doi: 10.1016/j.actpsy.2011.12.007

**Mary Radeke email:** Mary.Radeke@cwu.edu

**General areas of interest:** Use of facial cues in emotion and personality assessment, personality traits, technology in the classroom, primate communication, eye tracking and Facial Action Unit Coding laboratory, conversation development in young children.

**Selected works**:

 Aucoin, C. D., Matheson, M. D., & Radeke, M. K. (under review). The personality of primates: Opinions of contemporary primatologists. *American Journal of Primatology*.

Roseman, M., Anderson, A.,Radeke, M.,& Stahelski, A. (2022, April).*Perceived resting negative emotion*: “*Resting negative face*”, *perceiving the neutral face: How do correct ersus incorrect emotion labels affect social trait inferences?* Poster presented at the Western Psychological Association Annual Conference, Portland, OR.

Stahelski, A. J., Anderson, A., Browitt, N., & Radeke, M. K. (2021). Facial expressions and emotion labels are separate initiators of trait inferences from the face. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.749933/full>

Radeke, M. K.,& Stahelski, A. J. (2020). Altering age and gender stereotypes by creating halo and horns effects with facial expressions. *Humanities and Social Sciences Communications, 7*(14).<https://www.nature.com/articles/s41599-020-0504-6>

Radeke M. K. (2018). Accidental/intentional experiment. In J. Vonk & T. Shackelford (Eds.) *Encyclopedia of Animal Cognition and Behavior*. Springer, Cham. <https://doi.org/10.1007/978-3-319-47829-6_1105-1>

Davis J. Q., Shaw H. L., & Radeke M. K. (2018). Washoe. In J. Vonk & T. Shackelford (Eds.) *Encyclopedia of Animal Cognition and Behavior*. Springer, Cham. <https://doi.org/10.1007/978-3-319-47829-6_1839-2>

Isaak, S. L., James, J. R., Radeke, M. K.,Krauss, S. W., Schuler, K. L., & Schuler, E. R. (2017). Assessing religious orientations: Replication and validation of the Commitment-reflectivity Circumplex (CRC) Model. *Religion, 8,* 208-227*.* doi:10.3390/rel8100208

Radeke, M. K., & Stahelski, A. J. (2015) You're smiling, you must be an extrovert: The use of photographs to assess facial expression and personality traits. *National Social Science Journal, 44*(1), 48-61*.*

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

**General areas of interest:** General experimental psychology-human cognition including: determinants of eyewitness credibility, self-recognition effects on memory, facial expression effects on memory and on food rejection, adjustment issues for students with disabilities, gender typing of cis- and transgender individuals.

**Selected works:**

Williams, W. A. (2019). B. F. Skinner. In J. Vonk & T. K. Shackelford (Eds.) *Encyclopedia of animal cognition and behavior*, Springer International Publishing.

Williams, W. A. (2019). Innate behaviors. In J. Vonk & T. K. Shackelford (Eds.) *Encyclopedia of animal cognition and behavior*, Springer International Publishing.

Williams, W. A. (2019). Partial reinforcement extinction effects. In J. Vonk & T. K. Shackelford (Eds.) *Encyclopedia of animal cognition and behavior*, Springer International Publishing.

Williams, W. A. (2019). Releaser mechanisms. In J. Vonk & T. K. Shackelford (Eds.) *Encyclopedia of animal cognition and behavior*, Springer International Publishing.

Williams, W. A. (2018). Instrumental conditioning. In J. Vonk & T. K. Shackelford (Eds.) *Encyclopedia of animal cognition and behavior*, Springer International Publishing.

Ankrom, A., Green, A., Williams, W. A., Stein, S., & Loverro, I. (2018, April). *Male or female, cis or trans: Facial configuration effects on gender-based identification*. Poster presented to the Western Psychological Association Conference, Portland, OR.

**Lecturers**

**Christopher Beeman email:** Christopher.Beeman@cwu.edu

**General areas of interest:** Behavioral neuroscience, biology of long term memory, teaching in psychology, neuroscience outreach

**Selected works:**

Beeman, C. L., Pullins, S. E, Hoogendoorn, J. J., & Quinn, J. J. (2014). *Complete lesions of the hippocampus disrupt recent and remote fear memory regardless of lesion-test interval*. Poster presentation, Pavlovian Society annual meeting. Seattle, WA.

Beeman, C. L., Bauer, P. S., Pierson, J. L., & Quinn, J. J. (2013). Hippocampus and medial prefrontal cortex contributions to trace and contextual fear memory expression over time. *Learning & Memory, 20*(6), 336–43. doi:10.1101/lm.031161.113

Pullins, S. E., Beeman, C. L., Hoogendoorn, J. J., & Quinn, J. J. (2013). *Temporally-graded retrograde amnesia following trace fear conditioning: Focal hippocampus damage or distal disruption?* Poster presentation, Society for Neuroscience annual conference. San Diego, CA.

Beeman, C. L., Hoogendoorn, J. J., Pullins, S. E., & Quinn, J. J. (2013). *Characterizing the effects of complete hippocampal lesions on trace and contextual fear conditioning following a 30 day lesion-to-test interval.* Poster presentation, Society for Neuroscience annual conference. San Diego, CA.

Beeman, C. L. (2012). *Systems-level memory consolidation following trace fear conditioning, the role of the HPC and mPFC*. Oral presentation. Miami Valley Society for Neuroscience, Annual Neuroscience Day. Dayton, OH.

**Cristina Bistricean email:** Cristina.Bistricean@cwu.edu

**General areas of interest:** Applied behavioral analysis, experimental psychology, high-functioning autism, anxiety reduction, transitional periods, PTSD

**Selected works:**

Jackle, S. A., Bistricean, C., & Gabriel, K. I. (2013, May). *Evaluating the environment on a university campus towards students with learning disabilities*. Poster session presented at the annual meeting of the Symposium on University Research and Creative Expressions, Central Washington University, Ellensburg, WA.

Enselman, D., Bistricean, C., & Gabriel, K. I. (2013, May). *Needs assessment in individuals with asperger’s in a post-secondary environment*. Poster session presented at the annual meeting of the Symposium on University Research and Creative Expressions, Central Washington University, Ellensburg, WA.

Bistricean, C., Jackle, S. A., & Gabriel, K. I. (2013, April). *University undergraduate’s understanding of autism*. Poster session presented at the annual meeting of the Western Psychological Association, Reno, NV.

Bistricean, C., Jackle, S. A., & Gabriel, K. I. (2013, April). *Perceptions of Asperger’s syndrome in university undergraduates*. Poster session presented at the annual meeting of the Western Psychological Association, Reno, Nevada.

Enselman, D., Bistricean, C., & Gabriel, K. I. (2013, April). *Needs assessment in individuals with Asperger’s in a post-secondary environment.* Poster session presented at the annual meeting of the Western Psychological Association, Reno, Nevada.

Jackle, S. A., Bistricean, C., & Gabriel, K. I. (2013, April). *Evaluating the environment on a university campus towards students with learning disabilities.* Poster session presented at the annual meeting of the Western Psychological Association, Reno, Nevada.

Jackle, S. A., Bistricean, C., & Gabriel K. I. (2012, May). *Perceptions of students with learning disabilities on a university campus.* Poster session presented at the annual meeting of the Symposium on University Research and Creative Expressions, Central Washington University, Ellensburg, WA.

Bistricean, C. (2011, May). *Control techniques of intrusive thoughts after the death of a loved one*. Verbal session presented at the annual meeting of the Rocky Mountain Psychological Association Convention, Salt Lake City, NV.

**Joshua Buchanan email:** Joshua.Buchanan@cwu.edu

**General areas of interest:** Psychology of video games, self-conscious emotion, emotion expression, judgment & decision-making

**Selected works:**

Buchanan, T. M.,Buchanan, J.,& Kadey, K. (2019). Predicting with your head, not your heart: Forecasting errors and the impact of anticipated vs. experienced elements of regret on well-being. *Motivation and Emotion*. Advance online publication. doi.org/10.1007/s11031-019-09772-y

Escamilla-Ocanas, L., Mulu, E., Buchanan, T., &Buchanan, J. (2019, April). *Twitch impact: The influence of videogame streamer/viewer connection and style of play on pro/antisocial outcomes*. Poster presented at the 99th annual meeting of the Western Psychological Association, Pasadena, CA.

Hansen, B., Buchanan, T., &Buchanan, J. (2019, April). *Breaking-up is (not so) hard to do: Forecasting errors of regret elements in experimental/real-world contexts*. Poster presented at the 99th annual meeting of the Western Psychological Association, Pasadena, CA.

Escamilla-Ocanas, L., Buchanan, T., &Buchanan, J. (2018, April). *A top-notch streaming experience: The influence of observed videogame play on social outcomes*. Poster presented at the 98th annual meeting of the Western Psychological Association, Portland, OR.

McCutchen, A., Buchanan, T., &Buchanan, J. (2018, April). *Affective and cognitive components of regret: Affective forecasting errors and well-being*. Poster presented at the 98th annual meeting of the Western Psychological Association, Portland, OR.

Buchanan, J., Summerville, A., Lehmann, J., & Reb, J. (2016). The Regret Elements Scale: Distinguishing the affective and cognitive components of regret. *Judgment and Decision Making, 11*, 275-286.

Walker, R. J., Christopher, A. N., Wieth, M. B., & Buchanan, J. (2015). Personality, time-of-day preference, and eating behavior: The mediational role of morning-eveningness. *Personality and Individual Differences*, *77*, 13-17.

Summerville, A., & Buchanan, J. (2014). Functions of personal experience and of expression of regret. *Personality and Social Psychology Bulletin*, *40*, 463-475.

**Kim Collucci email:** Kim.Collucci@cwu.edu

**General areas of interest:** Mental health counseling in correctional facilities, social psychology, cultural influences on human development, and memory and remembrance

**Jennifer Kassing email:** Jennifer.Kassing@cwu.edu

**General areas of interest:** Couples counseling, family therapy, disorders of childhood, ecotherapy, integrative care, developmental psychology, health psychology

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

**General areas of interest**: Social psychology; industrial/organizational psychology; facial inferencing; leadership; cults and extremist groups; aggression and violence

**Selected works:**

Stahelski, A. J., Anderson, A., Browitt, N., & Radeke, M. K. (under review). What we infer from the face: Does the facial expression or the emotion label change the temperament, personality, and social inferences? *Frontiers in Psychology*.

Stahelski, A. J. (2021). Leaders’ power resources and followers’ reactions. In G. A. Goethals & S. Allison (Eds.) *The Encyclopedia of Leadership Studies* (1st edition). Sage Publishing.

Radeke, M. K.,& Stahelski, A. J. (2020). Altering age and gender stereotypes by creating halo and horns effects with facial expressions. *Humanities and Social Sciences Communications, 7*(14).<https://www.nature.com/articles/s41599-020-0504-6>

Swiney, J. C., & Stahelski, A. J. (2017). A cultural comparison of the facial inference process. *The International Journal of Indian Psychology*, *5*(1), 5-20.

Radeke, M. K., & Stahelski, A. J. (2015). You’re smiling, you must be an extrovert: The use of photographs to assess facial expressions and personality traits. *National Social Science Journal*, *44*(1), 48-61.

Stahelski, A. J. (2004, March 15). Terrorists are made, not born: Creating terrorists using social psychological conditioning. *The Journal of Homeland Security*, *Homelandsecurity.org*.

Moses, T. R., Stahelski, A. J., & Knapp, G. (2000). Effects of attribute control charts on organizational performance. *Journal of Organization and Behavior Management*, 20, 69-90.

**Course of Study**

Requirements for each program may be found in the Graduate Catalog <http://catalog.acalog.cwu.edu/index.php>). Students admitted to a graduate 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 from your program director or graduate advisor) listing all courses to be completed in order to receive the degree and/or certification. This form must be completed during the first 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 designed for in-service and continuing education of professionals 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 will 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.
* 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 School of Graduate Studies and Research. It is the policy of the Psychology 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.

**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**

Graduate 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 Dean of Student Success to obtain the necessary information relative to filing the petition. See the following website for further information regarding academic appeals: <http://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations>

**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 Human Subject Review Council (<http://www.cwu.edu/hsrc/>). Animal research is subject to regulation by the Institutional Animal Care and Use Committee (<http://www.cwu.edu/iacuc/>). Consult with your advisor prior to undertaking any research, and **do not begin running subjects until official approval has been received**.

Graduate students seeking research participants should consider posting their research study on Sona, the Psychology Department’s research study and clinic participation pool: <http://www.cwu.edu/psychology/about-sona-systems>.

**Graduate Assistantships**

An assistantship is a contractual obligation to provide assigned services to the department in a professional manner. Every two weeks, faculty supervisors are asked to evaluate their graduate assistants' performance. 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 School 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.

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/Project/Portfolio**

Students enrolled in the M.S. Experimental Psychology Program are required to complete a thesis. Thesis regulations from the School of Graduate Studies and Research can be found on this webpage: <http://www.cwu.edu/masters/thesis-assistance>.

Students in the M.S. Mental Health Counseling Program and Ed.S. School Psychology Program have the option of completing a thesis, project, or portfolio. A project is very similar in format to a thesis but the final product is not reviewed by the School of Graduate Studies and Research. Students interested in completing a portfolio should consult with their specific program director for procedures and requirements.

**Guidelines for the Thesis**

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.
* Students should not conduct statistical analyses for their theses that are beyond their level of training and understanding. To do so defeats the purpose of conducting their own individual research project. Furthermore, it increases the likelihood that they will look foolish and embarrass themselves in a thesis defense when they are unable to fully explain and defend the statistics they used.
* 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 Option Approval forms are to be submitted for the department chair's signature and forwarding to the School of Graduate Studies and Research. Theses or projects involving human subjects also require approval by the Human Subjects Review Council (<http://www.cwu.edu/hsrc/>). Theses or projects involving animal subjects require approval by the Institutional Animal Care and Use Committee (<http://www.cwu.edu/iacuc/>).
* 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, unless a different timeline has been agreed upon by the committee members. 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 School of Graduate Studies and Research and announced to the faculty at least two weeks in advance, and
* held between the hours of 7 a.m. and 6 p.m. when the university is in session (not between quarters), and

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

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, unless a different timeline has been agreed upon by the committee members. All committee members should have had an earlier opportunity to review a draft copy of the thesis before the “final” draft is provided. Additional changes may be required following the thesis defense.

**Getting Ready to Graduate**

Graduation procedures and deadlines can be found here: <http://www.cwu.edu/masters/graduation-procedures-and-deadlines>

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.

**Psychology 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, faculty, and graduate assistants (under faculty direction) 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 (509-963-2958).
* Many of our classrooms are equipped with computers, projectors, and other expensive classroom technology. Graduate assistants - please make sure that you lock classrooms after the class is over.
* 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.