

Program Review

Bachelor of Science in Psychology and
Bachelor of Science in Forensic Psychology

Fairmont State University
2006

PROGRAM REVIEW

Fairmont State Board of Governors

Format for Programs Without Specialized Accreditation

Date Submitted March 24, 2006

Program Bachelor of Science in Psychology and Bachelor of Science in Forensic Psychology
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

Rationale for Recommendation:

The Psychology program is a strong and valuable program at Fairmont State University. However, the Forensic Psychology program, started in 2000, has not shown the anticipated growth, and has become a burden on the Psychology faculty in terms of required course offerings that benefit few students. Appendix V shows that the core courses in Psychology (e.g. social psychology or personality theories) average between 266 and 79 students per semester. Core courses in Forensic Psychology (e.g. Psychopathology and Clinical Practicum) average between 25 and 14 students per semester. Lists of student majors and graduates show that, of the 30 to 50 majors in Forensic Psychology since 2001, several have changed majors to Criminal Justice several have changed majors to Psychology and only 17 have graduated in Forensic Psychology over four years. The Forensic Psychology program should be phased out because of low enrollments, low graduation rates, and the need to use faculty course loads for courses in the expected master's program in the Department of Behavioral Sciences. All students currently in the Forensic Psychology program will be assured that they can complete the courses needed to finish their degree in Forensic Psychology.

Clarence Robb
Signature of person preparing report:

3/24/2006
Date

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Signature of Dean or School Head

3/23/06
Date

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Signature of Provost and Vice President for Academic Affairs:

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Signature of Chair, Board of Governors:

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EXECUTIVE SUMMARY

A brief summary of the General Psychology and Forensic Psychology program review report.

- The Bachelor of Science program in Psychology has a mission that is essentially two-fold. First and foremost, the program is designed to provide students with a solid background of course work in basic psychology that is an excellent preparation for graduate school in either psychology or related disciplines. The second major objective of the psychology program is to help the students develop marketable skills that will prepare them for careers in the use of psychological techniques and principles in applied settings.
- The psychology curriculum represents the dynamic flux that psychology possesses in the evolution of academia and society. The General Psychology emphasis, which requires 40 semester hours for a major, is geared for those students who are seriously interested in pursuing graduate degrees in such areas as Clinical, Counseling, or Educational/School Psychology, Social Work, or Rehabilitation or Guidance Counseling. A portion of majors has also pursued professional graduate degrees in law and medicine. This particular curriculum emphasizes such content areas as research, statistics, personality and learning theory, human development, and psychological assessment. Clinical applications in intervention, psychopathology and personal adjustment are also emphasized. A minor is required for those students majoring in the General Psychology Program.
- The Psychology Program has an interdisciplinary arrangement to offer a major in Forensic Psychology. Majors in this program are provided with a strong core of psychological foundations as well as relevant courses within the discipline of Criminal Justice. This program educates students for entry level criminal justice positions specializing in human relations as well as preparing them for advanced academic study in the areas of Forensic, Clinical or Counseling, Social Services, and Correctional or General Counseling. The major requires a total of 79 semester hours but does not require a minor.
- The Psychology Department at FSU consists of four full-time members, one half-time individual who also serves as the Chairman for the Department of Behavior Sciences, and one half-time individual who has a dual appointment with Sociology. Five of the six faculty have doctoral degrees from accredited institutions while the other faculty member holds an MSW (also accredited). Four of the faculty are tenured. Two hold the rank of Professor, two the rank of Associate Professor, and two the rank of Assistant Professor. One of the faculty members is licensed in the state of West Virginia as a Clinical Psychologist while two hold both state and national certifications in the area of School Psychology. One is a Licensed Professional Counselor and one is a Licensed Social Worker. All of our faculty are members of appropriate state and National professional organizations. In addition to their teaching and academic duties two of the faculty maintain part-time private practices and consulting services. Such expertise within the applied areas allows our students to be appropriately supervised during their practicum

experiences. All of our faculty teach courses that are consistent with their education and training.

- Graduates from the General Psychology Program are accepted to a variety of graduate schools in the field of psychology as well as related disciplines. Such graduate schools include West Virginia University, Marshall University, Edinborough State University, Illinois State University, University of Virginia, Radford University, Kent State University, James Madison University, Carlow University, University of Texas, and many others. Graduate programs include those in all subfields of psychology (e.g., Clinical, Counseling, School, Educational, Developmental, and Industrial) as well as Social Work, Counseling, Rehabilitation, Industrial Relations, Child Development and Law.
- Graduates who enter the work force immediately find employment in such locations as Valley Health Care, Try Again Homes, WV Dept of Human Services, WV Dept of Rehabilitation, WV Dept of Corrections, Harrison Co Schools, Presley Ridge Group Home, Lockheed-Martin Corporation, Barbour Co Health Dept, Center of Independent Living, Boston City Hospital, Student Advising Center (FSU), Harrison Co Head Start, ResCare, Marion Co Hospice, and Prunytown Correctional Facility.
- Although the Forensic Psychology Program has not graduated nearly as many students as the General Program, the available data show that the majority of graduates tend to seek immediate employment. Such jobs have included being Legal Assistants, Probation Officers, and Correctional Counselors. Those few that do attend graduate have done so in Clinical Psychology and Mental Health Counseling.
- During this review period, a total of 85 graduates (80 from General Psychology and five from the Forensic Program) were randomly surveyed. This number and configuration represents over 25% of our graduates over the past five years. Of the 85 students sampled, it was found that 42 were exclusively enrolled in some type of post baccalaureate educational program (mostly graduate school in an area of psychology, counseling or social work). Thirty-four (34) graduates were exclusively employed while nine (9) were both employed and enrolled in some type of post baccalaureate program. Students provided overwhelmingly positive feedback with regard to the education and opportunities provided by the Psychology program at Fairmont State. Those graduates within the work setting consistently reported that the skills taught in our Psychology Program (e.g., assessment, communication, writing, research, etc.) were invaluable. Both employers and graduate schools were interviewed and provided very positive responses regarding our students' knowledge, skills, and professional ethics.
- Financial support for the Psychology Program comes from state funding by way of the School of Liberal Arts. The Psychology Program requires a technical fee in several of its courses including Statistics, Experimental Psychology and Advanced Psychometrics.

- Introductory Psychology is a popular general requirement for students and a variety of other programs within the University require various psychology courses as part of their plan of study (thus allowing the Psychology Program to serve a variety of students other than its own majors and minors). Consequently, while the total resources devoted to Psychology is very small, the impact on the University as a whole is significant.
- Facilities for the Psychology Program (both General and Forensic) include classroom space primarily in Hardway Hall and a computer lab located in Room 105 HB. The lab is shared by the Departments of Behavioral and Social Sciences.
- The Psychology Program has developed a comprehensive assessment program in which both psychology and forensic psychology majors are routinely evaluated to determine a minimum level of theoretical and applied competence in the following areas: (1) Psychological Foundations, (2) Statistics and Research Development, (3), Testing Theory and Psychological Assessment, and (4) Intervention Strategies. These core areas were chosen because of their direct applicability toward graduate study as well as success within the work environment. This program includes entrance and exit assessment as well as surveys and interviews with students, employers, and schools.
- The General and Forensic Psychology Programs contribute to the social and mental well-being of North Central West Virginia by producing mental health professionals that dedicate their lives to a better life for others in West Virginia
- Despite its high level of productivity, the small number of full-time psychology faculty make it difficult to provide the students with the amount of time and attention necessary to maintain a first-rate undergraduate program. Upper level classes contain very large numbers that often make it impossible for the professor to provide an optimum learning environment.
- Course enrollments for the Psychology program average about 44 students per class ranging from 80 students in intro level classes to the intentionally capped writing intensive Foundations course that accepts 20 students per section. Many upper level sections fill the typical classroom of 40 to 50 seats.
- While all of the colleges and universities in the state offer B.S. or B.A. degrees in Psychology, Fairmont State is unique in that we are one of the few undergraduate psychology programs to offer courses in the more applied areas of assessment and intervention. Although such content is not typically offered at the undergraduate level, it better prepares the student for both graduate study and future employment.
- The Psychology Program at Fairmont State is consistent with the global mission of the institution in that it meets community and regional demands for paraprofessionals while at the same time expanding the horizons for a large number of middle and working class “non-traditional” students by enabling them to continue their education and develop marketable skills that prepare them for careers in the use of psychological techniques and principles applied to community, industrial and forensic settings.

1. Program Description for

Psychology and Forensic Psychology

Name of Program

The Bachelor of Science program in Psychology has a mission that is essentially two-fold. First and foremost, the program is designed to provide students with a solid background of course work in basic psychology that is an excellent preparation for graduate school in either psychology or related disciplines. The second major objective of the psychology program is to help the students develop marketable skills that will prepare them for careers in the use of psychological techniques and principles in applied settings. The Forensic Psychology major draws upon Criminal Justice and Psychology to prepare students both for graduate programs and for careers in psychology, social work, law enforcement, and corrections. A minor area of study is not required with the Forensic Psychology major.

A. Adequacy

- 1. Curriculum:** The psychology curriculum represents the dynamic flux that psychology possesses in the evolution of academia and society. The GENERAL PSYCHOLOGY EMPHASIS, which requires 40 semester hours for a major, is geared for those students who are seriously interested in pursuing graduate degrees in such areas as Clinical, Counseling, or Educational/School Psychology, Social Work, or Rehabilitation or Guidance Counseling. A number of majors have also pursued professional graduate degrees in law and medicine. This particular curriculum emphasizes such content areas as research, statistics, personality and learning theory, human development, and psychological assessment. Clinical applications in intervention, psychopathology and personal adjustment are also emphasized. A minor is required for those students majoring in the General Psychology Program.

Majors who are interested in enhancing Community Service or Industrial-Personnel skills are encouraged to take between six to 12 additional hours of psychology electives in the areas of COMMUNITY OR INDUSTRIAL-PERSONNEL PSYCHOLOGY.

Finally, the Psychology Program has entered into an interdisciplinary arrangement to offer a major in FORENSIC PSYCHOLOGY. Majors in this program are provided with a strong core of psychological foundations as well as relevant courses within the discipline of Criminal Justice. This program educates students for entry level criminal justice positions specializing in human relations as well as preparing them for advanced academic study in the areas of Forensic, Clinical or Counseling, Social Services, and Correctional or General Counseling. The major requires a total of 79 semester hours but does not require a minor.

- 2. Faculty:** The Psychology Department at FSU consists of four full-time members, one half-time individual who also serves as the Chairman for the Department of Behavioral Sciences, and one half-time individual who has a dual appointment with Sociology. Five of the six faculty have doctoral degrees from accredited institutions while the other faculty member holds an MSW (also accredited). Four of the faculty are tenured. Two hold the rank of Professor, two the rank of Associate Professor, and two the rank of Assistant Professor. One of the faculty members is licensed in the state of West Virginia as a Clinical Psychologist while two hold both state and national certifications in the area of School Psychology. One is a Licensed Professional Counselor and one is a Licensed Social Worker. All of our faculty belong to appropriate state and national professional organizations. In addition to their teaching and academic duties, two of the faculty maintain part-time private practices and consulting services. Such expertise within the applied areas allows our students to be appropriately supervised during their practicum experiences. All of our faculty course assignments are consistent with their education and training.

In addition to its full-time faculty, Fairmont State University relies on a number of adjunct or part-time faculty. Such individuals are hired on a semester basis and can teach up to nine semester hours. All

adjunct faculty hold at least a Master's Degree in psychology or a related discipline and possess training and education for the courses they teach.

NOTE: A list of all current faculty (both full-time and adjunct) can be found in Appendix II along with their appropriate data sheet.

3. Students

- (a) **Entrance Standards:** Admission to the Psychology Program as a major requires only that the Student be admitted to Fairmont State as a Bachelor Degree student and declare psychology as their major.
- (b) **Entrance Abilities:** Other than meeting institutional admissions standards, there are no specific entrance requirements for the psychology major. However, according to Fairmont State University records, the average ACT Composite Scores for psychology majors is 19.71 and 20.08 for the General and Forensic Programs respectively. Such scores are somewhat higher than the University average (18.70). The average high school GPA for General Psychology majors is 3.01 and 2.95 for those in the Forensic Psychology program. APPENDIX VII contains ACT subtests and high school GPA averages for both the General Psychology and Forensic Psychology programs.
- (c) **Exit Abilities:** Although neither the General nor Forensic Psychology Programs possesses any licensing exams or certification requirements, students must possess a 2.00 GPA in order to graduate (as in accordance with institutional graduation requirements). According to FSU data, majors in the General Psychology Program have an average cumulative GPA of 3.16 at the time of graduation (3.04 for those in the Forensic Psychology Program), scores above the Fairmont State University average of 2.60.
- (d) **Graduates:** Graduates from the General Psychology Program are accepted to a variety of graduate school in the field of psychology as well as related disciplines. Such graduate schools include West Virginia University, Marshall University, Edinborough State University, Illinois State University, University of Virginia, Radford University, Capelli University, Chatham University, Kent State University, James Madison University, Carlow University, Oklahoma City University, University of Texas, Alliant University, and New York City College. Graduate programs include those in all subfields of psychology (e.g., Clinical, Counseling, School, Educational, Developmental, and Industrial) as well as Social Work, Counseling, Rehabilitation, Industrial Relations, Child Development and Law. Those graduates who enter the work force immediately find employment in such locations as Valley Health Care, Try Again Homes, WV Dept of Human Services, WV Dept of Rehabilitation, WV Dept of Corrections, Harrison Co Schools, Presley Ridge Group Home, Lockheed-Martin Corporation, Barbour Co Health Dept, Center of Independent Living, Boston City Hospital, Student Advising Center (FSU), Harrison Co Head Start, ResCare, Marion Co Hospice, and Prunytown Correctional Facility.

Although the Forensic Psychology Program has not graduated nearly as many students as the General Program, the available data show that the majority of graduates tend to seek immediate employment. Such jobs have included being Legal Assistants, Probation Officers, and Correctional Counselors. Those few who attend graduate school have done so in Clinical Psychology or Mental Health Counseling.

- 4. **Graduate and Employer Satisfaction:** Both phone and face-to-face surveys were conducted with various employment locations and graduate programs, as well as with the graduates themselves (see APPENDIX VIII for a copy of the Graduate Survey Form). Below is summary of such findings.

- (a) Graduate Satisfaction: During this review period, a total of 85 graduates (80 from General Psychology and five from the Forensic Program) were randomly surveyed. This number and configuration represents over 25% of our graduates over the past five years. Information regarding their current employment status, post baccalaureate education and general satisfaction with the experience they received while they were a Psychology Major at FSU. We inquired specifically as to the areas they felt our program provided the best training and where we were most lacking. We were particularly interested in whether or not our majors felt that the Psychology Program prepared them adequately for graduate school.

Of the 85 students sampled, it was found that 42 were enrolled in some type of post-baccalaureate educational program (mostly graduate school in an area of psychology, counseling or social work). Thirty-four (34) graduates were employed while nine (9) were both employed and enrolled in some type of post baccalaureate program. (Refer to APPENDIX IX for a table which provides more specific detail regarding types of educational programs and job titles). It is important to note the student responses were very consistent regardless of whether they graduated from the General or Forensic Programs.

For those students attending some type of graduate school (regardless of the specific program) the feedback was overwhelmingly positive. They consistently reported that they were well prepared in regards to content and theory. As a matter of fact, many reported that a large portion of their graduate work was actually a review of what they were taught as an undergraduate. Among the courses that they found most useful in graduate school were those emphasizing basic psychological theory, intervention, psychopathology, assessment, statistics and research methods/experimental design. The students found those courses requiring a large amount of writing and research particularly useful in developing those skills necessary for graduate school.

Although the graduates mentioned no specific programmatic weaknesses, many stated that they would have enjoyed more opportunities to attend conferences and present research projects. Such students stated that although the psychology faculty certainly encouraged them to attend conferences, the institution as a whole provided little opportunity in the way of financial support. Consequently, most students did not have the financial resources to attend conferences. Students also reported such factors as large class sizes and lack of adequate air conditioning as being detrimental to their optimum learning experience.

Those graduates within the work setting were employed in such positions as psychometricians, case managers, behavior management specialists, intake specialists, and social workers. They consistently report that the skills taught in our Psychology Program (e.g., assessment, communication, writing, research, etc.) were invaluable in their current job setting.

- (b) Employer Satisfaction: A total of ten different supervisors of various social/psychological service agencies and businesses were interviewed for this particular program review period (see APPENDIX X for a copy of the Employer/Graduate School Survey Form). Overall, the responses were very positive. Our graduates (whether General or Forensic) were found to possess good foundation skills in terms of both content and writing. They had little difficulty assimilating into the job setting or mastering the requirements of their position. All of the agencies/businesses had several of our psychology graduates on staff and all of the supervisors interviewed stated that they would be very willing to hire students from our program in the future.

Those supervisors who were interviewed identified a number of strengths that our psychology graduates seemed to possess. They mentioned that the graduates exhibited a high level of ethical and professional behavior and were well aware of their responsibilities as a professional within the psychological/social service arena. Five supervisors mentioned that they frequently seek the advice of their Fairmont State graduates regarding issues relating to confidentiality and privacy rights of their clients and patients. Seven of the ten supervisors mentioned that it is common practice for our graduates to advance within the agency at a fairly rapid rate. Reasons for such advancement include a solid command of psychological theory and practice as well as a broad knowledge base related to the organization and analysis of data. The majority of supervisors interviewed also mentioned that our psychology graduates were able to function effectively and autonomously in the work setting.

- (c) **Graduate School Satisfaction:** Representatives from five different graduate programs were interviewed. Four of the representatives held chair positions within their graduate department while one functioned as program coordinator. The overall results collected from these individuals were quite positive. All of the representatives interviewed stated that they found our psychology graduates (whether General or Forensic) to be very well prepared for the demands of graduate school. Our graduates were found to possess solid skill development in both general and professional writing as well as a good understanding of basic statistical concepts and analysis. All of the representatives interviewed mentioned that they were impressed with our graduates regarding their knowledge of psychological theory in the areas of assessment, personality and learning. All consistently reported that our graduates (whether General or Forensic) were among their top students in terms of both content and writing. As a matter of fact, Marshall University Graduate College is willing to waive two of their required courses (Psychology of Personality and Tests and Measurements) if the student completed the undergraduate counterparts through the Psychology Program at Fairmont State.

5. Resources:

- (a) **Financial:** Financial support for the Psychology Program comes from state funding by way of the College of Liberal Arts, Department of Behavioral Sciences. In addition to Psychology (5 faculty), the School's budget is shared by the programs of Geography (2 faculty) and Sociology (2.5 faculty). The Psychology Program requires a technical fee in several of its courses including Statistics, Experimental Psychology and Advanced Psychometrics. Introductory Psychology is a popular Liberal Studies requirement for students and a variety of other programs within the University require various psychology courses as part of their plan of study (thus allowing the Psychology Program to serve a variety of students other than its own majors and minors). Consequently, while the total resources devoted to Psychology is very small, the impact on the University as a whole is significant.
- (b) **Facilities:** Until 1995, the Psychology Program shared an experimental lab in Hunt Haight Hall. After termination of this arrangement, the Psychology Program (both General and Forensic) has depended solely on the computer lab located in Room 105 HB. The lab is shared by the Departments of Behavioral and Social Sciences. Recently, approval has been received to install a new 20 station computer laboratory for the Social and Behavioral Sciences. The resources of the University's library and media center are also used by all of the psychology classes. Finally, the Psychology Program uses a small storage area (Room 127-A, HB) for the testing materials that are used in the Psychometrics and Advanced Psychometrics courses.

6. Assessment Information: (Student and Programmatic)

- (a) **Summary of Plan:** The Psychology Programs' (both General and Forensic) two-fold mission is designed to provide the graduate with a solid background of course-work that is either an appropriate preparation for graduate school or immediate entrance into the work-setting. The program's assessment plan therefore contains a variety of goals and objectives which will enhance the students' competencies within the various areas of psychology. Because the assessment plan is designed to be an on-going process, the data that is obtained from it will not only help to evaluate the individual student, but also the efficacy of the Psychology Program overall. Since the psychology core curricula comprising the General and Forensic Programs are essentially identical, the same assessment plan is used for both programs.
- (b) **Student Goals and Assessment:** The Psychology Program has developed a comprehensive assessment program in which both psychology and forensic psychology majors will be routinely evaluated to determine a minimum level of theoretical and applied competence in the following areas: (1) Psychological Foundations, (2) Statistics and Research Development, (3), Testing Theory and Psychological Assessment, and (4) Intervention Strategies. These core areas were chosen because of their direct applicability toward graduate study as well as success within the work environment. The following provides a detailed description of each competency area and the method of assessment.
- (1) **Psychological Foundations:** All General and Forensic Psychology majors are administered a comprehensive exam during their Introductory Psychology course. This exam, which has been locally developed, is a comprehensive test which measures a broad range of psychological content including history and systems of psychology, biopsychology, research methods, learning, human development, psychopathology, intervention, personality, and social psychology. This exam serves as both a pre and post test measure since it is readministered during their senior year. We have accumulated data over the past four years in an effort to determine local norms. It is anticipated that a minimum score of 70% will be required in order for a student to meet this competency. Those students who fail to meet criteria will be provided an opportunity to re-take the exam. A sample of the exam is provided in APPENDIX XI while a summary of the pre and post test results are included in APPENDIX XII.
- (2) **Statistics and Research Design:** This particular assessment component is integrated into the following courses: Statistics (Psych 2240), Experimental Psychology (Psych 3310), and Foundations of Psychology (Psych 3390). The content of each course is designed as an integrated sequence to allow the student to not only obtain the fundamentals of statistics, but also develop, design and conduct a data-based research project. A brief description as to the manner in which each course contributes to this component is provided.

Students enrolled in Psychology 2240 (Statistics) will initially be taught descriptive-level statistics (e.g., z-scores, central limit theorem, etc.). From there, the basic parametric procedures such as t-tests and analysis of variance are covered. Finally, the more common non-parametric tests, such as chi-square, are introduced. Mastery of the content material is established by class assignments, projects and formal exams.

Students who successfully complete the statistics course will enroll the following semester into Experimental Psychology (Psych 3310). The purpose of this course is to take the basic statistics learned in Psychology 2240 and apply a research design to a particular statistical technique. For each technique, there is an emphasis on the inferences that can

be made based upon the understanding of central limit theory. Specifically, the course covers the process of data collection, basic methodology and data analysis (using SPSS). A series of data-based articles is reviewed and critiqued, which helps develop the foundation necessary to progress into the next course.

Foundations of Psychology (Psych 3390), which serves as a writing intensive course, can be considered the “capstone” for the Statistics and Research Design assessment component. Taking the content that is learned in both Statistics and Experimental Psychology, the student is required to develop a research idea and put that idea into practice. To do this they must develop a hypothesis, design a viable study to test the hypothesis, choose the appropriate statistical procedure, collect/analyze their data, and present their results in a finished article which adheres to APA style format. The student is guided by the instructor at each stage of the project. Students who desire may present their project at one of our student forums or at an actual psychology conference. It is important to note that our students have in fact presented at state, regional and national conferences, including the APA (American Psychological Association).

- (3) Testing Theory and Psychological Assessment: All General and Forensic Psychology majors are required to take Psychology 4400 (Psychometrics) which deals with general theory of measurement as involved in various areas of psychology including intellectual, personality and neuropsychological assessment. Emphasis on test construction, standardization and general legal-ethical issues is provided. A capstone consisting of a detailed test analysis is required. A minimum requirement of 70% is necessary in order to demonstrate mastery in this competency area.

Those students either planning to attend graduate school or pursue employment as a psychometrician are urged to also take Psychology 4485 (Advanced Psychometrics). This particular course emphasizes the administration, scoring and interpretation of various psychological and educational assessment instruments. Students taking this course will be required to take a comprehensive exam in which they are provided test data from various intellectual, personality, vocational and interest inventories. They are required to score, analyze and interpret the information accordingly. A minimum requirement of 70% must be achieved for mastery of this competency.

- (4) Intervention Strategies: All psychology majors (General and Forensic) are required to successfully complete Psychology 4460 (Seminar: Intervention Strategies). This course functions as another capstone opportunity where students are required to demonstrate a minimum level of proficiency in the role of a therapeutic interventionist. Students have the choice of completing an additional video or audio tape of this experience. All students are required to demonstrate their proficiency in the area of therapeutic listening and responding through a series of role-play simulations. Constructive feedback from various local practicing counselors and therapists is provided to each student.

Students taking this course are also given a locally developed, comprehensive pre and post assessment on the various personality theories. A minimum grade of 70% is needed in order to demonstrate mastery of this competency.

As a means of managing the assessment data for each student, the major is urged to maintain a portfolio which includes samples of the above described performance-based outcome measures. Initially, it was proposed that the maintenance of such portfolios would be monitored by the student’s faculty advisor. Unfortunately, such new developments as on-line registration and off-site advising frequently result in a student not

seeing their advisor on a regular basis. The Psychology Program has such a large number of majors, and it has been very difficult to consistently regulate this aspect of our assessment plan. (Storage of the portfolios has also proven to be a problem.) Nevertheless, a number of student portfolios have been maintained and used by the students during their interviews for both employment and graduate school.

- (c) Program Goals and Assessment: The various competency areas previously described serve as a useful means of monitoring the Psychology Program on a continual basis. However, the following additional techniques have been implemented.
- (1) Follow-up interviews with former students who have been graduated for at least one year are routinely conducted. In this way, we can obtain information regarding their current educational/employment status in addition to their degree of satisfaction with the program. We are particularly interested in how effective they believed the Psychology Program prepared them for their particular endeavor. At least 10% of each graduating class is sampled.
 - (2) Interviews with both graduate school departments and employers who have accepted our graduates are conducted yearly. We are particularly interested in the degree of satisfaction each has in regards to the level of preparedness of the graduate in comparison to other students or employees.

7. Previous Reviews:

The Psychology Program was last reviewed during fall semester, 2000. The Program Review Committee did not present any area of concern that needed to be addressed and the Program was recommended to continue.

8. Advisory Committee:

The Psychology Program has established an advisory committee consisting of all six full-time faculty, one adjunct faculty, an academic advisor, and a student member. This advisory committee meets at least once each semester and discusses such issues as textbook adoptions, course development, program changes, and assessment criteria. APPENDIX XIII contains a list of the present members of the Advisory Committee.

9. Strengths/Weaknesses:

- (a) Strengths: It is believed that the major strength of the Psychology Program is the diversity of our full-time faculty in regards to both training and interests within the discipline. As previously indicated, all full-time faculty except one hold doctorates from accredited institutions. The faculty member who does not have a doctorate holds an MSW, which is considered a terminal degree. All of our faculty serve a large number of majors and minors as well as students throughout the University as a whole. Research and academic interests include psychological ethics, perception, brain dysfunction in children, cross-cultural child-rearing, women's issues, psychological assessment, child psychopathology, adult development, hypnosis, drug therapy, and the psychological aspects within the work environment. All of our faculty belong to various state and national professional organizations. One of our faculty is a professionally licensed clinical psychologist and two hold both state and national certifications in school psychology. One is also a state licensed

professional counselor and another is a licensed social worker. Two maintain private practice/consulting services. One of our faculty holds a clinical appointment with a university medical center and two are adjunct faculty for a graduate program within another state university.

- (b) **Weaknesses:** Despite its high level of productivity, the small number of full-time psychology faculty makes it difficult to provide the students with the amount of time and attention necessary to maintain a first-rate undergraduate program. Upper level classes contain very large numbers which often make it impossible for the professor to provide an optimum learning environment. Due to such large numbers of students housed in relatively small classrooms, it is difficult (and often impossible) for the instructor to maximize small group discussion and practice experiences. This is particularly detrimental to those courses that attempt to teach therapeutic intervention techniques, psychological assessment and theoretical processing. Courses that require a great deal of writing, research and classroom participation also suffer. The number of full-time psychology faculty has not changed significantly in the last 30 years even though both the enrollment of the institution and number of psychology majors has nearly doubled.

B. Viability:

1. **Off-Campus Classes:** Refer to Appendix III
2. **Service Courses:** Refer to Appendix IV
3. **Articulation Agreements:** Although Fairmont State does not offer its Psychology Program at any other institution, an articulation agreement with Marshall University Graduate College does exist whereby the latter institution offers various courses toward their graduate degree in School Psychology at this campus. This arrangement has been in existence for approximately 12 years.
4. **Course Enrollment:** Refer to Appendix V
5. **Majors Enrollment:** Refer to Appendix VI
6. **Enrollment Projections:** The number of Psychology majors (General and Forensic together) at Fairmont State has increased approximately 20% over the past five years and is expected to continue increasing.
7. **Cost per Student Credit Hour:** The average cost over the past three years per student-credit-hour for the Psychology Program (both General and Forensic) is 29.31. This is well below the university average of \$95.65 and indicates a decreasing cost per student as enrollment grows and faculty size remains static. All costs are based on the same account items and exclude utilities, facility maintenance, and other costs that are not a part of the Psychology budget.

C. Necessity:

1. **Job Placement:** Although the B.S. Degrees in either Psychology or Forensic Psychology do not constitute "training" programs as such, graduates do obtain employment in a variety of areas including community mental health, vocational rehabilitation, human services, disability determination services, behavioral medicine, corrections, and private industry. It is important to note that there

appears to be little difference in the type of employment obtained when comparing the General and Forensic graduates. In other words, graduates from the General Psychology Program are just as likely to obtain employment in the more traditional forensic areas (e.g., correctional facilities) as those from the Forensic Program. The Student Placement office at Fairmont State has always been a popular resource in assisting our majors in finding employment. In addition, the Psychology faculty sponsors one workshop each semester which is devoted to helping our majors apply to graduate school and/or seek employment. Finally, beginning fall semester, 2005, the Psychology Program began offering a yearly special topics course which deals exclusively with GRE preparation. Assuming that institutional resources remain available, this course will be offered yearly.

2. **Similar Programs:** While all of the colleges and universities in the state offer B.S. or B.A. degrees in Psychology, Fairmont State is unique in that we are one of the few undergraduate psychology programs to offer courses in the more applied areas of assessment and intervention. Although such content is not typically offered at the undergraduate level, it better prepares the student for both graduate study and future employment.

D. Consistency with Mission:

The Psychology Program at Fairmont State is quite consistent with the mission of the institution in that it meets community and regional demands for paraprofessionals while at the same time expanding the horizons for a large number of middle and working class “non-traditional” students by enabling them to continue their education. The Psychology Program (both General and Forensic) accomplishes this by providing its students with a solid background of course work in basic psychology that is an excellent preparation for graduate school.

APPENDIX I

Institution Fairmont State University **Person Responsible for Report** Dr. Clarence Rohrbaugh

Degree Program: Psychology

Courses Required in Major (by Title and Course Number)	Total Required Hours	Additional Credit Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/ Electives	Total For Degree
1101 Intro Psychology	3			Student selected Minor	18-24	Student selected LS courses 44 cr. Hrs.	128
2220 History & Systems	3						
2230 Social Psychology	3						
2240 Statistics	4						
3300 Abormal Psyc	3						
3310 Experimental Psyc	3						
3330 Developmental Psyc	3						
3350 Biopsychology Psyc	3						
3370 Theories of Learning	3						
3390 Foundations of Psyc	3						
4400 Psychometrics	3						
4410 Theories of Personality	3						
4460 Seminar	3						
	<hr/> 40						

Professional society that may have influenced the program offering and requirements: _____

APPENDIX I

Institution Fairmont State University **Person Responsible for Report** Dr. Clarence Rohrbaugh

Degree Program: Forensic Psychology

Courses Required in Major (by Title and Course Number)	Total Required Hours	Additional Credit Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/ Electives	Total For Degree
1101 Intro Psychology	3			CRJU 1100 Intro to Criminal Justice	3	Student selected LS courses 44 cr. Hrs.	128
2220 History & Systems	3			CRJU 1101 Police Operations	3		
2230 Social Psychology	3			CRJU 2206 Intro to Corrections	3		
2240 Statistics	4			CRJU 2236 Criminal Investigation	3		
3300 Abormal Psyc	3			CRJU 2246 Criminal Evidence and Procedures	3		
3310 Experimental Psyc	3			CRJU 3320 Criminology	3		
3330 Developmental Psyc	3			CRJU 3350 Group Techniques	3		
3350 Biopsychology Psyc	3			CRJU 3360 Community Based Corrections	3		
3370 Theories of Learning	3						
3390 Foundations of Psyc	3						
4400 Psychometrics	3						
4410 Theories of Personality	3				76		
4460 Seminar I	3						
4460 Seminar II	3						
4491 Psychopathology of Childhood & Adolescent	3						
4495 Delinquency	3						
4497 Practicum	3						

Professional society that may have influenced the program offering and requirements: _____

APPENDIX II
Faculty Data

Name Ann V. Shaver, Ed.D. Rank Associate Professor of Psychology

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ed. D. Date Degree Received 1996

Conferred by West Virginia University

Area of Specialization Educational Psychology

Professional registration/licensure X Yrs. of employment at present institution 10
 Years of employment in higher education 10 Yrs. of related experience outside higher education 20
 Non-teaching experience 20

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2005	Psych. 1110 (Introductory Psych.)	84
Spring 2005	Psych. 3300 (Abnormal Psych.)	56
Spring 2005	Psych. 4460 (Seminar)	41
Spring 2005	Psych. 4480 (Directed Studies)	15
Spring 2005	Psych. 4490 (Directed Research)	9
Fall 2005	Psych. 1110 (Introductory Psych.)	87
Fall 2005	Psych. 1110 (Introductory Psych. – Honors)	21
Fall 2005	Psych. 3300 (Abnormal Psych.)	51
Fall 2005	Psych. 4410 (Theories of Personality)	49

- (b) If degree is not in area of current assignment, explain.

N/A

- (c) Identify your professional development activities during the past five years.

Attended workshops and seminars relevant to program needs including the topics of Forensics Communication, Leadership, Instructional Enrichment and Academic Scholarship, Behavior Pathology and Treatment.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

During the past two years, workshops have been conducted in the following topic areas: (1) School Violence And Crisis Management, (2) Stress Management, (3) Psychological / Social Needs and The At-Risk Student, (4) Special Needs Parenting, (5) The Psychology Of Cancer Survival.

- (e) Indicate any other activities which have contributed to effective teaching.

Attended National Collegiate Honors Council Conferences as Fairmont State's Representative.

- (f) List professional books/papers published during the last five years.

Shaver, A. & Walls, D. (1998). The Effects Of Title I Parent Involvement On Student Reading And Mathematics Achievement. Journal Of Research And Development In Education.

- (g) List externally funded research (grants and contracts) during last five years.

N/A

APPENDIX II
Faculty Data

Name Joseph Shaver. Ed.D. Rank Professor of Psychology

Check One:

Full-time X Part-time Adjunct Graduate Asst.

Highest Degree Earned Ed.D. Date Degree Received 1987

Conferred by West Virginia University

Area of Specialization Educational Psychology

Professional registration/licensure X Yrs. of employment at present institution 17
 Years of employment in higher education 17 Yrs. of related experience outside higher education 30
 Non-teaching experience 30

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2005	Psych. 3350 (Biopsychology)	42
Spring 2005	Psych. 4400 (Psychometrics)	49
Spring 2005	Psych. 4485 (Advanced Psychometrics)	10
Spring 2005	Psych. 4487/4489 (Practicums I & II)	15
Fall 2005	Psych. 3350 (Biopsychology)	49
Fall 2005	Psych. 3370 (Theories of Learning)	57
Fall 2005	Psych. 4400 (Psychometrics)	28
Fall 2005	Psych. 4487/4489 (Practicums I & II)	15

(c) If degree is not in area of current assignment, explain.

N/A

(d) Identify your professional development activities during the past five years.

- (1) **Regularly attend both State and National Psychology Conferences (Usually twice yearly).**
- (2) **Take part in on-going consultation projects with both County School Systems and State/Copunty Agencies.**

(e) List awards/honors (including invitations to speak in your area of expertise) or special recognition In last five years.

- (1) **Conducted in-service training program for Taylor County Schools regarding their Crisis Intervention Program.**
- (2) **Developed early Identification Program for Taylor County Schools.**
- (3) **In-service Training for the Identification of Intellectually Gifted Students; Marion County Schools**

(e) Indicate any other activities which have contributed to effective teaching.

- (1) **Completed self-study program from Academic Review in various areas of Psychology including Clinical, Research Design, Assessment and Psychology.**
- (2) **Renewal of both Clinical and School Psychology State licenses.**
- (3) **Renewal of National School Psychology Certification**

(f) List professional books/papers published during the last five years.

N/A

(g) List externally funded research (grants and contracts) during last five years.

N/A

APPENDIX II
Faculty Data

Name Clarence Rohrbaugh Rank Assistant Professor

Check One: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D. Date Degree Received May, 2000

Conferred by Kansas State University

Area of Specialization Experimental Psychology – Human Judgment and Decision Making

Professional registration/licensure NA Yrs. of employment at present institution 4

Years of employment in higher education 7 Yrs. of related experience outside higher education 10

Non-teaching experience 15

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2005 Fall	1101 Introduction to Psychology	149
2005 Fall	2240 Statistics	37
2005 Fall	3310 Experimental Psychology 54	
2005 Fall	3390 Foundations of Psychology	8
2005 Spring	1101 Introduction to Psychology	115
2005 Spring	2240 Statistics	45
2005 Spring	3390 Foundations of Psychology	19
2005 Spring	3360 Cognitive Psychology	28
2004 Fall	1101 Introduction to Psychology	141
2004 Fall	2240 Statistics	45
2004 Fall	3310 Experimental Psychology 51	
2004 Fall	3399 Special Topics SPSS	18
2004 Spring	1101 Introduction to Psychology	113
2004 Spring	2240 Statistics	51
2004 Spring	3310 Experimental Psychology 43	
2004 Spring	3360 Cognitive Psychology	27

(f) If degree is not in area of current assignment, explain.

(g) Identify your professional development activities during the past five years.

Faculty development week. As part of the 2005 opening week activities, I attended Keynote addresses and seminars on; Teaching So Everyone Learns, A Framework for Understanding Poverty, Learning Communities, and Helping Students in Distress. These faculty development programs offered various

suggestions for course instruction, advising, and understanding students that have led to changes in my approach to teaching.

Faculty development. Attended weekly meetings with numerous faculty discussing the integration of teaching techniques with the knowledge of brain development. This group work was sponsored by Nancy McClure.

WebCt/Vista training. Completed the weeklong classroom training for the integration of WebCt in the classroom. Learned to use webct for quick grade feedback, discussion, peer-to-peer help, testing, and for use as a documented student grade book.

Completed the Rubric Workshop. The four week online workshop provided methods for identifying instructional goals and methods for making those goals evident to students. Nancy McClure provided feedback on the creation of course rubrics for current classes of instruction.

Online course development training. Grant recipient for the development of a fully online Introduction to Psychology course. This thirty-two hour training session over a period of six weeks guided me in the development of an online class.

Student retention. Attended a Noel-Levits consultant meeting to learn more about how faculty can improve University student retention.

Additional academic development. As part of the 2004 opening week activities, I attended seminars on; The seven habits of highly effective teachers, Great minds don't think alike, Community service learning, Horizon live, Critical thinking, Copyright best practices, Research and contracts, and other full faculty development sessions.

Banner training. In an effort to improve my advising and registration capabilities, I attended a Banner training session provided by Joseph Kissell.

Technology in education. I attended the Appalachian College Association's Tech Summit IV. The conference covered numerous topics focused on techniques for integrating technology in the classroom instruction.

Training in undergraduate education. Attended a three-day training seminar in the Seven Principles for good Practice in Undergraduate Education at Fort Hays University.

- (h) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

Invited Faculty development presentation, speaker, Winona State University.

Winona State University provides faculty development seminars and opportunities to all faculty members. Speakers for these seminars are nationally or locally known researchers and practitioners in the fields of education, teaching, guidance, and counseling. The purpose of these seminars is to improve learning in undergraduate education. My presentation was on Gender Differences in Career Decision Training.

- (i) Indicate any other activities which have contributed to effective teaching.
(j) List professional books/papers published during the last five years.

Rohrbaugh, C. C. (2005). *Career choice and gender: The impact of gender differences on efforts to aid career decision making.*

Presented at the 113th Annual Convention of the American Psychological Association in Washington, DC.

Rohrbaugh, C. C. (2000). *Path associative networks and Bayesian belief networks: A career decision support tool.* Poster presented at the Society for Judgment and Decision-Making Conference, new Orleans, LA.

- (k) List externally funded research (grants and contracts) during last five years. None

**APPENDIX II
Faculty Data**

Name Joseph A. Larry Rank Associate Professor

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MSW Date Degree Received 1971

Conferred by West Virginia University

Area of Specialization _____

Professional registration/licensure YES Yrs. of employment at present institution 32
 Years of employment in higher education _____ Yrs. of related experience outside higher education 3
 Non-teaching experience _____

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course No. & Title</u>	<u>Enrollment</u>
Fall 2004	8432 Social Psych.	31
	8433 Social Psych.	6
	8434 Social Psych.	39
	8435 Social Psych.	18
	8443 Comm. Psych.	54
	8502 Psych. Of Aging	27
	8516 Intro. To Soc.	47
Spring 2005	1723 Social Psych.	29
	1724 Social Psych.	43
	1730 Comm. Psych.	56
	1750 Psych. Of Del.	55
	1758 Intro. To Soc.	38
	1770 Social Psych.	10
	1771 Social Psych.	20
Fall 2005	2573 Port. Of A Family	24
	10246 Social Psych.	27
	9058 Intro. To Soc.	22
	9286 Social Psych.	27

9287 Social Psych.	7
9288 Social Psych.	25
9289 Social Psych.	24
9294 Comm. Psych.	50
9342 Psych. Of Aging	36

Spring 2006

1684 Social Psych.	28
1685 Social Psych.	41
1691 Comm. Psych.	56
1729 Social Psych.	12
1730 Social Psych.	20
2340 Intro. To Soc.	9
3048 Comm. Psych.	37
3445 Psych. Of Aging	1

- (l) If degree is not in area of current assignment, explain.

My degree is in Social Work. I have taught in the accredited Social Work Program, the Sociology Program and now the Psychology Program.

JOE LARRY

2-3

- (m) Identify your professional development activities during the past five years.

Reading professional literature in workshops and seminars.

- (n) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

NONE

- (o) Indicate any other activities which have contributed to effective teaching.

32 Years Experience.
Past member of the Hospital Ethics Committee.
Present member of Stepping Stone for delinquent kids
Working Home Health Hospice

- (p) List professional books/papers published during the last five years.

NONE

- (q) List externally funded research (grants and contracts) during last five years.

NONE

APPENDIX II
Faculty Data

Name Robert B. Cameron Rank Professor

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D Date Degree Received 1972

Conferred by University of Kentucky

Area of Specialization Psychology (Developmental Psychotherapy)

Professional registration/licensure YES Yrs. of employment at present institution 34

Years of employment in higher education 36 Yrs. of related experience outside higher education _____

Non-teaching experience 2

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course No. & Title</u>	<u>Enrollment</u>
Fall 2004	3330 Developmental Psyc	40
Spring 2005	3330 Developmental Psyc	39
Fall 2005	3330 Developmental Psyc	38
Spring 2006	3330 Developmental Psyc	44
Fall 2004	2220 History of Psychology	45
Spring 2005	2220 History of Psychology	43
Fall 2005	2220 History of Psychology	46
Spring 2006	2220 History of Psychology	43
Spring 2005	4460 Seminar	35
	4460 Seminar	27
	4497 Clinical Practicum 1	16
	4497 Clinical Practicum 1	14
	4498 Clinical Practicum 2	12
	4498 Clinical Practicum 2	10
	4494 Interpersonal Dynamics	17
	4494 Interpersonal Dynamics	12
	4480 Directed Studies	17
Fall 2005	4480 Directed Studies	19
	4490 Directed Research	14
	4490 Directed Research	18

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.

1. Went to three APA conventions and attended research and professional development meetings, workshops, and symposiums.
2. Went to two APS conventions and attended many research and teaching related professional development activities.
3. Attended the pre-semester professional development activities of Fairmont State.
4. Read numerous professional development related books and papers.

(d) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

No significant awards or invitations were received.

(e) Indicate any other activities which have contributed to effective teaching.

Lot's of hard work in preparing and wonderful learning opportunities extended by our administration.

(f) List professional books/papers published during the last five years.

No publications.

(g) List externally funded research (grants and contracts) during last five years.

No grants.

**APPENDIX II
Faculty Data**

Name Tadashi Kato, Ph.D. Rank Assistant Professor

Check One:

Full-time # Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D./ Date Degree Received August, 2000

Conferred by Ohio University

Area of Specialization Psychology (Clinical)

Professional registration/licensure _____ Yrs. of employment at present institution 2 yrs 7 months

Years of employment in higher education 4 yrs 9 months

Yrs. of related experience outside higher education 10 yrs (teaching at various schools)

Non-teaching experience 4 yrs (research / consultation)

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2006 / Spring	Psych 1101-05, Introduction to Psychology	76
2006 / Spring	Psych 2220-02, History and Systems of Psychology	40
2006 / Spring	Psych 2240-02, Statistics	44
2006 / Spring	Psych 3330-02, Developmental Psychology	46
2005 / Fall	Psych 1101-02 Introduction to Psychology	82
2005 / Fall	Psych 2220-02, History and Systems of Psychology (Writing Intensive)	19
2005 / Fall	Psych 3330-02, Developmental Psychology	26
2005 / Fall	Psych 3399, GRE Preparation	8
2005 / Spring	Psych 1101-05, Introduction to Psychology	60
2005 / Spring	Psych 2220-02, History and Systems of Psychology	45
2005 / Spring	Psych 2240-02, Statistics	26
2005 / Spring	Psych 3330-02, Developmental Psychology	45
2004 / Fall	Psych 1101, Introduction to Psychology	69

2004 / Fall	Psych 1101, Introduction to Psychology (Honors Class)	14
2004 / Fall	Psych 2220-02, History and Systems of Psychology	32
2004 / Fall	Psych 3330-02, Developmental Psychology	30

(b) If degree is not in area of current assignment, explain.

N/A

(c) Identify your professional development activities during the past five years.

Dance Therapy Workshop (July - August, 2005)

- Use of movement to heal the balance between intellectual, emotional, and kinetic functions – by Kristina Isabelle (Columbus, OH)

Dance Therapy Workshop (June, 2005)

- Use of movement to heal the balance between intellectual, emotional, and kinetic functions – by Austin Eurythmy Ensemble (Austin, Texas)

Martha Curtis Workshop “Music for the Soul” (Septmeber 23, 2004)

- On Association between brain surgery and creative activity –
- by Fairmont State University Student Affairs –

Dance Therapy Workshop (June, 2004)

- Use of movement to heal the balance between intellectual, emotional, and kinetic functions – by Austin Eurythmy Ensemble (Austin, Texas)

(d) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

Guest Lecture at State University of New York at Binghamton (March, 6 & 7, 2006)

- Invited by Perspective International (non-profit organization) in conjunction with SUNY Binghamton

American Headache Society Research Travel Award (2001)

- for the presentation of my paper at the Annual Meeting of the American Headache Society in 2001

(e) Indicate any other activities which have contributed to effective teaching.

Teaching Effectiveness Workshop (January 11 – 13, 2006)

- Fairmont State University (during the faculty orientation)

VISTA workshop (August, 2005)

- Fairmont State University (during the faculty orientation)

(f) List professional books/papers published during the last five years.

Kato, T. (2001). Autonomic nervous system dysfunction occurs only with co-existing anxiety. Cephalalgia, 21, 385.

(g) List externally funded research (grants and contracts) during last five years.

Undergraduate Research Grant (as a supervising faculty)

- Fairmont State University (Sping 2006)

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name G. David Allen Rank Adjunct / Psychology

Check One:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Ph. D. Date Degree Received 1997

Conferred by West Virginia University

Area of Specialization Counseling Psychology

Professional registration/licensure YES Yrs. of employment at present institution 3 MO.

Years of employment in higher education 5 Yrs. of related experience outside higher education 20

Non-teaching experience 15

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2006/Spring	Intro. Psych. 1101	60
2001-2005	Lectured on Psych Testing, Memory Disorders, Psychotherapy	For 3 rd Year Medical Students from WVU rotating through Sharpe Hospital

(h) If degree is not in area of current assignment, explain.

N/A

- (i) Identify your professional development activities during the past five years.

Have completed all required CE Units to maintain WV License

- (j) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

NONE

- (k) Indicate any other activities which have contributed to effective teaching.

WVU Grand Rounds Lectures presented one time each of the last five years.

- (l) List professional books/papers published during the last five years.

NONE

- (m) List externally funded research (grants and contracts) during last five years.

NONE

**APPENDIX II
Faculty Data**

Name Michael T. Plasay Rank ADJUNCT

Check One:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Ph.D. Date Degree Received 1991

Conferred by University of Southern Mississippi

Area of Specialization Clinical Psychology

Professional registration/licensure YES Yrs. of employment at present institution 2 Sem.
 Years of employment in higher education 0 Yrs. of experience outside higher education 2 + Yrs.
 Non-teaching experience 0

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
SPRING 2006	4495 Delinquency Psych.	40
FALL 2005	1101 Intro. To Psych.	90
SPRING 2005	1101 Intro. To Psych.	90

- (r) If degree is not in area of current assignment, explain.

N/A

- (s) Identify your professional development activities during the past five years.

Chief Psychologist for Federal Bureau of Prisons, Gilmer County, WV. (Was responsible for activation and implementation of psychological services at high security level institution and satellite camp).

At Federal Bureau of Prisons, Atlanta, GA, I was supervisory Clinical Psychologist (1998-2003).

- (t) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

N/A

- (u) Indicate any other activities which have contributed to effective teaching.

Served as institutional duty officer. Served as institution duty officer on rotational basis, handling crises across the spectrum, during Warden's absence. Supervision of forensic evaluation center, residential treatment program, and APA approved internship program.

- (v) List professional books/papers published during the last five years.

N/A

- (w) List externally funded research (grants and contracts) during last five years.

N/A

APPENDIX II
Faculty Data

Name Stephanie F. Hamilton Rank Adjunct

Check One:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Psy.D. Date Degree Received 10/8/2004

Conferred by Carlos Albizu University, Miami, Florida

Area of Specialization Clinical Psychology, with Forensic Psychology Concentration

Professional registration/licensure YES Yrs. of employment at present institution 0
Years of employment in higher education 0 Yrs. of related experience outside higher education 2+ Years
Non-teaching experience 0

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
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N/A	JUST STARTED TEACHING AT FSU SPRING 2006 TERM	
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(b) If degree is not in area of current assignment, explain.

N/A

- (c) Identify your professional development activities during the past five years.

Graduated from Carlos Albizu University, Miami, Florida with Psy.D. in 1994 after completing my Master's degree at Duquesne University. I am currently employed full-time at the Federal Correctional Institution at Gilmer, WV.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

N/A

- (e) Indicate any other activities which have contributed to effective teaching.

My job-related duties and experiences through the Psychology field.

- (f) List professional books/papers published during the last five years.

N/A

- (g) List externally funded research (grants and contracts) during last five years.

N/A

APPENDIX II
Faculty Data

(No more than two pages per faculty member)

Name Nancy Landis-Taylor Rank _____

Check One:

Full-Time _____ Part-Time _____ Adjunct X Graduate Asst. _____

Highest Degree Earned Master's Degree Date Degree Received May 2002

Conferred by West Virginia University

Area of Specialization Community Emphasis

Professional registration/licensure NBCC/Registered Nurse

Yrs of employment at present institution 5

Years of employment in higher education 5

Years of related experience outside higher education 22

None teaching experience;

Current; Doctoral Candidate; West Virginia University; Psychology, Graduate December 2006

Current; Therapist; Mon Valley Counseling Services and Youth Academy LLC

Registered Nurse; Former Charge Nurse-Psychiatric Intensive Care Unit, Chestnut Ridge

Hospital

To determine compatibility of credentials with assignment:

a) List courses you taught this year and those you taught last year: (If you participated in team- taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2006/Spring	1677 / PSYC 1101-06	86
2006/Spring	1678 / PSYC 1101-07	90
2006/Spring	2365 / PSYC 1101-15	25
2005/Fall	9279 / PSYC 1101-03	76
2005/Fall	9280 / PSYC 1101-04	77
2005/Fall	8470 / PSYC 2250-01	28
2005/Spring	1716 / PSYC 1101-06	60
2005/Spring	1717 / PSYC 1101-07	62

b) If degree is not in area of current assignment, explain.

c) Identify your professional development activities during the past five years.

Nursing and Psychology seminars and conferences too numerous to list include;

- Suicide, Risk Assessment and Treatment Planning
- Strategies and Techniques for Counseling Difficult Adolescents
- Psychopharmacology: Medication and Mental Health
- Attachment & Bonding: Theory, Practice & Intervention Strategies
- Ethics Training
- Borderline Personality Disorder: Assessment & Treatment
- Motivational Interviewing
- Substance Abuse: Assessment, Intervention & Treatment
- PTSD: Treating Adults, Adolescents, and Children
- Conducting Effective Mental Status & Risk Assessments
- Death and Dying
- Loss, Grief, and Bereavement

d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in the last five years.

e) Indicate any activities which have contributed to effective teaching.

Working in the field of psychology as a therapist enhances the teaching of psychological theories and techniques. In addition, knowledge of current research, and continuing professional development activities informs the teaching of psychology.

Presentation of Thesis: "A Follow-up Study on the Supreme Court Mandated Parent Education/Mediation Program for Custody Agreements in Marion County, West Virginia" November 2002, West Virginia Supreme Court Annual Conference.

Current Research: Dissertation "A Comparative Analysis: The Nature, Content, and Ethics of West Virginia Baptist Ministers Educated in Psychotherapy versus West Virginia Baptist Ministers Untrained in Psychotherapy."

f) List professional books/papers published during the last five years.

g) List externally funded research (grants and contracts) during last five years.

Grant: United Methodist Foundation, to provide materials and office space to provide free counseling services in poor communities.

APPENDIX III
Off-Campus Classes

I. Fall Semester, 2003

A. Clarksburg Center

1. Psychology 1101-101 (Introductory Psychology)
2. Psychology 1101-102 (Introductory Psychology)
3. Psychology 1101-103 (Introductory Psychology)
4. Psychology 1101-104 (Introductory Psychology)
5. Psychology 2240-101 (Statistics)
6. Psychology 2240-401 (Statistics Lab)
7. Psychology 2250-101 (Community Psychology)
8. Psychology 3330-101 (Developmental Psychology)

B. Morgantown

1. Psychology 1101-70 (Introductory Psychology)
2. Psychology 1199-70 (Special Topics)
3. Psychology 2240-70 (Statistics)
4. Psychology 2240-370 (Statistics Lab)

C. Barbour County

1. Psychology 2240-60 (Statistics)
2. Psychology 2240-360 (Statistics Lab)

D. Randolph County

1. Psychology 1101-80 (Introductory Psychology)

E. Preston County

1. Psychology 1101-75 (Introductory Psychology)

II. Spring Semester, 2004

A. Clarksburg Center

1. Psychology 1101-101 (Introductory Psychology)
2. Psychology 1101-102 (Introductory Psychology)
3. Psychology 2260-101 (Industrial/Personnel Psychology)
4. Psychology 3300-101 (Abnormal Psychology)

B. Morgantown

1. Psychology 1101-70 (Introductory Psychology)
2. Psychology 1199-70 (Special Topics)
3. Psychology 3330-70 (Developmental Psychology)

C. Barbour County

1. Psychology 1101-60 (Introductory Psychology)

D. Randolph County

1. Psychology 2250-80 (Community Psychology)

E. Preston County

1. Psychology 2230-75 (Social Psychology)

F. Lewis County

1. Psychology 1101-91 (Introductory Psychology)
2. Psychology 3300-91 (Abnormal Psychology)

G. Upshur County

1. Psychology 1101-99 (Introductory Psychology)

III. Fall Semester, 2004

A. Clarksburg Center

1. Psychology 1101-101 (Introductory Psychology)
2. Psychology 1101-102 (Introductory Psychology)
3. Psychology 1101-103 (Introductory Psychology)
4. Psychology 1101-104 (Introductory Psychology)
5. Psychology 1101-105 (Introductory Psychology)
6. Psychology 2240-101 (Statistics)
7. Psychology 2240-401 (Statistics Lab)
8. Psychology 2250-101 (Community Psychology)
9. Psychology 2250-102 (Community Psychology)
10. Psychology 3330-101 (Developmental Psychology)

B. Morgantown

1. Psychology 1101-70 (Introductory Psychology)
2. Psychology 3300-70 (Abnormal Psychology)

C. Lewis County

1. Psychology 1101-91 (Introductory Psychology)
2. Psychology 2230-91 (Social Psychology)
3. Psychology 2250-91 (Community Psychology)
4. Psychology 3300-91 (Abnormal Psychology)

D. Barbour County

1. Psychology 2260-60 (Industrial/Personnel Psychology)

E. Randolph County

1. Psychology 1101-80 (Introductory Psychology)

F. Taylor County

1. Psychology 1101-90 (Introductory Psychology)

G. Upshur County

1. Psychology 1101-99 (Introductory Psychology)

IV. Spring Semester, 2005

A. Clarksburg Center

1. Psychology 1101-01 (Introductory Psychology)

2. Psychology 1101-02 (Introductory Psychology)
3. Psychology 1101-03 (Introductory Psychology)
4. Psychology 3300-01 (Abnormal Psychology)

B. Lewis County

1. Psychology 1101-11 (Introductory Psychology)
2. Psychology 2200-03 (Introductory Psychology)
3. Psychology 2250-03 (Community Psychology)
4. Psychology 3320-01 (Sensation and Perception)
5. Psychology 3330-04 (Developmental Psychology)

C. Monongalia County

1. Psychology 1101-15 (Introductory Psychology)
2. Psychology 1199-01 (Special Topics)
3. Psychology 2250-01 (Community Psychology)
4. Psychology 3330-01 (Developmental Psychology)

D. Randolph County

1. Psychology 3300-04 (Abnormal Psychology)

E. Upshur County

1. Psychology 1101-16 (Introductory Psychology)

APPENDIX IV
Service Courses

Psychology Courses Required By Other Majors:

Psychology 1101 (Introductory Psychology)

1. Education
2. Nursing
3. Criminal Justice

Psychology 2230 (Social Psychology)

1. Physical Education
2. Nursing
3. Criminal Justice

Psychology 2240 (Statistics)

1. Nursing

Psychology 2250 (Community Psychology)

1. Criminal Justice

Psychology 2260 (Industrial/Personnel Psychology)

1. Business
2. Nursing

Psychology 3330 (Developmental Psychology)

1. Nursing
2. Child Development

Psychology 4494 (Interpersonal Dynamics)

1. Criminal Justice

Psychology 4495 (Psychology of Delinquency)

1. Criminal Justice

APPENDIX V

School:	Social Science	FIVE YEAR COURSE ENROLLMENT SUMMARY (CREDIT HOURS) 2-MAR-06											
		2004FA	2004SP	2003FA	2003SP	2002FA	2002SP	2001FA	2001SP	2000FA	2000SP	Total	
Course	Title												
PSY -101	INTRO TO PSYCHOLOGY I	4572	3192	4080	1653	2139	1593	2043	1605	2610	1686	25173	
PSY -102	INTRO TO PSYCHOLOGY II	0	0	0	156	258	330	309	429	453	462	2397	
PSY -199	SPECIAL TOPICS	0	33	0	27	0	111	0	0	0	69	240	
PSY -210	PERSONAL ADJUSTMENT	0	0	0	237	315	363	354	378	228	126	2001	
PSY -220	HISTORY OF PSYCHOLOGY	300	320	222	168	57	0	33	0	0	51	1151	
PSY -230	SOCIAL PSYCHOLOGY	420	214	240	153	210	294	207	327	225	366	2656	
PSY -240	STATISTICS	592	326	356	292	332	304	356	312	264	344	3478	
PSY -250	COMMUNITY PSYCHOLOGY	552	453	0	255	285	111	180	114	183	210	2343	
PSY -260	INDUSTRIAL PSYCHOLOGY	0	114	0	129	0	171	75	90	147	153	879	
PSY -300	ABNORMAL PSYCHOLOGY	206	320	180	423	153	399	300	294	240	234	2749	
PSY -320	EXPERIMENTAL PSYCH	234	198	90	93	126	3	165	0	120	3	1032	
PSY -311	SENSATION & PERCEPTION	0	0	102	0	0	0	0	0	0	0	102	
PSY -330	DEVELOPMENTAL PSY	168	150	132	120	132	168	198	189	261	168	1686	
PSY -350	PHYSIOLOGICAL	0	0	0	114	117	159	87	207	0	177	861	
PSY -360	COGNITIVE PSYCHOLOGY	72	120	0	0	0	0	0	0	0	0	192	
PSY -370	THEORIES OF LEARNING	252	60	324	0	210	3	150	0	180	0	1179	
PSY -390	FOUNDATIONS OF PSYCH	0	0	0	3	39	0	0	0	36	0	78	
PSY -393	FUTURE GLOBAL CRISIS	18	24	12	12	15	6	3	3	3	0	96	
PSY -399	SPECIAL TOPICS	0	0	0	0	0	72	0	0	0	0	72	
PSY -400	PSYCH ASSESSMENT	156	192	90	93	147	165	171	0	165	0	1179	
PSY -410	PERSONALITY THEORIES	210	0	146	3	126	0	81	0	66	162	794	
PSY -460	SEMINAR	120	124	120	87	87	153	120	174	117	126	1228	
PSY -480	DIRECTED STUDIES	0	42	16	63	0	27	24	18	27	21	238	
PSY -481	INDUSTRIAL PSY METHODS	6	0	12	0	0	0	9	0	6	0	33	
PSY -483	INDSTR L PSYCH MTHDS II	0	6	0	0	0	9	0	6	0	12	33	
PSY -485	ADVNC D PSYCHOMETRICS	0	42	0	66	0	36	0	39	0	57	240	
PSY -487	INDUSTRIAL PRACT I	18	45	18	21	36	39	33	15	36	18	279	
PSY -489	PRACTICUM II	27	30	12	21	30	21	3	15	3	21	183	
PSY -490	DIRECTED RESEARCH	3	36	3	27	0	21	30	24	28	33	205	
PSY -491	PSYCHPTHLGY-CHLD/ADLSC	0	78	0	51	0	39	0	42	0	39	249	
PSY -493	PSYCHOLOGY OF AGING	150	0	126	0	93	0	66	0	48	0	483	
PSY -494	INTERPERSONAL DYNAMICS	0	54	0	0	0	27	0	42	0	48	171	
PSY -495	PSYCH OF DELINQUENCY	0	288	0	168	0	0	45	0	60	0	561	
PSY -497	CLINICAL PRACTICUM I	27	0	30	12	15	15	33	15	21	21	189	
PSY -498	CLINICAL PRACTICUM II	18	0	33	3	15	3	24	21	12	12	141	
	Dept Totals	8121	6461	6344	4450	4937	4642	5099	4359	5539	4619	54571	

APPENDIX VI
Enrollment

I. MAJORS	00-01	01-02	02-03	03-04	04-05
A. General	192	201	216	218	234
B. Forensic	----	31	51	53	59

II. GRADUATES

A. General	59	46	64	47	52
B. Forensic	--	5	0	5	7

III. PERCENTAGES

A. General	30	22	29	21	22
B. Forensic	--	16	0	.09	.11

APPENDIX VII

ACT Subtest and High School GPA Averages for Psychology Majors

	General Psychology	Forensic Psychology
ACT English	19.78	20.41
ACT Math	18.25	18.58
ACT Reading	20.33	21.50
ACT Science	20.12	20.58
ACT Composite	19.71	20.08
High School GPA	3.01	2.95
FSU GPA	3.16	3.04

APPENDIX VIII
Student/Graduate Questionnaire
(Circle Appropriate Response)

KEY: Strongly Agree=5
Agree=4
Neutral=3
Disagree=2
Strongly Disagree= 1

Check One: General Psychology ____
Forensic Psychology ____

1. The Psychology courses were taught by faculty who were knowledgeable in their field.
5 4 3 2 1
2. The Psychology courses that I needed were conveniently scheduled.
5 4 3 2 1
3. The Psychology courses that I needed were frequently offered.
5 4 3 2 1
4. The Psychology faculty have the best interests of the students in mind when preparing the schedule of courses.
5 4 3 2 1
5. I would have preferred a greater number of late afternoon and evening Psychology courses offered in the class schedule.
5 4 3 2 1
6. I would have preferred a greater number of weekend Psychology courses offered in the class schedule.
5 4 3 2 1
7. I would have liked a greater number of courses taught by distance learning.
5 4 3 2 1
8. My advisor in Psychology appeared to be very concerned about my academic success.
5 4 3 2 1
9. My advisor in Psychology was very beneficial and helpful when it came to assisting me in developing my course schedule.
5 4 3 2 1
10. The Psychology curricula was very beneficial when it came to preparing me for my current graduate program.
5 4 3 2 1
11. The Psychology faculty were very beneficial when it came to providing guidance regarding possible post-graduate endeavors such as graduate school or employment.
5 4 3 2 1
12. The Psychology curricula was very beneficial when it came to preparing me for future employment opportunities.
5 4 3 2 1

13 The material provided from my required Psychology courses provided me with an adequate knowledge base to pursue future endeavors.

5 4 3 2 1

14 I believe that the General Psychology major should require less hours.

5 4 3 2 1

15 I believe that the Forensic Psychology major should require less hours.

5 4 3 2 1

16 I believe that the General Psychology major should require a greater number of hours.

5 4 3 2 1

17 I believe that the Forensic Psychology major should require a greater number of hours.

5 4 3 2 1

18 I would recommend the Psychology Program at Fairmont State to others.

5 4 3 2 1

19 What were some of the most useful courses (and why) that you took in Psychology?

20 What were some of the least useful courses (and why) that you took in Psychology?

21 What would you change most and least about the Psychology Program at Fairmont State?

22 What do you consider to be the major strengths and weaknesses regarding the Psychology Program at Fairmont State?

23 In the following space, please provide any additional comments regarding the Psychology Program at Fairmont State.

APPENDIX IX

Psychology Graduates: Post-Baccalaureate Educational Programs (Sample of Graduates from 2001-2005)

PROGRAM	NUMBER
A. Clinical Psychology	9
B. School Psychology	3
C. Industrial Psychology	2
D. Experimental Psychology	1
E. Mental Health Counseling	9
F. Rehabilitation Counseling	9
G. Social Work	3
H. Law	1
I. Industrial Relations	2
J. Nursing	1
K. Special Education	1
L. Journalism	1
M. Art Therapy	1

APPENDIX X

EMPLOYER/GRADUATE SCHOOL SURVEY

PSYCHOLOGY PROGRAM

This survey is conducted to find out how will our graduates transition and perform into the graduate school and workplace environment. Please complete the following questions.

1. What is the name of your academic institution and graduate program or if a workplace setting, the name of your agency or business?
2. What is your academic institution or workplace address, phone number and e-mail address?
3. How many Fairmont State University graduates are currently graduate students in your program or employees of your agency or business?
4. If workplace related, identify the title and describe the nature of the positions that these employees have.
5. Identify any particular strengths that you have observed from these students or employees. Please elaborate.
6. Identify any particular weaknesses that you have observed from these students or employees. Please elaborate.
7. Regarding performance, how would you compare these FSU graduates to your other graduate students or employees? Please elaborate.
8. Using the following scale, indicate the likelihood of your hiring additional FSU graduates in the future.

0 1 2 3 4 5 6 7 8 9 10

Never Not Likely Very Likely Absolutely

9. Please indicate any suggestions that you might give to the FSU Psychology Program to better serve the community in the training of their professionals.

Fairmont State University

Employer / Graduate School Questionnaire

Evaluation of Psychology Program: Program Review, 2006

APPENDIX XI

Student Assessment Data (Pre and Post Test Results)

TESTING YEAR	PRE-TEST		POST-TEST	
	Average Score	Percentage	Average Score	Percentage
2002	24.26	40.43%	47.33	78.88%
2003	26.41	44.52%	43.38	72.30%
2004	24.31	40.52%	47.30	78.83%
2005	24.72	41.20%	45.70	76.17%

APPENDIX XII

Psychology Knowledge Survey

1. Your text formally defines psychology as the scientific study of _____
 - a. human nature.
 - b. theories and research methods.
 - c. the process of learning and modifying behavioral reflexes.
 - d. the behavior of individuals and their mental processes.

2. Reports of observations are called _____
 - a. data.
 - b. conclusions.
 - c. responses.
 - d. variables.

3. Psychological terms are often used in everyday conversation, but the meanings are different. To avoid confusion, psychologists use _____
 - a. double-blind procedures.
 - b. operational definitions.
 - c. standardization techniques
 - d. randomization techniques.

4. Which of the following are psychologists unable to directly investigate?
 - a. mental processes
 - b. animal learning
 - c. an organism in its natural habitat
 - d. the response to a change in the environment

5. The theory that states that organisms adapt over time to their unique environments is known as
 - a. evolution.
 - b. cortical restructuring.
 - c. adaptive realism.
 - d. incremental functionalism.

6. _____ refers to increases in brain size and the proportion of specialized brain tissue.
 - a. Encephalization
 - b. Bipedalism
 - c. Language development
 - d. Cultural evolution

7. The genetic structure you inherited from your parents is known as your _____
 - a. genetic hardiness.
 - b. genotype.
 - c. genomic identity.
 - d. phenotype.

8. Boys have inherited _____ from their fathers.
 - a. a sex chromosome
 - b. an X chromosome
 - c. a Y chromosome
 - d. either an X or a Y chromosome

9. The sensory and motor nerves that make up the peripheral nervous system are connected to the brain by _____
- the somatic nervous system.
 - efferent neurons.
 - the spinal cord.
 - dendrites.
10. In the event of a near collision on a narrow road, Marie relies primarily on her nervous system's production of _____ which carry information between _____, to enable her to swerve out of danger.
- hormones; glands
 - hormones; nerve cells
 - neurotransmitters; glands
 - neurotransmitters; nerve cells
11. The tendency to pay more attention to certain stimuli in the environment while remaining aware of non-attended stimulation is called _____
- think-aloud protocol.
 - selective attention.
 - cognitive dissonance.
 - a sampling method.
12. Developmental psychologists _____
- trace the evolution of the human race.
 - identify the biochemical processes involved in thinking.
 - find out how organisms change over time.
 - control and predict behavior.
13. Early in an organism's development, it can acquire specific behaviors that are conditional on the occurrence of certain stimuli and events. This sensitive time is known as a _____
- critical period.
 - stage development.
 - age-specific life period.
 - life span.
14. When researchers look at similar changes in people at similar times and it is assumed that the developments are caused by their ages and not the environment, they are using a _____
- longitudinal design.
 - cross-sectional design.
 - normative investigation.
 - sequential design.
15. According to Piaget, the mental structures or programs that guide sensorimotor sequences are called _____
- operations.
 - phonemes.
 - morphemes.
 - schemes.
16. Piaget's stages of cognitive development occur in which of the following sequences?
- preoperational; sensorimotor; concrete operational; formal operational

- b. preoperational; concrete operational; sensorimotor; formal operational
 - c. sensorimotor; preoperational; concrete operational; formal operational
 - d. sensorimotor; preoperational; concrete operational; postoperational
17. Which psychologist claimed that individuals of all cultures go through the same stages of moral development in the same order?
- a. Harlow
 - b. Piaget
 - c. Erikson
 - d. Kohlberg
18. The process that converts one form of physical energy to neural impulses is called _____
- a. transduction.
 - b. plasticity.
 - c. absolute threshold.
 - d. psychophysics.
19. The diminishing responsiveness of sensory systems to prolonged stimulus input is known as _____
- a. absolute threshold.
 - b. sensory adaption.
 - c. signal detection.
 - d. Weber's law.
20. The visual cortex, where visual information is finally processed, is located in what area of the brain?
- a. temporal lobe
 - b. parietal lobe
 - c. frontal lobe
 - d. occipital lobe
21. In terms of changes in behavior or behavior potential, which of the following statements is accurate?
- a. Behavioral changes always occur as a result of learning.
 - b. Performance shows everything that has been learned.
 - c. Learning is directly observable.
 - d. Learning is apparent from improvements in performance.
22. You are on your way to class and you walk by a Burger King restaurant. You smell the french fries and you start to salivate. This association is the result of _____
- a. classical conditioning.
 - b. hunger messages from the cortex.
 - c. stimulus generalization.
 - d. olfactory hallucinations.
23. One of Pavlov's dogs had stopped salivating at the sound of the tone. The next day the tone was presented again and the dog began salivating. This is an example of _____
- a. extinction.
 - b. spontaneous extinction.
 - c. stimulus generalization.
 - d. spontaneous recovery.
24. The law of effect was proposed by _____
- a. B. F. Skinner.

- b. Edward Thorndike.
 - c. Ivan Pavlov.
 - d. John Watson and Rosalie Rayner.
25. The notion that a more preferred activity can be used to reinforce a less preferred one is called _____
- a. a token economy.
 - b. the law of effect.
 - c. a stimulus-response connection.
 - d. the Premack principle.
26. Tolman proved the existence of _____ in rats.
- a. memory
 - b. cognitive maps
 - c. higher order learning
 - d. reflexes
27. Studies of observational learning demonstrate that _____
- a. nonhuman species cannot learn by imitation.
 - b. learning can occur in the absence of personal experience.
 - c. television viewing has more influence on behavior than direct observation of live events.
 - d. people learn antisocial behaviors through observation, but don't pick up prosocial behaviors.
28. Dr. Garcia is a psychologist who studies mental processes and structures. Dr. Garcia would be considered a _____ psychologist.
- a. humanistic
 - b. behavioral
 - c. cognitive
 - d. clinical
29. Individuals with damage to the region of the frontal lobes just above the eyes seem to display a lack of _____
- a. spatial orientation and memory functions.
 - b. emotion and intuition.
 - c. verbal ability and cognitive functions.
 - d. aggression and sexual desire.
30. The categories we form, which are mental representations of related items that are grouped in some way, are called _____
- a. eidetic images.
 - b. cognitive strategies.
 - c. concepts.
 - d. think-aloud protocols.
31. Emotional tendencies in a person can be inherited and thus can be affected by variation.
- a. cultural
 - b. genetic
 - c. behavioral
 - d. memory
32. Emotion researchers have identified specific _____ that are associated with each of the basic emotions.
- a. hormones

- b. genes
 - c. emotional scripts
 - d. facial gestures
33. After a researcher lesions part of a lion's brain, the lion remains calm and peaceful. The researcher may have operated on which part of the animal's brain?
- a. the reticular activating system
 - b. the limbic system
 - c. the blood-brain barrier
 - d. the parasympathetic division
34. _____ theories emphasize the role of inner forces that shape personality and motivate behavior.
- a. Learning
 - b. Cognitive
 - c. Trait
 - d. Psychodynamic
35. The Freudian psychic domain that stores repressed and primitive urges is the _____
- a. superego.
 - b. Eros.
 - c. unconscious.
 - d. preconscious.
36. According to Freudian theory, _____ is the driving force related to sexual urges, creativity, and the preservation of the species.
- a. Thanatos
 - b. Eros
 - c. libido
 - d. lust
37. During a psychological assessment of your personality, you are shown a set of ambiguous inkblots and are asked to tell the interviewer what each blot might be. What test are you taking?
- a. the Thematic Apperception test
 - b. the NEO-PI
 - c. the Waxman test
 - d. the Rorschach test
38. Which researcher stressed the importance of archetypal figures in the way we live our lives?
- a. Walter Mischel
 - b. Sigmund Freud
 - c. Carl Jung
 - d. Elizabeth Loftus
39. Which of the following is NOT associated with Carl Rogers?
- a. unconditional positive regard
 - b. person-centered therapy
 - c. dream analysis
 - d. the humanistic approach
40. What is intelligence?
- a. the capacity to acquire knowledge, reason, and solve problems
 - b. the demonstration of knowledge

- c. it is limited to verbal skills
 - d. the demonstration of facility with numbers
41. The test you are taking right now is an example of _____
- a. a personality test.
 - b. an intelligence test.
 - c. a performance test.
 - d. an achievement test.
42. If prospective parents were permitted to choose from among fertilized eggs based on what they felt were "desirable" characteristics, the parents would be practicing _____
- a. eugenics.
 - b. psychometrics.
 - c. evolution.
 - d. situationism.
43. Crystal's aunt is a psychologist who specializes in mental testing. Her field is called _____
- a. measurement science
 - b. psychometrics
 - c. experimental psychology
 - d. statistics
44. Social psychologists believe that the primary determinant of individual behavior is the _____
- a. social situation.
 - b. individual's personality.
 - c. person's temperament.
 - d. bystander effect.
45. Situational demands are often comprised of two factors: the _____ of the individual, and the _____ of the group.
- a. personal characteristics; cohesiveness
 - b. social role; norms
 - c. beliefs; composition
 - d. motivation; conformity
46. Whose experiments were the most memorable demonstration of situational power based on obedience to authority?
- a. Freud
 - b. Newcomb
 - c. Asch
 - d. Milgram
47. According to social psychologists, what is the best predictor of bystander intervention?
- a. size of the group
 - b. personalities of people in the group
 - c. location of the situation
 - d. ethnicity of those involved
48. Imaginary sensory perceptions that are assumed to be real by schizophrenics are called
- a. obsessions.
 - b. hallucinations.

- c. compulsions.
 - d. delusions.
49. Upon discharge, the "pseudopatients" in Rosenhan's study
- a. were never classified as normal.
 - b. were watched by the police.
 - c. began to exhibit symptoms of illness in the "real-world."
 - d. sued the hospitals that unlawfully confined them.
50. Which DSM-IV category covers symptoms in which an individual is overly concerned with physical health issues.
- a. somataform disorders
 - b. affective disorders
 - c. dissociative fugue
 - d. personality disorders
51. Adrian has been depressed after losing her job. She is looking for a new one, but the search is not going well. Based on this limited information, which DSM-IV category might best describe Adrian's current psychological state?
- a. anxiety disorder
 - b. dissociative disorder
 - c. adjustment disorder
 - d. personality disorder
52. Which of the following symptoms would NOT be included in the DSM-IV category of affective disorders?
- a. manic episodes
 - b. a narcissistic personality
 - c. bipolar mood swings
 - d. depression
53. Depressed persons may actually help to perpetuate the depression cycle by blaming themselves for events outside their control. Martin Seligman calls this
- a. observer discomfort.
 - b. learned-helplessness.
 - c. unconventionality.
 - d. narcissism.
54. Agoraphobia is an extreme fear of _____
- a. blood.
 - b. needles.
 - c. being in public places or open spaces.
 - d. being in closed spaces.
55. The _____ is the part of the brain most often cited as the trigger for panic attacks.
- a. hypothalamus
 - b. amygdala
 - c. frontal lobe
 - d. id
56. Many people with obsessive compulsive disorder display _____, which are a manifestation of problems in the motor control areas.
- a. neuroses

- b. psychosis
 - c. tics
 - d. compulsions
57. The loss of sensory or motor function (e.g., blindness or paralysis) without a corresponding organic cause is referred to as _____
- a. conversion disorder.
 - b. observer discomfort.
 - c. panic disorder.
 - d. generalized anxiety disorder.
58. Which behavior therapy technique involves a new response that is substituted for the unwanted one?
- a. systematic desensitization
 - b. aversion
 - c. implosion
 - d. counterconditioning
59. Which is the correct sequence of steps in systematic desensitization?
- a. practice relaxation, develop anxiety hierarchy, associate relaxation with anxieties
 - b. associate relaxation with anxieties, practice relaxation, develop anxiety hierarchy
 - c. practice relaxation, associate relaxation with anxieties, develop anxiety hierarchy
 - d. develop anxiety hierarchy, practice relaxation, associate relaxation with anxieties
60. The emotional reaction of attaching to the therapist feelings that were originally focused on a significant other, is called _____
- a. catharsis.
 - b. transference.
 - c. free association.
 - d. insight therapy.

APPENDIX XIII

Advisory Committee Members: Psychology Program

1. Dr. Robert Cameron, Professor of Psychology
2. Dr. Tad Kato, Assistant Professor of Psychology
3. Mr. Joseph Larry, Associate Professor of Psychology & Sociology
4. Dr. Clarence Rohrbaugh, Assistant Professor of Psychology
5. Dr. Ann V. Shaver, Associate Professor of Psychology
6. Dr. Joseph Shaver, Professor of Psychology
7. Ms. Nancy Taylor-Landis, Adjunct Instructor of Psychology
8. Ms. Alissa Wilmouth, Academic Advisor, Fairmont State
9. Ms. Patricia Connor, Student Member (Psychology Major)