

<http://www.csuci.edu/app/programreviewreports.htm>

**CSU CHANNEL ISLANDS
PROPOSAL TO AMEND
THE ACADEMIC MASTER PLAN (Short Form)**

SIGNATURE PAGE – revise 11.7.13

Name of Proposed Degree/Credential:	Masters of Psychology
Date of Submission:	Fall 2013
Faculty Proposing New Program:	Christy Teranishi Martinez, Beatrice de Oca, Harley Baker, Kimmy Kee-Rose, Virgil Adams, Kevin Volkan, Michelle Moon, Therese Eyermann, Karen Carey

Review and Approval Signatures:

1. Proposer:	Christy Teranishi Martinez	Date:	9/30/13
2. Curriculum Chair:		Date:	
3. Academic Senate Chair:		Date:	
4. AVP Academic Programs and Planning		Date:	
5. Provost:		Date:	
6. President or Designee:		Date:	

Internal Note: Please return this document to Academic Programs and Planning after all signatures are completed no later than October 1st for consideration for the following academic year.

CSU Channel Islands
PROPOSAL TO AMEND
THE ACADEMIC MASTER PLAN (Short Form)

This *Proposal for a New Degree*, or ‘short form,’ is the method for adding a new degree, minor, or credential to the Academic Master Plan. Completed forms should be submitted to the Academic Programs and Planning office, Sage Hall, Room 2053 no later than the first Monday in October of each year.

Approval Process: Proposals for new degrees, minors, and credentials are reviewed by the Academic Planning Committee early each fall semester, and submitted to the Curriculum Committee, the Academic Senate, and the Provost and President for approval. As an additional step, new degrees (but not minors and credentials) are submitted to the CSU Office of the Chancellor in January of each year, for review and approval by the Board of Trustees.

1. Program Identification

- A. Program Name:** Master of Arts in Psychology
- B. State Support or Self-Support (identify one):** State Support
- C. Academic Year of Implementation:** Fall 2016
- D. Name of the program area or unit that would offer the proposed degree or program:** Psychology program
- E. Name, title, and rank, of individual(s) primarily responsible for drafting the proposed degree program:**
 - Christy Teranishi Martinez, Associate Professor of Psychology
 - Beatrice de Oca, Professor of Psychology
 - Harley Baker, Professor of Psychology
 - Kimmy Kee-Rose, Professor of Psychology
 - Virgil Adams, Professor and Chair of Psychology
 - Kevin Volkan, Professor of Psychology
 - Michelle Moon, Associate Professor of Psychology
 - Therese Eyermann, Assistant Professor of Psychology
 - Karen Carey, AVP of Arts & Sciences

2. Program Description

A. Description of the degree program. Major subject matter elements of the program, core content areas, and representative courses taught. (250 words)

The Master of Arts in Psychology degree at CSU Channel Islands (CI) offers an innovative advanced degree program for students interested in research and applied fields of Psychology. This program will offer two specializations: one focusing on doctoral preparation and another preparing students for careers in Applied Psychology/Program Evaluation. The M.A. in Psychology will prepare students to think critically and analytically, and to conduct qualitative and quantitative analyses. Students will develop proficiency in such tasks as conducting research, statistical analysis, program evaluation, grant writing, consulting and teaching. Students in the Applied Psychology track will participate in civic engagement, interdisciplinary and multicultural applications of psychology. Their training will emphasize breadth of knowledge in psychological theories and principles to solve real world problems in preparation for a wide range of academic, research, and applied careers in Psychology.

B. Student Learning Objectives: Principal content and skills that students will learn in the program. (150 words)

For Both Tracks:

- Demonstrate knowledge and understanding of theory and research in psychology emphasizing advanced research methods and statistics, and breadth of understanding in the field of psychology;
- Examine research issues and problems from multiple perspectives, including multicultural, interdisciplinary, international, experiential, and/or theoretical perspectives;
- Effectively critique and evaluate current theories and methods in the field of psychology;
- Demonstrate oral and written communication effectively;
- Demonstrate critical and analytical thinking skills; and,
- Gain experience teaching classes and mentoring Psychology students.

In addition, for the Doctoral Preparation Track:

- Develop a publishable manuscript from a Master's thesis; and
- Acquire advanced preparation to pursue further study and/or a variety of professional careers in Psychology

In addition, for the Applied Psychology/Program Evaluation Track:

- Participate in service learning and civic engagement with a community partner;
- Develop a publishable manuscript from a Master's project;
- Acquire advanced preparation to develop grant writing skills; and
- Acquire advanced preparation to develop program evaluation skills.

C. How the program aligns with the University mission and strategic planning goals:

The M.A. in Psychology program at CI has several goals aligned with the four mission pillars, emphasizing interdisciplinary, multicultural, international, and experiential/service learning. It is aligned with the interdisciplinary pillar through emphasizing an interdisciplinary focus on issues and research that will draw on disciplines such as Sociology, Communications, Health, Chicano Studies, Biology and Education. Our program emphasizes multicultural and international perspectives by offering courses highlighting cross-cultural and diverse perspectives of individuals of various ethnic, cultural and socioeconomic backgrounds, and providing study abroad opportunities in other countries, such as Japan, Peru, Mexico, Singapore, and Malaysia. Students will engage in civic participation and service learning, working with community partners conducting research, program evaluation and gaining applied work experience.

3. Program Need

Currently, the only post-baccalaureate degree programs in Psychology in Ventura County are through private universities. Many of our CI alums with geographic constraints are forced to attend these expensive programs or decide not to pursue graduate study in Psychology.

A. Other Universities and CSU campuses and that currently offer the proposed degree or program. How is this degree distinctive?

The following California State Universities offer the MA/MS in either General Psychology or in Psychological Research (source: http://degrees.calstate.edu/degree_list/csu-degree-programs).

Bakersfield	Pomona
Chico	Sacramento
Dominguez Hills	San Bernardino
Fresno	San Diego
Fullerton	San Francisco
Humboldt	San Jose
Long Beach	San Luis Obispo
Los Angeles	San Marcos
Northridge	Stanislaus

In addition, some local private universities also offer a general Master's program in Psychology:

California Lutheran University, Antioch University and Pepperdine University offer two-year graduate preparation degree programs in Psychology. In addition, there are a number of on-line graduate programs in Psychology (*e.g.*, California Southern University, University of Phoenix, Walden University).

CI's Master's program in Psychology is distinguished from the programs at the campuses listed above in several ways: (1) The program is designed as a two-track program allowing all students to gain extensive training in statistics and research methodology while focusing on either basic psychological research or applied psychology; (2) this is the only such program at a public university in Ventura County; and (3) the program will reflect the CI mission.

B. Professional uses of the proposed degree program:

Many jobs in the psychology field require a graduate degree in the subject. A Master's degree program in General Psychology can prepare students for careers across the field and often include data collection, field research and theory application. Specifically, this program offers employment opportunities in a range of settings, including both public and private sectors. Some examples are as follows:

1. Research laboratories
2. Mental health clinics
3. Social work agencies
4. Law enforcement agencies
5. School and school districts (*e.g.*, analysts, program assessment specialists)
6. University research positions (*e.g.*, institutional research, divisional analysts)
7. Government agencies (Federal, state and local)
8. Community college instruction
9. Private industry

A Master's degree in Psychology also provides greater earnings potential than an undergraduate degree in Psychology. The average salary for individuals with a Master's degree in Psychology working in the area of Applied Psychology was \$72,593 in a 2009 survey (Source: 2009 APA Salary Survey. Compiled by the APA Center for Workforce Studies, April, 2010.)

Graduates with more experience in business and industry can obtain jobs in consulting and marketing research, while others may find jobs in government, universities, or the private sector that focus on counseling, compensation, training, data analysis, and general personnel issues. Those graduates who choose a career in clinical/counseling, school, and testing and measurement psychology often work under the direction of a doctoral psychologist.

In addition, a Master's degree program in General Psychology also prepares students for more specialized study in a doctoral program.

C. What sources of information provide evidence for regional, state, and/or national need for the program?

The Bureau of Labor Statistics (BLS) projects greater than average employment opportunities for psychologists with advanced degrees over the next ten years, with a growth of 22% nationwide (source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited August 27, 2013).) Those with a credible MA/MS in Psychology will have greater opportunities for employment in the field than those with just a BA/BS in Psychology.

Regional Need

To our knowledge, this Master's degree in General Psychology will be the only such program at a public university in Ventura County. Based on Psychology's five-year review, between 25% - 35% of our graduates go on to graduate programs. Many of our alums remain local, enrolling in programs at CLU and Pepperdine. Over the last five years, between one fourth and one-third of the doctoral prep program at CLU has been filled by CI alums (source: Graduate Psychology Program, CLU.)

State and/or National Need

1) Widespread retirement of government employees at both the state and federal levels will provide openings over the next decade across the board for psychologists, particularly in research, administration, and management roles. While opportunities will be available at all degree levels, those with graduate degrees will have more than those with a BA/BS. (source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited August 27, 2013).)

2) A Master's degree in psychology is increasingly valued by doctoral programs in psychology. Data indicate that those who enter a doctoral program with a master's degree are more apt to complete the program than those who do not have a Master's (APA, 2011).

4. Student Enrollment:

- A. The expected number of majors in the year of initiation and three and five years thereafter. Please identify the data source(s) for these projections.**

	Number of Majors	Number of Graduates
Initiation Year:	10	0
Third Year:	22	18
Fifth Year:	22	38

We are planning on accepting ten (10) students per year into the program. We also project an 80% on-time graduation rate. This is based on other local two-year graduate prep programs in Psychology (*i.e.*, California Lutheran University.)

5. Resources and Budget

- A. Existing faculty, staff, and programmatic resources that support the program.**

The Psychology faculty is one with great diversity, both in the common meaning of the term and in areas of expertise and interest across the core domains of Psychology and with specific research and statistics expertise. Several faculty have experience teaching either the MA/MS or doctoral levels, and/or administering graduate programs. This expertise will be useful in starting and maintaining a graduate program. Faculty are unanimous in supporting and contributing to the graduate Psychology program at CI. The faculty bring both their training and significant ability to work with/mentor students to the task.

We have recently created a very successful off-site BA program at SBCC, with three established cohorts. Our experience in creating a new program and the logistical/resource problems entailed will be very useful in creating this new program.

The current psychology faculty members at CI have significant experience in graduate education, as detailed below:

Dr. Adams has taught a number of graduate level courses while on the faculty at the University of Kansas. These included but are not limited to Social Psychological Theory, Research Methods, and Statistics. He has chaired and served on several dissertation committees. He has also chaired and served on Master's theses committees at California Lutheran University.

Dr. Baker taught a number of graduate courses at the University of San Francisco (Research Methods, Applied Statistics, Program Evaluation.) He has taught at California Lutheran University in both the MS Clinical Program (Advanced Research Methods, Advanced Statistics, Thesis Seminar, Advanced Research Seminar) and in the doctoral program (Research Methods I and II, Developmental Psychology.) He has served as thesis Chair for over 15 MA/MS theses.

Dr. Carey has worked primarily with graduate students at previous institutions supervising over 100 Masters theses, 40 doctoral dissertations. She was the Dean of the Division of Graduate Studies overseeing 45 graduate programs.

Dr. Beatrice de Oca taught courses in the Master's programs in Psychology and Education while at Western New Mexico University. She also has served as a Master's thesis committee member and as a research consultant for graduate students at UCLA and California Lutheran University.

Dr. Eyermann has taught Ph.D. students at UCLA in Developmental Characteristics of College Students, Higher Education Policy, and Foundations of Higher Education. She has also taught Masters' and Ed.D. students at California Lutheran University in Student Development and Learning in Higher Education, Leading Organizational Change, Policy Development and Political Influences in Education, and Programs & Functions in College Student Personnel. She has served on numerous dissertation committees and has collaborated with and supervised graduate student research using qualitative and quantitative methodologies.

Dr. Kee-Rose taught a course in Advanced Statistics for the MS Counseling Psychology Program at California Lutheran University. She has further served as an external dissertation committee member for the School of Human and Organizational Development at Fielding Graduate University.

Dr. Teranishi Martinez has taught courses including Lifespan Development, Research Design and Statistics, and Career Development in the Master's programs in Psychology and Education at Texas A&M International University. She also has served as a Master's thesis committee Chair and research consultant for graduate students at Texas A&M International University, California Lutheran University, and CSU Los Angeles.

Dr. Volkan has taught and supervised research for Masters students at Sonoma State University, Northern Illinois University, JFK University, CSU Eastbay, Five Branches Institute, Harvard University, and California Lutheran University. He has also taught and supervised dissertations for doctoral students at Northern Illinois University, Center for Psychological Studies, The Wright Institute, JFK University, Pacific University (now Palo Alto University), CA School of Professional Psychology, and Harvard Medical School.

B. Community/industry partnerships. Identify organizations, businesses, and agencies contributing to the academic or financial support or delivery of the degree, and describe their role.

We received letters of support from JD Power, the United Way, the Brain Injury Center, Casa Pacifica, the Wellness Center, the Coalition for Family Harmony, Carmen Ramirez, the mayor of Oxnard, and Kaia Tollefson, Director of Project Vista. Each of the organizations will serve as possible sites where our graduate students may gain applied experience, participate in internships, conduct program evaluations, and write grants.

C. Budget. Costs estimated to be associated with the degree in the pre-implementation year, first, third and fifth year of operations. Provide narrative describing these budget estimates.

	Pre-Implementation Year	First Year	Third Year	Fifth Year
Faculty by Rank	One additional Assistant Professor (\$108,225 includes benefits)	One additional Assistant Professor (\$108,225 includes benefits)	One additional Assistant Professor (\$108,225 includes benefits)	One additional Assistant/Associate Professor (\$108,225 includes benefits)
Staff by Job Class	None anticipated	Lab technician(s) and someone to handle subject pool. Academic Support Coordinator for admissions	One research/statistics lab technician (\$62,049 includes benefits; 10 month employee)	Continued

		management and program support. (\$57,720 includes benefits)		
Staffing Subtotal	\$108,225.00	\$165,945.00	\$170,274.00	\$108,225.00
Equipment	None anticipated	Test bank of tests/instruments, Virtual reality Biopac, EEG, Phone surveys (piggy-backed on campus phone center)/ web-based surveys. (\$25,000 – note we will seek publisher discounts which may reduce this considerably)	Video for teaching of psychology feedback. Psychophysiology, eye tracking (\$4,000)	Continued
Instructional Support	None expected if we're able to hire one or two TT lines, alternatively we will hire additional lecture faculty as needed (\$41,496 – cost of a full time lecturer)	Continued	Supervisor of teaching of psychology "class"/ Teaching assistant supervisor. (\$7619.00 including benefits for a buy out of one 3 unit class).	Continued
Program Development (Consultants, etc.)	Buy out time for one or two existing faculty (\$7619.00 including benefits for a buy out of one 3 unit class).	One faculty member will become the coordinator/advisor of the graduate program(\$7619.00 including benefits for a buy out of one 3 unit class).	Continued	Continued
Equipment/other support Subtotal	\$49,115.00	\$32,619.00	\$11,619.00	
Subtotals by Year	\$157,340.00	\$198,564.00	\$181,893.00	\$108,225.00
Program Total				\$646,022.00

D. Facilities. Identify new facilities, building modifications and other physical and space needs associated with the new degree or program.

	Pre-Implementation Year	First Year	Third Year	Fifth Year
Facilities	No extra space is needed at this stage	Additional research/statistics lab space for 10 students; Graduate student office; Use of existing classroom space for colloquium; Small closet space for storage of testing instruments; and computers	Additional research and stats lab space for about 12 students. Observation rooms (we need more than just what is in Sierra Hall since it will be filled with our lab classes). These would be used by both tracks.	Continued

Mini-Curriculum Vitas of Core Faculty

HARLEY BAKER

Education

- 1999 Ed.D., Organization and Leadership, University of San Francisco
- 1997 MS/ABD, Developmental Psychology, UC Santa Cruz, 1997
- 2007 MA Candidate, Sociology; California State University Northridge
- 1983 MA, Psychology; San Jose State University, 1983
- 1974 B.A., Psychology, Sociology; CSU, Stanislaus, 1974

Awards, Honors and Training

- 1993/1995 *Research Fellow*, Office of Bilingual Education and Minority Language Affairs
- 1999 *Dissertation of the Year*, National Career Development Association
- 2000 *Distinguished Service Award*, Western Association of Educational Opportunity Personnel
- 2007 *William Campbell Felch/Wyeth Research Award* CME.

Relevant Professional Experience

- 2009 – Present Professor of Psychology, CSU Channel Islands, Camarillo, CA
- 2004 – 2009 Associate Professor of Psychology, CSU Channel Islands, Camarillo, CA
- 2002 – 2004 Assistant Professor of Psychology, CSU Channel Islands, Camarillo, CA
- 2004 – 2008 Chief Assessment Officer, CSU Channel Islands, Camarillo, CA
- 2009 – 2013 Lecturer, Graduate Psychology Programs CLU, Thousand Oaks, CA
- 2008 – 2008 Lecturer, Pacifica Graduate Institute, Carpinteria, CA
- 1999 – 2003 Lecturer, Graduate School of Education, University of San Francisco, San Francisco, CA
- 2002 – 2010 Senior Research Scientist, Consortium of Universities, Washington, D.C.
- 1998 – 2002 Personnel Research Psychologist; Department of Defense, Monterey, CA.
- 1994 – 1998 Consortium Research Fellow, Consortium of Universities, Washington, D.C.
- 1987 – 1993 Senior Analyst, University of California, Santa Cruz, CA
- 1985 – 1986 Senior Research Associate, American Institutes for Research, Palo Alto, CA.
- 2013 – 2013 Project Evaluator, CSU Channel Islands, Migrant Summer Leadership Institute
- 2013 – 2013 Assessment Consultant, Pinellas Education Foundation, Pinellas, FL
- 2012 – 2017 Evaluator, CSU Channel Islands, Project ACCESO, Camarillo, CA
- 2010 – 2010 Evaluator, CSU Channel Islands HSI STEM Grant, Camarillo, CA
- 2008 – 2010 Evaluator, CSU Channel Islands NSF Grant, Camarillo, CA
- 2007 – 2007 Consulting Statistician, South Seattle Community College, Seattle, WA
- 2000 – 2001 Consulting Statistician, Highline Community College, Des Moines, WA
- 2000 – 2002 Consulting Research Statistician, Sociometrics, Los Altos, CA
- 1996 – 1997 Consulting Research Statistician, San Jose State University, San Jose, CA
- 1992 – 2001 Consulting Statistician, Santa Cruz County Children's Mental Health, Santa Cruz CA
- 1993 – 1995 Evaluator, Santa Cruz County Office of Education, Santa Cruz, CA
- 1983 – 1987 Statistical Consultant, San Jose State University, San Jose, CA
- 1983 – 1984 Research Consultant, Unisys Corporation, Minneapolis, MN

Publications Since Coming to CSUCI

- Baker, H. E. (2002). Reducing adolescent career indecision: The ASVAB Career Exploration Program. *The Career Development Quarterly*, 50, 359-370.
- Baker, H. E. (2006). Armed Services Vocational Aptitude Battery (ASVAB). In J. H. Greenhaus & G. A. Callanan (Eds.), *Encyclopedia of Career Development*. Thousand Oaks, CA: Sage, 2006. 25-26.
- Baker, H. E., Styer, J. S., Pommerich, M., & Harmon, L. S. (2010). *Development and validation of the FYI – A preliminary report*. Technical report published in the ERIC on-line database. ED50982
- Kerfoot, B. P., & Baker, H. E. (2012). An online educational game for global continuing medical education. *Annals of Surgery*, 256, 33-38.
- Kerfoot, B. P., & Baker, H. E. (2012). An online spaced-education game to teach and assess residents: A multi-institutional prospective trial. *Journal of the American College of Surgeons*, 216, 231-238.
- Kerfoot, B. P., Baker, H. E., Pangaro, L., Agarwal, K., Taffet, G., Mechabar, A. J., & Armstrong, E. G. (2012). An online spaced-education game to teach and assess medical students. *Academic Medicine*, 87, 1443-1449.
- Kerfoot, B. P., Baker, H. E., Connelly, D., et. al. (2011). Do Chief Residents' scores on the In-Service Examination predict their performance on the ABU Qualifying Exam? *The Journal of Urology*, 186, 634-637.
- Kerfoot, R. P., Baker, H. E., Volkan, K., Church, P. A., Federman, D. D., Masser, B. A., & DeWolf, W. C. (2004). Development and initial evaluation of a novel urology curriculum for medical students. *The Journal of Urology*, 172, 278-281.
- Kerfoot, B. P., Baker H. E., Jackson, T. L., Hulbert, W. C., Federman, D., Oates, R., & DeWolf, W. C. (2006). A multi-institutional randomized controlled trial of adjuvant web-based teaching to medical students. *Academic Medicine*, 81, 224-230.
- Kerfoot B. P., Baker H. E., Koch, M. O., Connelly, D, Joseph, D. B, & Ritchey, M. L. (2007). Randomized controlled trial of spaced education to US and Canadian urology residents. *Journal of Urology*, 177, 1481-1487.
- Kerfoot, B. P., Fu, Y., Baker, H. E., et. al. (2010). Online spaced education generates transfer and improves long-term retention of diagnostic skills: A randomized controlled trial. *Journal of the American College of Surgeons*, 211, 331-337.
- Kerfoot, B. P., Shaffer, K., McMahon, G. T., Baker, H. E., et al. (2011). Online "Spaced Education Progress-Testing" of Students to Confront Two Upcoming Challenges to Medical Schools. *Academic Medicine*, 86, 300-306.
- Pacheco, P., Tullis, E., Baker, H. E., & Sutherland, C. (2004). Demographic characteristics of First 5 Ventura County participants: Fiscal Year July-December 2003. In L. Thomson, H. Sareen, A. Toussant, T. Franke & N. Halfron (Eds.), *First 5 Ventura County Annual Evaluation Report Fiscal Year 2003-2004*. Camarillo, CA: Center for Excellence in Early Childhood Education.
- Pacheco, P., Tullis, E., Everest, M., Baker, H. E., & Sutherland, C. (2004). *Special report: Kindergarten transition study*. Camarillo, CA: Center for Excellence in Early Childhood Education.
- Styer, J. S., & Baker, H. E. (2003). *Counselor Manual for the ASVAB Career Exploration Program*. Monterey, CA: Defense Manpower Data Center.

- Volkan, K., Simon, S. R., Baker, H., & Todres, I. D. (2004). Psychometric structure of a comprehensive objective structures clinical examination: A factor analytic approach. *Advances in Health Sciences Education*, 9, 83-92.
- Wall, J. E., Baker, H. E., & Sampson, J. R. (2004). Editorial comments for the special issue on the Use of Technology in Assessment. *Measurement and Evaluation in Counseling and Development*, 37, 66-69.

MICHELLE MOON

EDUCATION

- Ph.D., Clinical Psychology, Loma Linda University (APA accredited), California, 2003.
- Clinical Psychology Intern, Baylor College of Medicine (APA accredited), Houston, Texas, 2003.
- B.A., Psychology, San Diego State University, California, 1996.

SELECTED PUBLICATIONS

- Moon, M.** (In review). Ecological influences on adolescent behavior.
- Moon, M.** (2012). Self and vested interests: Predictors of fathers' views of child care. *Journal of Applied Social Psychology*.
- Moon, M.** (2011). The effects of divorce on children: Married and divorced parents' perspectives. *Journal of Divorce and Remarriage*.
- Moon, M.,** Hoffman, C.D. (2008). Differential expectancies and behaviors of mothers and fathers: Parent by child gender effects. *Journal of Genetic Psychology*, 169 (4), 261-279.
- Moon, M.** (2002). Self-interests and beliefs: Predictors of mothers' views of child care. *Journal of Applied Social Psychology*, 32 (11), 2413-2422.
- Moon, M.** (2000). Retrospective reports of inter-parental abuse by adult children from intact families. *The Journal of Interpersonal Violence*, 15 (12), 1323-1331.
- Moon, M.,** & Hoffman, C.D. (2000). PsycINFO as an archival research tool: The emergence of women in psychology (1887-1997). *Psychology of Men and Masculinity*, 1 (1), 16-20.
- Hoffman, C. D., & **Moon, M.** (2000). Mothers' and fathers' gender-role characteristics and perceptions of postdivorce child care and custody. *Sex Roles*, 42 (9/10), 917-924.

CHRISTY TERANISHI MARTINEZ

RELEVANT PROFESSIONAL EXPERIENCE

2011-Present Associate Professor of Psychology, California State University Channel Islands
2007-2011 Assistant Professor of Psychology, California State University Channel Islands
2001-2007 Assistant Professor of Psychology, Texas A&M International University

EDUCATION

2001 Ph.D. Development Psychology, University of California, Santa Cruz
1993 M.A. Communication, San Diego State University
1991 B. A. Psychology and Business Economics, University of California, Santa Cruz

RECENT GRANTS AND AWARDS

2013 Instructional Related Activities (IRA) Grant for Student Travel to Japan (\$72,256)
2013 California State University Mini-Grant (\$7,620 for Course Release and Benefits)
2013 Center for Multicultural Engagement Grant, Course Development (\$1,000)
2012 California State University Mini-Grant (\$7,620 for Course Release and Benefits)
2012 Cal Humanities Grant Submission (\$18,000)
2012 Outstanding Faculty Mentor Award Educational Opportunity Program (EOP)
2012 Multicultural Engagement Grant for Intimate Partner Violence Research (\$1,000)
2012 Blended Learning Preparation Program Grant (\$2,000)
2012 Instructional Related Activities (IRA) Grant for Travel to WPA Convention (\$8,531)

SELECTED PUBLICATIONS

- Teranishi Martinez, C., & Scott, C. (2013).** *In search of happiness through flow and spirituality.* Manuscript submitted for publication.
- Teranishi Martinez, C., Gillespie, K., & Bale, S. (2013).** *Exercise motivation: Developmental and evolutionary perspectives.* Manuscript submitted for publication.
- Teranishi Martinez, C. (2012).** *Wanting is not having: Jealousy, proprietariness, and engendered expressions of aggression.* Manuscript submitted for publication.
- Teranishi Martinez, C., Kock, N., & Cass, J. (2011).** Pain and pleasure of short essay writing: Factors predicting university students' writing anxiety and performance. *Journal of Adolescent and Adult Literacy, 54*, 351-360.
- Teranishi Martinez, C. (2010).** The role of ethnic identity and ethnic peer affiliations in first year Latino/a college students' perceptions of future opportunities. In D. A. Brunson & L. L. Lampl (Eds.), *Interracial communication: contexts, communities, and choices* (pp. 82-100). Dubuque, IA: Kendall Hunt.
- Teranishi, C., & Hannigan, T. P. (2008).** Impact of study abroad on Latino college students' ethnic identity and cross-cultural adaptability. *Journal of Multicultural Learning and Teaching, 3*(1), 49-64.
- Teranishi, C. (2007).** Impact of experiential learning on Latino college students' identity, relationships, and connectedness to community. *Journal of Hispanic Higher Education, 6*(1), 52-72.
- Hannawa, A. F., Spitzberg, B. H., Wiering, L., & Teranishi, C. (2006).** "If I can't have you, no one can": Development of a relational entitlement and proprietariness scale (REPS). *Violence and Victims, 21*(5), 539-560.

- Teranishi, C.** (2005). Ethnic flexibility and perceptions of challenges to future opportunities: Latino students in the transition from home to college. *Journal of Social and Ecological Boundaries, 1*, 51-79.
- Teranishi, C.** (2004). Latino college students' perceptions of their ethnicity as a challenge and resource to their future opportunities: A comparative study in Texas and California. *Journal of Border Educational Research, 3*, 1-8.

BEATRICE DE OCA

Professor of Psychology, California State University Channel Islands
Associate Professor of Psychology, California State University Channel Islands, 2003–2013
Associate Professor of Psychology, Western New Mexico University, 2002
Assistant Professor of Psychology, Western New Mexico University, 1997-2002

Education

University of California, Los Angeles, Ph.D. Psychology (1997)

Grants

2013 CSUCI Faculty Development Mini Grant award.
2008 CSUCI Faculty Development Mini Grant award.
2006 CSUCI Faculty Development Mini Grant award.
2005 CSUCI Faculty Development Mini Grant award.
1999 -2001 National Science Foundation Instrumentation Grant, #SBR – 9811955,
Responses to emotion stimuli in a tri-ethnic sample \$34, 471.

Publications

- de Oca, B. M. & Black, A. A. (2013). Bullets versus burgers: Is it threat or relevance that captures attention? *American Journal of Psychology, 126*(3), 287-300.
- de Oca, B. M., Villa, M., Cervantes, M., & Welbourne, T. (2012). Emotional Modulation of the Attentional Blink by Pleasant and Unpleasant Pictures. *Journal Of General Psychology, 139*(4), 289-314. doi:10.1080/00221309.2012.708681
- de Oca, B. M., Minor, T. R. and Fanselow, M. S. (2007). Brief flight to a familiar enclosure in response to a conditional stimulus in rats. *The Journal of General Psychology, 134*(2), 153–172.
- de Oca, B. M., and Fanselow, M. S. (2004). Amygdala and periaqueductal gray lesions only partially attenuate unconditional defensive responses in rats exposed to a cat. *Integrative Physiological and Behavioral Science, 39* (4), 318-333.
- de Oca, B. M., DeCola, J. P., Maren, M. S., and Fanselow, M. S. (1998). Distinct regions of the periaqueductal gray are involved in the acquisition and expression of defensive responses. *Journal of Neuroscience, 18*(9), 3426–3432.
- Fanselow, M.S. and de Oca, B. M. (1998). Defensive Behaviors. In G. Greenberg and M. M. Haraway (Eds.), *Comparative Psychology: A Handbook*, (pp. 653-665). New York: Garland Publishing.
- Mongeau, R., de Oca, B. M., Fanselow, M. S. and Marsden, C. A. (1998). Differential effects of neurokinin-1 receptor activation in various subregions of the periaqueductal

gray matter on conditioned and unconditioned fear behaviors in rats. *Behavioral Neuroscience*, 112 (5), 1125-1135.

Fanselow, M.S., DeCola, J. P., de Oca, B. M. and Landeira-Fernandez, J. (1995). Ventral and dorsolateral regions of the midbrain periaqueductal gray (PAG) control different stages of defensive behavior: Dorsolateral PAG lesions enhance the defensive freezing produced by massed and immediate shock. *Aggressive Behavior*, 21: 63 - 77.

Fanselow, M.S., Kim, J.J., Yipp, J., and de Oca, B. M. (1994). Differential effects of the N-methyl-D-aspartate antagonist DL-2-amino-5-phosphonovalerate on acquisition of fear of auditory and contextual cues. *Behavioral Neuroscience*, 108(2):235-40.

Maren, S., de Oca, B. M. and Fanselow, M.S. (1994). Sex differences in hippocampal long-term potentiation (LTP) and Pavlovian fear conditioning in rats: Positive correlation between LTP and context learning. *Brain Research*, 661: 25 - 34.

KEVIN VOLKAN

RELEVANT PROFESSIONAL EXPERIENCE

- | | |
|----------------------|--|
| 2002-Present | Professor of Psychology, (tenured August 2002), California State University Channel Islands, Camarillo, CA |
| 2001-2005, 2010-2011 | Chair of Psychology, California State University Channel Islands, Camarillo, CA |
| 2001- 2002 | Associate Professor of Psychology, California State University Channel Islands, Camarillo, CA |
| 1998-2001 | Director of Assessment & Lecturer in Medical Education, Harvard Medical School, Boston, MA |

EDUCATION

- | | |
|------|--|
| 1998 | M.P.H. Public Health, Harvard University, Cambridge, MA |
| 1991 | Ph.D. Clinical Psychology, Center for Psychological Studies, Albany, CA |
| 1987 | Ed.D. Educational & Counseling Psychology (Health Psychology emphasis), Northern Illinois University, DeKalb, IL |
| 1984 | M.A. Psychology, Sonoma State University, Rohnert Park, CA |
| 1981 | B.A. Biology, University of California, Santa Cruz, CA |

SELECTED GRANTS AND AWARDS

- | | |
|-----------|--|
| 2005-2010 | Evaluation of a Bright Futures Oral Health Intervention for Pediatric Resident Continuity Practice. 3/31/05. Application Number: 00024983. Ambulatory Pediatric Association Program Name: MCH Research Program Announcement Number: US Department of Health and Human Services, Health Research & Services Administration-05-015 (\$472,000) |
| 2001 | Clinical Decision Support and Medical Education. A report prepared for Contract # 290-00-0020. Bioterrorism - Automated Decision Support and Clinical Data Collection. 7/25/01. Agency for Healthcare Research and Quality (AHRQ) - U.S. Department of Health and Human Services (\$200,000) |

- 2000 Excessive Use of Force by Law Enforcement Officers: A National Survey of Academic Emergency Physicians, Proposal to NIH, 12/2000. K. Volkan, Statistical Consultant (with H. R. Hutson, PI and S. Torres) (\$50,000)
- 2000 Training Emergency Physicians for Biodefense In Terrorist Attacks (AHRQ-00-0009) 10/2000. K. Volkan, Statistical Consultant (with Michael Wayne Shannon, PI and Gary Fleischer). (\$100,000)
- 1999-2001 Nutrition Academic Award Program, National Heart, Lung, and Blood Institute, K. Volkan, Evaluator (with Alan Walker, PI and Franci Welty, Co-PI). (\$200,000)

SELECTED PUBLICATIONS

- Volkan, K.** (2013). A Psychoanalytic View of the Sangha: Group Functioning in Mahayana and Tibetan Buddhism. *Asian Journal of Humanities and Social Studies*, 1(2), p. 47-54.
- Volkan, K.** (2013). Some considerations on zombies. *Journal of Social Sciences Research*, 1, p. 58-69.
- Bernstein, H., Dhepyasuwan, N., Connors, K., **Volkan, K.**, & Serwint, JR. (2013). Evaluation of a National Bright Futures Oral Health Curriculum For Pediatric Residents. *Academic Pediatrics*, 13(2), p. 133-139.
- Volkan, K.**, & Rocklin, N. (2010). Prohibiting Obscene Animal Crush Videos in the Wake of United States v. Stevens. September 15, United States Senate Judiciary Committee, Dirksen Senate Building, Washington, DC. (<http://judiciary.senate.gov/pdf/09-15-10%20Volkan.pdf>).
- Volkan, K.** (2010). Universities in Nazi Germany: Group pathology, symptoms, and solutions. *The Journal of the World University Forum*, 3(4), p. 1-11.
- Rider E. A., **Volkan K.**, & Hafler J. P. (2008). Pediatric residents' perceptions of communication competencies: Implications for teaching. *Medical Teacher*, 30 pp. e208-e217.
- Simon, S.R., Bui A., Day S., Berti D., & **Volkan, K.** (2007). The Relationship Between Second-Year Medical Students' OSCE Scores and USMLE Step 2 Scores. *Journal of Evaluation in Clinical Practice*, (13)6, pp. 901-905.
- Hafler, JP, Connors, KM., **Volkan, K.**, Bernstein, HH. (2005). Developing and Evaluating a Residents' Curriculum. *Medical Teacher*, 27(3), p.276-287.
- Kerfoot BP, Baker, H, **Volkan, K.**, Church, PA, Federman, DD, Masser, BA, and DeWolf, WC . (2004). Development and initial evaluation of a novel urology curriculum for medical students. *Journal of Urology*, 172, p. 278-281.
- Kerfoot, BP, Baker, H, **Volkan, K.**, Church, PA, Federman, DD, Masser, BA, and DeWolf, WC . (2004). Development of a Validated Instrument to Measure Medical Student Learning in Clinical Urology: A Step Toward Evidence-Based Education. *Journal of Urology*, 172, p. 282-285.
- Volkan, K.**, Simon, S., Baker, H., & Todres, ID. (2004). Psychometric Structure of a Comprehensive Objective Structured Clinical Examination: A Factor Analytic Approach. *Advances in Health Sciences Education*, 9 (2): 83-92.

- Simon S. R., **Volkan K.**, Hamann C, Duffey C, Fletcher SW. (2002) The relationship between second-year medical students' OSCE scores and USMLE Step 1 scores. *Medical Teacher*, (5):535-539.
- Hamann, C., **Volkan, K.**, Fishman, M., Silvestri ,R, Simon, S., & Fletcher, S. (2001). Which skills do second-year medical students learn best in physical diagnosis? Perspectives from three years of an Objective Structured Clinical Examination. *BioMedCentral-Medical Education*, (2)1, 1-11.
- Lieberman G, Abramson, RG, **Volkan, K.**, McArdle P. (2001). Tutor versus computer: A prospective comparison of interactive tutorial and computer-assisted instruction in radiology education. *Academic Radiology*, (9)1, 40-49.
- Morag E, Lieberman G, **Volkan K.**, & Lang E. (2001). Clinical Competence Assessment in Radiology: Introduction of an Objective Structured Clinical Examination (OSCE) in the Medical School Curriculum. *Academic Radiology*, 8(1), 74-81.
- Volkan, K.** (1994). *Dancing among the Maenads: The psychology of compulsive drug use*. New York, NY: Peter Lang Publishing.
- Volkan, K.** (1994). Psychopathology, groups, and group leaders: A psychoanalytic perspective. *Vision/Action*, 13(1), 19-24.
- Volkan, K.** (1991). Using LISREL: Some more notes on technique and interpretation. Washington, DC: Educational Resources Information Center (#TM016056).
- Volkan, K.** (1988). Some notes on the use of LISREL. *Journal of the Association for the Study of Perception*, 21(1-2), 2-14.
- Leyser, Y., **Volkan, K.**, & Ilan, Z. (1988). Mainstreaming the disabled from an international perspective -- Perceptions of Israeli and American teachers. *International Education*, 18, 44-54.
- Walker, SN., **Volkan, K.**, Sechrist, KR., & Pender, NJ. (1988). Health-promoting lifestyle patterns of older adults: Correlates and comparison with young and middle adults. *Advances in Nursing Science*, 11(1), 76-90.

VIRGIL H. ADAMS III

Special Assistant to the Provost, August 2013 to Present
Program Chair of Psychology, CSU Channel Islands: 2011 to present
Professor of Psychology, CSU Channel Islands: 2013 to present
Associate Professor of Psychology, CSU Channel Islands: 2005 to 2013
Assistant Professor of Psychology, CSU Channel Islands: 2003 to 2005
Assistant Professor of Psychology and Research Scientist of Gerontology, KU, 1996 to 2003
Research Associate, Gerontology Center, University of Kansas: 1994-1996

Education

NIA: Minority Investigator Postdoctoral Fellow, University of Kansas; 1994 to 1996
Doctor of Philosophy, Psychology, University of California, Santa Cruz; June, 1994
Master of Science, Psychology, University of California, Santa Cruz; June 1992
Bachelor of Arts, Psychology, California State University, Fresno; May 1990

Honors

Sage Faculty Research Mentor Award, CSU Channel Islands 2009-2013

California State University, Institute for Teaching and Learning, Disciplinary Research Grant, 2009
Maximus Faculty Award, CSU Channel Islands, April, 2008
Faculty of the Year Award, Educational Opportunity Program, 2008
William T. Kemper Award for Excellence in Teaching and Advising, University of Kansas, 2002
NIA Future Leaders in Minority Aging, June, 2000
Golden Key National Honor Society, Honorary Faculty Induction, *November 1999*
NIA Minority Investigator Postdoctoral Fellow, Gerontology Center, University of Kansas: *1994 to 1996*

Publications

- Adams III, V. H., Devos, T., Rivera, L. M., Smith, H., & Vega, L. (in press). Teaching about implicit prejudices and stereotypes: A pedagogical demonstration. *Teaching of Psychology*
- Hoffmann, D. & Adams, V. (2012). Librarian Collaboration: A Faculty Perspective on Information Literacy Instruction. *CODEX: The Journal of the Louisiana Chapter of the ACRL*, Vol. 2 (1), pp. 25 – 35.
- Adams III, V. H., Snyder, C. R., Rand, K. L., King, E. A., Sigmon, D. R., & Pulvers, K. M. (2010). Hope in the work place. In R. Giacalone & C. Jurkiewicz (Eds.), *Workplace spirituality and organizational performance Second Edition*. New York: Sharpe.
- Adams III, V. H., Rand, K. L., Kahle, K. E., Snyder, C. R., Berg, C., King, E. A., & Rodrigues-Hanley, A. (2003). African Americans' Hope and Coping With Racism Stressors. In R. Jacoby (Ed.), *Hope and stress*. New York: Greenwood
- Adams III, V. H., Snyder, C. R., Rand, K. L., King, E. A., Sigmon, D. R., & Pulvers, K. M. (2003). Hope in the work place. In R. Giacalone & C. Jurkiewicz (Eds.), *Workplace spirituality and organizational performance*. New York: Sharpe.
- Snyder, C. R., Shorey, H., Cheavens, J., Pulvers, K. M., Adams III, V. H., & Wiklund, C. (2002). Hope and academic success in college. *Journal of Educational Psychology*, 94, 820-826.
- Adams III, V. H., & Ekerdt, D. J. (2002). Cultural Diversity. In D.J.Ekerdt, R.A. Applebaum, K. Holden, S.G. Post, K. Rockwood, R. Schulz, R.L. Sprott, and P. Uhlenberg (Eds.), *Macmillan Encyclopedia of Aging*. New York: Macmillan.
- Adams III, V. H., & Nelson, J. (2001). Hope, Happiness, and African American Fathers: Changes between 1980 and 1992. *African American Research Perspectives, Vol 7(1)*.
- Snyder, C. R., Tran, T., Schroeder, L. L., Pulvers, K. M., & Adams III, V. (2000). Teaching the hope recipe: Setting goals, finding pathways to those goals, and getting motivated. *Reaching Today's Youth*, 4, 46-50.
- Snyder, C. R., Feldman, D. B., Taylor, J. D., Schroeder, L. L., & Adams III, V. (2000). The roles of hopeful thinking in preventing problems and promoting strengths. *Applied & Preventive Psychology: Current Scientific Perspectives*, 9, 249-269.
- Adams, V. H., & Jackson, J. S. (2000). The contribution of hope to the quality of life among aging African Americans: 1980-1992, *International Journal of Aging and Human Development*, 50(4), 35-51.
- Adams, V. H. (1999). Predictors of African American Quality of Life. *Journal of Black Psychology*, 25(9), 78-104.
- Adams, V. H. (1997). A Paradox in African American Quality of Life. *Social Indicators Research*, 42, 205-219.
- Ellickson, P. L., McGuigan, K. A., Adams, V., Bell, R. M., and Hays, R. D. (1996). Teenagers and Alcohol Misuse in the United States: By any definition, It's a Big Problem. *Addiction*, 91(10), 1489-1503.

KIMMY S. KEE-ROSE

EDUCATION

Postdoctoral Scholar, Neuropsychology, University of California Los Angeles, Los Angeles, California, 1998.

Ph. D., Clinical Psychology, Medical College of Pennsylvania and Hahnemann University, Philadelphia, Pennsylvania, 1996.

B.A., Psychology, The College of Wooster, Wooster, Ohio, 1989.

PROFESSIONAL EXPERIENCE

PROFESSOR OF PSYCHOLOGY, California State University Channel Islands, Camarillo, California (August, 2005 – present).

ASSISTANT RESEARCH PSYCHOLOGIST, Department of Psychiatry and Biobehavioral Sciences, NPI&H, University of California Los Angeles, Los Angeles, California (June 1998 - 2005).

LECTURER OF PSYCHOLOGY, California State University Channel Islands, Camarillo, California (August, 2003 – May, 2005).

LECTURER OF PSYCHOLOGY, California State University Northridge at Channel Islands, Camarillo, California (August, 2001 – December, 2003).

LECTURER OF PSYCHOLOGY, California Lutheran University, Thousand Oaks, California (September, 1994 - December, 1994). □

GRANTS

Kee, K. S., Principal Investigator, Social Cognition, Social Functioning, and Brain Waves in Natural Sciences vs. Humanities and Social Sciences University Students (2012-2013). Faculty Development Mini-Grants, California State University Channel Islands. Total = \$3,000.

Kee, K. S., Co-Investigator, Center for Neurocognition and Emotion in Schizophrenia. From National Institute of Mental Health (NIMH). Total = \$6,500,000.

Kee, K. S., Principal Investigator, Academic and Social Adjustment of University Freshman: What are the Keys for Success? (2007-2008). Faculty Development Mini-Grants, California State University Channel Islands. Total = \$9,114.

Kee, K. S., Co-Investigator, Early Visual Processing in Schizophrenia. From National Institute of Mental Health (NIMH) Competitive Continuation. Total = \$307,573.

Kee, K. S., Principal Investigator, Academic and Social Adjustment of University Freshman (2006-2007). Faculty Development Mini-Grants, California State University Channel Islands. Total = \$7,629.

Kee, K. S., Principal Investigator, Functional MRI of Dynamic Emotional Processing (2005-2006). Faculty Development Mini-Grants, California State University Channel Islands. Total = \$6,000.

Kee, K. S., Co-Investigator, Center for Neurocognition and Emotion in Schizophrenia. From National Institute of Mental Health (NIMH) P50 MH66286 (2002-2007). Total = \$6,065,000.

Kee, K. S., Co-Investigator, Early Visual Processing in Schizophrenia. From

National Institute of Mental Health (NIMH) MH43292-11 (2001-2006). Total = \$1,250,000.

Kee, K. S., Co-Investigator, Predicting Psychosocial Rehabilitation Service Outcomes. From National Institute of Mental Health (NIMH) MH53282-05 (2001-2006). Total = \$675,000.

Kee, K. S., Principal Investigator, The Effects of D-cycloserine and Glycine on Emotional Processing in Schizophrenia. From Stanley Foundation (2000-2004). Total = \$82,000. Kee, K. S., Principal Investigator, Functional Magnetic Resonance Imaging of Emotional Processing in Schizophrenia Using Dynamic Stimuli. From Department of Veterans Affairs, Mental Illness Research, Education and Clinical Center (2000-2001). Total = \$9,960.

Kee, K. S., Principal Investigator, Perception of Emotion in Schizophrenia. From National Institute of Mental Health (NIMH) Research Supplements for Underrepresented Minority Investigators (1998-2001). Total = \$127,000.

Kee, K. S., Co-Investigator, The Effects of Risperidone on Perception of Emotion. From Janssen Research Foundation (1998-2000). Total = \$125,000.

BOOK CHAPTERS

Green, M. F., Kern, R. S., Robertson, M. J., Sergi, M. J., & Kee, K. S. (2000). Relevance of neurocognitive deficits for functional outcome in schizophrenia. In T. Sharma & P. Harvey (eds.), *Cognition in schizophrenia*. Oxford, UK: Oxford University Press.

Fink, A., Moore, S., & Kee, K. (1993). Family resistance, stress, and crisis. In W. G. McCown & J. Johnson (eds.), *Therapy with treatment resistant families: A consultation-crisis intervention model*. New York: The Haworth Press.

PEER REVIEWED PUBLICATIONS

Lee, J., Kern, R.S., Harvey, P.O., Horan, W.P., Kee, K. S., Ochsner, K., Penn, D., & Green M.F. (in press). An intact social cognitive process in schizophrenia: Situational context effects on perception of facial effect. *Schizophrenia Bulletin*.

Green, M.F., Bearden, C.E., Cannon, T.D., Fiske, A.P., Helleman, G.S., Horan, W.P., Kee, K., Kern, R.S., Lee, J., Sergi M.J., Subotnik, K.L., Sugar, C. A., Ventura, J., Yee, C.M., & Nuechterlein, K.H. (2012). Social cognition in schizophrenia, Part 1: Performance across phases of illness. *Schizophrenia Bulletin*, 38(4), 854-864.

Horan, W.P., Green, M.F., DeGroot, M., Fiske, A.P., Helleman, G.S., Kee, K., Kern, R.S., Lee, J., Sergi M.J., Subotnik, K.L., Sugar, C. A., Ventura, J., & Nuechterlein, K.H. (2012). Social cognition in schizophrenia, Part 2: 12-month stability and prediction of functional outcome in first-episode patients. *Schizophrenia Bulletin*, 38(4), 865- 872.

Quintana, J., Lee, J., Marcus, M., Kee, K., Wong, T., & Yerevanian, A. (2011). Brain dysfunctions during facial discriminations in schizophrenia: Selective association to affect Decoding. *Psychiatry Research: Neuroimaging*, 191, 44-50.

Kee, K. S., Horan, W. P., Salovey, P., Kern, R. S., Sergi, M. J., Fiske, A. P., Lee, J., Subotnik, K. L., Nuechterlein, K. H., Sugar, C. A., & Green, M. F. (2009). *Emotional intelligence in schizophrenia*. *Schizophrenia Research*, 107, 61- 68.

Sergi, M. J., Fiske, A. P., Horan, W., Kern, R. S., Kee, K. S., Subotnik, K. L., Nuechterlein, K. H., & Green, M. F. (2009). Development of a measure of

- relationship perception for use in persons with schizophrenia. *Psychiatry Research*, 166, 54-62.
- Kern, R. S., Green, M. F., Fiske, A. P., Kee, K. S., Lee, J., Sergi, M. J., Horan, W. P., Subotnik, K. L., Sugar, C. A., & Nuechterlein, K. H. (2008). Theory of mind deficits for processing counterfactual information in persons with chronic schizophrenia. *Psychological Medicine*, 12, 1-10.
- Sergi, M. J., Green, M. F., Widmark, C., Reist, C., Erhart, S., Braff, D. L., Kee, K. S., Marder, S. R., & Mintz, J. (2007) Social cognition and neurocognition: Effects of risperidone, olanzapine, and haloperidol. *American Journal of Psychiatry*, 164, 1585-1592.
- Kee, K. S., Horan, W. P., Wynn, J., Mintz, J., & Green, M. F. (2006). An analysis of categorical perception of facial emotion in schizophrenia. *Schizophrenia Research*, 87, 228-237.
- Brekke, J. S., Kay, D. D., Kee, K. S., & Green, M. F. (2005). Biosocial pathways to functional outcome in schizophrenia. *Schizophrenia Research*, 80, 213-225.
- Brekke, J. S., Nakagami, E., Kee, K. S., & Green, M. F. (2005). Cross-ethnic differences in perception of emotion in schizophrenia. *Schizophrenia Research*, 77, 289-298.
- Kee, K. S., Horan, W. P., Mintz, J., & Green, M. F. (2004). Do the siblings of schizophrenia patients demonstrate affect perception deficits? *Schizophrenia Research*, 67(1), 87-94.
- Kee, K. S., Green, M. F., Mintz, J., & Brekke, J. S. (2003). Is emotional processing a predictor of functional outcome in schizophrenia? *Schizophrenia Bulletin*, 29(3), 487-497.
- Kee, K. S. & Green, M. F. (2002). Social cognition in schizophrenia: Emotional processing as a core feature. *Psychiatry Review Series*, 3, 2-7.
- Kee, K. S., Kern, R. S., & Green, M. F. (1998). Perception of Emotion and Neurocognitive Functioning in Schizophrenia: What's the Link? *Psychiatry Research*, 81, 57-65.
- Kee, K. S., Kern, R. S., & Green, M. F. (1998). Perception of Emotion and Neurocognitive Functioning in Schizophrenia: What's the Link? *Psychiatry Research*, 81, 57-65.
- Kee, K. S., Kern, R. S., Marshall, B. D., Jr., & Green, M. F. (1998). Risperidone versus haloperidol for perception of emotion in treatment-resistant schizophrenia: Preliminary findings. *Schizophrenia Research*, 31, 159-165. □
- Green, M. F., Kern, R. S., Williams, O., McGurk, S., & Kee, K. (1997). Procedural learning in schizophrenia: Evidence from serial reaction time. *Cognitive Neuropsychiatry*, 2(2), 123-134.
- Mueser, K. T., Yarnold, P. T., Levinson, D. F., Singh, H., Bellack, A. S., Kee, K., Morrison, R. L., & Yadam, K. G. (1990). Prevalence of substance abuse in schizophrenia: Demographic and clinical correlates. *Schizophrenia Bulletin*, 16(1), 31-56.

THERESE S. EYERMANN

EDUCATION

Ph.D., in Higher Education and Organizational Change, University of California, Los Angeles.

Master of Arts, in Higher Education, University of California, Los Angeles.

Bachelor of Science, in Psychology, Missouri State University, Springfield, Missouri.

RELEVANT PROFESSIONAL EXPERIENCES

Interim University Advancement Operations Officer, 4-11 to present

CSU Channel Islands, Camarillo, CA

- In concert with the President, oversee day to day management and operations of University Advancement and the University Foundation including Development, Annual Giving, Planned Giving, Major Gifts, Corporate Giving, Community and Governmental Affairs, Special Events, and Alumni and Friends.
- Oversee the creation of annual operating plans including the state and Foundation budgets and expenditures, the strategic plan, performance metrics, program priorities, fund-raising goals and details strategies to ensure the accomplishment of objectives.

Chief of Staff to the President, 8-04 to present

CSU Channel Islands, Camarillo, CA

- Manage high-level research, policy, and organizational support to top executive management, facilitating the institutional planning and operation of the university.
- Implement Presidential initiatives, valuing shared governance and a team approach with faculty leadership and committees.

Executive Assistant to the Executive Vice Chancellor, 9-00 to 8-04

UCLA Office of the Chancellor, Los Angeles, CA

- Provide high-level research and policy support to implement Chancellorial initiatives. Frame issues and craft clear, incisive policy documents and reports to inform leadership, for internal communication and external reporting requirements.
- Supervise and assist with institutional and national research projects, including gender equity and diversity.

Coordinator, Program Evaluation and Research, 5-95 to 8-00

UCLA Office of Residential Life, Los Angeles, CA

- Coordinated research and evaluation function of residence life programs and chaired the departmental research committee.
- Utilized quantitative and qualitative evaluation methods, created research agendas, collected and analyzed data, interpreted findings, and wrote reports and made presentations and recommendations for policy decision-making based upon findings.

Policy Analyst, Institute of Policy and Management, 5-94 to 5-95

Koltai Group: National Center for the Development of Education, Encino, CA

- Conducted evaluations of high level administrative and student service financial aid operations in higher education throughout the United States.
- Project team member for NSF, NEH, and AID educational training and evaluation grants.

SELECTED PUBLICATIONS AND PRESENTATIONS

Eyermann, T. S. & Carpenter, A. (in press). *Self-Regulation and Academic Achievement Predictors of Community College Students Enrolled in a Cooperative Baccalaureate Degree Program*. Manuscript submitted for publication, Journal for Applied Research in Community Colleges (JARCC).

Eyermann, T. S. (2009, February). *Partnering Community Colleges, Universities, and Communities: Building the Transfer Student Pipeline through Service Learning and Civic Engagement*. Paper presented at College Board Western Regional Forum, Denver, CO.

Eyermann, T. S. & Kim, D. (2006). Undergraduate borrowing and its effects on plans to attend graduate school: Prior to and after the Higher Educational Amendments of 1992. *Journal of Student Financial Aid*, 35(2).

Eyermann, T. S. & Harper, C. (2003, November). *Keys to Diversity: Experiences that Promote Racial Understanding and Acceptance in College*. Paper presented at Association for the Study of Higher Education, Portland, OR.

Eyermann, T. S. & Sanlo, R. (2000). Documenting Their Existence: Lesbian, Gay, and Bisexual Students in the Residence Halls. In R. Sanlo, S. Rankin, & R. Schoenberg, *Our Place on Campus: The Development and Maintenance of LGBT Centers*. Westport, CT: Greenwood Press.

Eyermann, T. S. & Goldschmidt, P. (1998, April). International Educational Performance of the United States: Is there a problem that money can fix? *Journal of Comparative Education*, 35(1), 27-43. Paper presented at American Educational Research Association, San Diego, CA.

TEACHING EXPERIENCE

California State University Channel Islands

Undergraduate courses: Social Psychology (PSY 312); Research Methods in Psychology (PSY 300 & PSY 301) Critical Thinking (UNIV 110)

California Lutheran University

Ed.D. Educational Leadership courses: Leading Organizational Change; Policy Development and Political Influences in Education; Student Development and Learning in Higher Education

Masters in Counseling courses: Programs & Functions in College Student Personnel

University of California, Los Angeles

Ph.D. and Masters in Higher Education and Organizational Change: Higher Education Policy; Developmental Characteristics of College Students; Foundations of Higher Education

KAREN T. CAREY

Education

University of Cincinnati	Ph.D. School Psychology
University of Nevada, Las Vegas	M.S. School Psychology
San Diego State University	B.S. Psychology

Professional Positions

Associate Vice President for Arts and Sciences	7/11- Present
Dean, Division of Graduate Studies	6/08-7/11
Faculty Athletic Representative	7/10-7/11
Ad Interim Dean, College of Science and Mathematics	6/07- 6/08
Associate Dean, College of Science and Mathematics	11/05- 6/07
Associate Dean ad Interim, College of Science & Mathematics	8/05-11/05
Chair, Department of Psychology, Full Professor and	8/03-8/05
Full Professor and Program Coordinator	8/97-8/03
Professor Joint Doctoral Program in Educational Leadership	9/98-6/08
Co-Director, Joint Doctoral Program in Educational Leadership	1/86-9/99
Associate Professor	6/92 - 12/95
Associate Professor and Program Coordinator	9/93 - 8/97
Assistant Professor and Program Coordinator	8/89 - 9/93
American Association of University Women	
American Educational Research Association	
Council of Graduate Schools	
National Association of School Psychologists	
School Psychology Educators of California	
Western Association of Graduate Schools	

Honors

The Jan and Bud Richter Award for Excellence for Faculty Support of Teacher Education, May 2008.

Provost's Excellence in Teaching Award for Graduate Teaching and Mentoring (March,1998)

PSI CHI/PSU Professor of the Year Award (May, 1996).

NASP Presidential Award for Distinguished Service and Leadership (April, 1996).

NASP Presidential Award for Distinguished Service and Leadership (March, 1992).

Grants

External Grant Funding, California Migrant Education Summer Leadership Institutes, 2013-2014. Proposal required. Funded (\$250,000)

External Grant Funding, Promoting Post Baccalaureate Opportunities for Hispanic Americans Program, 2010. Developing a Center for Excellence in Graduate Education.

United States Department of Education. Proposal required. (90 of 94 points). (Unfunded, October, 2010).

Peace Corps Masters International Program, 2010. Agriculture and Teaching English as a Second Language. The Peace Corps. Proposal required. (Successful, 2010; no funding included)

Selected Publications

- Carey, K. T., & Feng, Y. (2010). Graduate and professional education. In S. Chen (Ed.), *Academic administration: A quest for better management and leadership in higher education*. New York: Nova.
- Carey, K. T. (2010). Paying attention and assessing achievement: Assessment and evaluation: Positive applications for the classroom. In G. S. Goodman (Editor), *Educational psychology readers: The art and science of how people learn*. New York: Lang.
- Carey, K. T. (2008) Paying Attention and Assessing Achievement: Positive Applications for the Classroom. In G. S. Goodman (Ed.), *Introduction to Educational Psychology: An Application of Critical Constructivism*. New York: Lang.
- Carey, K. T., (2006). Correspondence training. In G. Zimmar (Ed.), *Encyclopedia of Psychotherapy, Volume 1*. Elsevier: NY.
- Carey, K. T. (2005). Phenylketonuria. In S. W. Lee (Ed.), *Encyclopedia of School Psychology*. Thousand Oaks, CA: Sage.
- Goodman, G. & Carey, K. T. (2004). *Ubiquitous assessment*. New York: Lang.
- Goodman, G., & Carey, K. T. (Eds.). (2004). *Critical multicultural instructions*. New Jersey: Hampton.
- Carey, K. T. (2004). Aggression in preschool children. In J. Conoley and A. Goldstein (Eds.). *The school violent intervention handbook* (2nd ed.). New York: Guilford.
- Barnett, D., Bell, S., & Carey, K. T. (1999). *Designing preschool interventions: A practitioner's guide*. New York: Guilford.
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