

**GRADUATE STUDENT HANDBOOK**

**M.A. PROGRAM IN PSYCHOLOGY**

**Version 11**

**PSYCHOLOGY DEPARTMENT  
SOUTHERN CONNECTICUT  
STATE UNIVERSITY**

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## THE PSYCHOLOGY M.A. PROGRAM

The Psychology M.A. program is designed to be a rigorous, research-based Liberal Arts program that develops creative problem-solving skills which will be applicable in clinical, industrial, and educational settings. Flexible enough to be completed either on a full-time or part-time basis, it is appropriate for a wide range of candidates. For those potential doctoral candidates who are not able to enter a Ph.D. or Psy.D. program at the present time, this program can improve a student's chances for later acceptance. For those who are already working in clinical, educational, or industrial settings, the program offers an opportunity to update and strengthen credentials. For those whose background in psychology is limited, the program is designed to allow them to explore their personal interests in obtaining employment in settings related to psychology. Teachers in secondary schools may use the program to prepare themselves to teach psychology in addition to their current certification. Emphasis is placed on faculty advisement to help in tailoring the program to the needs of the individual student.

As a general program, the curriculum is designed to cover the breadth of psychology, while allowing students to select those areas in which they desire to deepen their knowledge of psychology. By doing so, it is able to meet the educational goals of a variety of students. It must be noted that the program **IS NOT** designed to lead to licensure by the State of Connecticut as a therapist. This certification is offered by other programs, and students with concerns are encouraged to contact the Graduate Coordinator.

## APPLICATION PROCEDURE

To apply to the program, students must:

- Submit the graduate school application to the School of Graduate Studies
- Submit all college transcripts to the School of Graduate Studies
- Have two letters of recommendation from academic or professional references sent to the School of Graduate Studies
- Submit to the School of Graduate Studies a 300-500 word statement explaining why the applicant is interested in obtaining a Master's degree in psychology, and what type of career the applicant is seeking.

## BECOMING A MATRICULATED STUDENT

Once you receive a letter from the Graduate Coordinator stating that you meet the requirements for entrance into the Masters program, you need to fill out a **Planned Program of Graduate Study** to become a matriculated student. This form lists all the courses you will take to complete the program. You should list the 30 credits of graduate courses you plan to take (plus any additional course requirements, if your acceptance was conditional on your taking some prerequisite courses). Naturally, you must take the required courses (as listed below in the section on **Program Requirements**), but your choice of electives can be tailored to your

background, interests, and career objectives. In completing the Planned Program form, you should check the list of courses that the department plans to offer in the next several semesters. **Note that some courses are offered every semester, but others are offered only every two, three, or four semesters, so you should make sure that each course you want will be offered in the semester you plan to take it.** It is also possible to take one or two courses outside the Psychology Department if they are relevant to your degree program, but these courses must be approved in advance by the Graduate Coordinator.

You should contact the Graduate Coordinator for help in filling out Planned Program form. Once you have decided on the courses you plan to take, you should complete and sign one copy of the form and mail to the Graduate Coordinator. The Graduate Coordinator will check over your form, sign it, and send it to the Dean of Graduate Studies. The Dean or Associate Dean will check your application file and your Planned Program form. If everything is in order, you will receive a copy of your Planned Program form that is signed by the Dean, along with an official letter of acceptance.

Please note that you do not become a matriculated graduate student at SCSU until your Planned Program form is signed by the Dean. Therefore, it is important to complete and send in the Planned Program form promptly. **Although students can often get credit for graduate courses they take before becoming a matriculated student, the university is under no obligation to give such credit.** Therefore, to make sure that the courses you take will count toward your degree, you should fill out the Planned Program forms as soon as possible.

As students progress through the program, they often change the elective courses they wish to take. In such cases, they must get permission from the Graduate Coordinator, and make a revision in their Planned Program forms, as explained in the section on **Following Your Planned Program**.

## REGISTERING FOR COURSES

Graduate students who have been formally admitted to the university by the Dean of the School of Graduate Studies are considered matriculated and eligible to register on a full-time (9-15 credits) or part-time basis (fewer than 9 credits). Students who register for 9 or more credits are charged the full-time graduate rate. Students who register for fewer than 9 credits are charged the part-time rate. Students are responsible for any tuition or fee increases that occur before the first day of classes. Tuition and fees are charged based on student type or student level (graduate/undergraduate) not course level.

The University publishes an informational bulletin for each registration cycle. This bulletin has important information about registering for classes and instructions on how to do so online. Registration is done online through BannerWeb. Contact the Graduate Coordinator if the courses you select require departmental permission.

## PROGRAM REQUIREMENTS

Students can complete the 30-credit program by choosing either the thesis or the comprehensive exam option.

### General Requirements:

ALL students must meet the following requirements in order to earn the Master's degree:

- An overall graduate grade-point average of 3.0 or better.
- Completion of both of the following courses (6 credits):
  - PSY 500: Design and Analysis in Psychology
  - PSY 502: Problems in Psychology.
- Completion of at least one of the following courses (3 credits):
  - PSY 501: Thinking and Learning
  - PSY 503: Cognition and Memory
  - PSY 504: Topics in Perception
  - PSY 505: Contemporary Theories of Motivation
  - PSY 583: Seminar in Comparative Physiological Psychology.
- Completion of at least one of the following courses (3 Credits):
  - PSY 512: Theories and Issues in Developmental Psychology
  - PSY 517: Seminar in Social Psychology
  - PSY 526: Theories and Research in Personality.

### Requirements for the Thesis Option:

In addition to the general requirements listed above, students choosing to write a thesis must:

- Take three more courses offered by the department (9 credits).
- They must also complete the following three thesis courses (9 credits):
  - PSY 589: Thesis Seminar
  - PSY 590: Thesis Proposal
  - PSY 591: Thesis.

### Requirements for the Comprehensive Exam Option:

In addition to the general requirements listed above, students selecting this option must:

- Take six more courses offered by the department (18 credits).
- Pass the Comprehensive Exam.

## TWO TYPICAL PLANNED PROGRAMS

To help you design your program of courses, two typical planned programs are given below as examples, one for the thesis option and one for the comprehensive exam option. Under both options, students typically take the two required courses (PSY 500 and PSY 502) in the first two semesters. Either one can be taken first, depending on whether you begin in the Fall or Spring semester.

Note that the normal full-time course load for graduate students is three courses a semester, although taking four courses per semester is possible in some cases. However, many of our students do not have the time to devote to three courses per semester, and it is perfectly acceptable to complete the program on a part-time basis, taking one or two courses a semester. Note however, that the university has a six-year time limit for completing a Master's degree program.

### **Thesis Option:**

#### Fall Semester, First Year

PSY 500 Design and Analysis

PSY 501 Thinking and Learning or PSY 503 Cognition and Memory

PSY xxx (elective)

#### Spring Semester, First Year

PSY 502 Problems in Psychology

PSY 526 Personality or PSY 517 Social Psychology

PSY 589 Thesis Seminar

#### Fall Semester, Second Year

PSY 590 Thesis Proposal

PSY 5xx (elective)

#### Spring Semester, Second Year

PSY 591 Thesis

PSY 5xx (elective)

Under the thesis option, students normally complete the required courses and distribution requirements in their first year, and complete the thesis courses (PSY 590 and PSY 591) in their last two semesters.

### **Comprehensive Exam Option:**

#### Fall Semester, First Year

PSY 500 Design and Analysis

PSY 501 Thinking and Learning or PSY 503 Cognition and Memory

PSY 5xx (elective)

#### Spring Semester, First Year

PSY 502 Problems in Psychology (comps prep)

PSY 526 Personality or PSY 517 Social Psychology

PSY 5xx (elective)

#### Summer Term, First Year

PSY elective (or a course in a related area, with departmental permission)

#### Fall Semester, Second Year

PSY 512 Issues in Developmental Psychology

PSY 5xx (elective)

PSY 5xx (elective)

(Comprehensive Exam taken in November)

By taking a full-time course load for three semesters and one summer course, this program can be completed in 18 months. Students are advised to take at least five courses that can be used to prepare for the comprehensive exam (see section on **The Comprehensive Exam Option**). The exam is normally taken at the end of the student's last semester.

### **FOLLOWING YOUR PLANNED PROGRAM**

Before you obtain your Masters degree, you must take all the courses listed on your Planned Program form. When you apply for graduation, your Planned Program and graduate transcript are compared, and you cannot graduate if all the courses listed on the planned program have not been completed.

Students' plans can change considerably from when they first enter graduate school, and you may want to substitute one course for another in your schedule. This is fine, **provided that (1) you still meet all the departmental requirements, and (2) you change your planned program by filling out a form that you can obtain from the Graduate Coordinator.** If you want to substitute one course for another (or switch several courses), you should start by calling the Graduate Coordinator to make sure that you will still meet all requirements. This is especially important if you want to take a course outside the department, because not all courses in related departments are acceptable. Note also that if you switch from the thesis option to the comprehensive exam, or vice versa, this constitutes a change in 6 credits listed on your planned program, so you must fill out the form to revise your planned program.

## THE COMPREHENSIVE EXAM OPTION

A student is required to complete 30 credits in course work with a minimum of a "B" average and must pass the comprehensive exam to fulfill the requirements for a M.A. in Psychology. Students may elect to take the comprehensive exam before they finish the 30 required credits of course work. The Master's degree will not be awarded until all requirements are completed.

The comprehensive exam is designed to test your knowledge in a variety of different areas of psychology. **Three areas are required for all students.** You must take the Design and Analysis section, plus two of the ten other sections listed below. The right column lists the graduate course that provides the best preparation for each section of the exam. In addition, you should plan to devote a significant amount of time in your final semester toward preparing for the comprehensive exam.

Exam Section	Course
Design and Analysis	PSY 500 Design and Analysis
Cognition	PSY 503 Cognition and Memory
Developmental	PSY 512 Theories & Issues in Developmental Psychology
History and Systems	PSY 502 Problems in Psychology
Law and Ethics	PSY 592 Issues in Psychology, Law, and Ethics
Learning	PSY 501 Thinking and Learning
Perception	PSY 504 Topics in Perception
Personality	PSY 526 Theories and Research in Personality
Psychopathology	PSY 528 Psychopathology
Physiological	PSY 583 Seminar in Comparative Physiological Psychology
Social	PSY 517 Social Psychology

Students **cannot** change from the Comprehensive Exam to the Thesis option after taking the comprehensive exam. The exam is offered twice a year, around the last week of April and the last week of November. If it should happen that a student does not pass the comprehensive exam on his/her first attempt, the student may be permitted to take the exam one more time, but not until the next scheduled administration, or at a later time.

To sign up for the comprehensive exam, you should obtain a form at the beginning of the exam semester from the Psychology Graduate Coordinator, which states your intention to take the

exam that semester and lists the sections you want to take. This form should be submitted to the Graduate Coordinator by the dates listed on the form.

## **THE THESIS OPTION**

To prepare for the thesis, students enroll in PSY 589, which guides the student along the thesis path, including developing working ideas and locating thesis advisors. In PSY 590, the student works directly with his or her thesis advisor to write the proposal, which must then be approved by the Psychology Graduate Committee and the Dean of the Graduate School. In PSY 591, the student conducts the thesis research and completes writing the thesis, which must be approved by the thesis advisor, a second reader (a member of the Psychology Graduate Committee) and the Dean of the Graduate School.

### **Preparing for the Thesis Project**

If you intend to write a Master's thesis, you should start planning early. PSY 500 presents an excellent opportunity to begin developing ideas and research the literature in an area of interest. During PSY 589 you should start to think about (1) possible topics you would like to investigate and (2) possible faculty members in the department who could serve as your advisor. The group experience of PSY 589 will facilitate this process. Once you have at least a general idea of a topic area you want to pursue, you should speak to one or more faculty members to find one who will serve as your thesis advisor. Your thesis advisor must be a full-time faculty member in the Psychology Department, even if you are planning to conduct a research project under the direction of someone who works in a laboratory or other facility outside the university. If you are uncertain about who would be an appropriate advisor for your thesis, consult with the Graduate Coordinator.

**You must have obtained a thesis advisor before you can receive the permission form to sign up for PSY 590.** Before agreeing to serve as your thesis advisor, the faculty member should be reasonably confident that your project has scientific merit and that you will be able to obtain the resources necessary to complete the research (appropriate research participants, equipment, supplies, etc.). You will be wasting your time and money if you register for PSY 590 but do not have a realistic plan for your thesis project.

### **Writing the Thesis Proposal (PSY 590)**

During this semester, you should meet regularly with your thesis advisor to plan your research project and to write the thesis proposal. Start by getting a copy of the guidelines for writing a thesis proposal from the Graduate Office. To complete the thesis proposal, you will need to complete the following steps:

1. Conduct a review of the literature on your topic.
2. Design your research project.

3. Obtain a copy of Thesis Proposal Requirements and Guidelines from the Graduate Office. Write a draft of the thesis proposal, and revise it based on your advisor's suggestions and advice. The citations and references in the thesis proposal must be written according to APA style, but should follow the Graduate School format outlined below, and should normally contain the following sections:

**I. Title page**

**ii. Introduction** (including a literature review, a brief description of your project, and ending with your hypotheses)

**iii. Method**

**Subjects** (or Participants)

**Materials** (or Apparatus)

**Procedure**

**iv. Results** (description of the specific data analyses and statistical tests you plan to conduct)

**v. References** (in APA style)

**vi. Appendices** (include copies of your informed consent form if using human participants, and, if applicable, any questionnaires or test instruments you plan to use)

4. Once your advisor believes the thesis proposal is in good shape, submit four copies to the Graduate Coordinator, for distribution to the members of the Psychology Graduate Committee. The Graduate Committee requires two weeks to review a thesis proposal before a meeting.

5. After members of the Psychology Graduate Committee have read your proposal, a thesis proposal meeting will be scheduled, in which you and your advisor will meet with the Graduate Committee. At this meeting, you should present a brief overview of your proposed project, and the Committee members will give you feedback and make suggestions. If the proposal is given tentative approval, you will then need to revise the thesis proposal, based on the written and oral suggestions provided by the Committee. A second reader for your thesis will also be assigned at this meeting.

6. If your thesis will involve human participants or animal subjects, your project must be approved by the appropriate university committee **before you can start the research**. Obtain the necessary forms online, fill them out according to the instructions, and submit them to the appropriate committee.

7. You will revise the proposal based on the feedback of the Graduate Committee, and obtain the approval of the revised proposal from your thesis advisor and the second reader. Obtain their signatures, and those of the Psychology Department Chairperson, and then submit a copy of the proposal to the Graduate Office. **PLEASE NOTE:** The Graduate School requires proof that the ethical review process has been completed before a thesis proposal will be accepted. You must submit a copy of your IRB or IACUC disposition letter with your proposal.

8. Within about two weeks after you submit the thesis proposal to the Graduate Office, you should receive a letter from the Graduate Dean stating whether your proposal has been approved. Once approved by the Graduate Dean, your work on the proposal is complete.

As you can see, completing a thesis proposal requires many steps, which is why an entire semester (and three course credits) are devoted to the proposal. To make sure you can complete the proposal on time, you should start promptly at the beginning of the semester and allocate a block of time each week to work on the proposal (just as you would for any other course). Writing the thesis proposal is a good deal of work, but once it is done you are well on your way to completing a successful Masters thesis.

### **Conducting the Thesis Project (PSY 591)**

During this semester, you should complete the following steps:

1. Conduct your research project, as you outlined in your thesis proposal. (**IMPORTANT: Remember that you cannot start to work with human or animal subjects until you have received approval from the human subjects committee or the animal care committee.**)
2. Analyze your data and write the thesis. Obtain a copy of Requirements and Guidelines for Graduate Theses from the Graduate Office. There are many specific rules about the form and content of a thesis that you should be sure to follow.
3. Have your thesis advisor and second reader read your thesis, and revise it according to their feedback.
4. Once both your thesis advisor and second reader agree that the thesis is acceptable, obtain their signatures, and the signature of the Psychology Department Chairperson, on the signature page.
5. Submit one copy of the completed thesis to your thesis advisor, and submit one to the Graduate Office. Along with the copy for the Graduate Office, you will need to submit an additional copy of your abstract, and a fee to have the thesis processed by University Microfilms. The guidelines provided by the Graduate Office give details about this.
6. To obtain your degree at the end of the semester, **the completed thesis must be delivered to the Graduate Office at least four weeks before the end of the semester.** These deadlines are published in the Graduate Catalog. A few weeks after you submit the thesis, you will receive a letter from the Graduate Dean stating whether the thesis has been approved. If the Graduate Dean requests changes to conform to the university's rules, make these changes promptly and resubmit the Thesis.

## **GRADUATE ASSISTANTSHIPS**

Each year, the department awards Graduate Assistantships to Psychology M.A. students. The positions are half-time appointments. Graduate Assistants are normally scheduled to work between the hours of 8:00 a.m. and 4:00 p.m., but other arrangements can be made in some cases. Occasional Saturday hours may be required. The main duties of Graduate Assistants are tutoring undergraduate students, assisting faculty members in research and teaching, and performing a variety of other functions for the department, such as setting up bulletin boards and helping out in departmental gatherings and activities. The Graduate Assistants are paid a stipend each semester. They must pay tuition, but university fees are waived for them. The Graduate Assistantships provide an excellent opportunity to gain experience in teaching and research, and they are especially useful for students who plan to apply to doctoral programs in the future.

If you are interested in applying for an assistantship, you should contact the Graduate Coordinator for further details.

## **FUNDS FOR RESEARCH AND CONFERENCE ATTENDANCE**

The SCSU Graduate Student Affairs Committee (GSAC) has limited funds available for graduate students who attend conferences in their fields, or who incur expenses while conducting research for their courses or theses. In either case, these awards will probably not cover all of your expenses, but they can help to defray some of your costs, and we encourage you to make use of this resource. Research funding application deadlines are November 1 for the fall semester and April 1 for the spring semester. For further information, call the GSAC Coordinator, Arlene Lucibello, John Lyman Center, 392-6165/6176 and consult the GSAC webpage.

## **RESOURCES FOR STUDENT RESEARCH**

To help you with course work, graduate theses, or other research projects, the following resources are available for graduate student use. To obtain access to any of these items, ask your thesis advisor or any other faculty member in the department.

1. Access to the University's Computer Center, which has e-mail and Internet access, a variety of word-processing, data-processing, and statistical packages.
2. A computer lab in Engleman D029 with about 10 computers available for the use of psychology students when they are working on course work or thesis research.
3. A supply of various types of equipment used in psychological research with both human or animal subjects. Consult with your thesis advisor for information on what equipment is available to assist you in your research.

4. A variety of psychological test materials for conducting cognitive and personality assessment, including the following:

- Weschler Adult Intelligence Scale-Revised (WAIS-R)
- Weschler Intelligence Scale for Children-III (WISC-III)
- Weschler Preschool and Primary Intelligence Scale (WPPSI)
- Stanford-Binet Revised Intelligence Scale
- Wide Range Achievement Tests-Revised (WRAT-R)
- Kaufmann Brief Intelligence Test (K-BIT)
- Slasson Intelligence Test-Revised (SIT)
- Progressive Matrices (Standard, Colored, and Advanced)
- Rorschach Test
- Thematic Aptitude Test (TAT)
- Children's Apperception Test (Animal, Human) (CAT)
- Bender Gestalt Test
- Minnesota Multiphasic Personality Inventory-2 (MMPI-2)
- California Psychological Inventory-Revised (CPI)
- Edwards Personal Preference Schedule (EPPS)
- Myers-Briggs Type Indicator-various forms (MBTI)
- Differential Aptitude Tests (DAT)

5. Online databases for psychology and related fields, such as PsychInfo, Medline, BIOSIS, and Sociofile.

6. The Psychology area in Engleman Hall has laboratory rooms that are designed for research with adult subjects, with children, or with animals.

### **PREPARING FOR GRADUATION: ESSENTIAL STEPS IN YOUR LAST TWO SEMESTERS**

Whether you are following the thesis or comprehensive exam option, there are two important steps that you must take in your last two semesters of graduate work:

1. You must **apply for graduation**. In your **second-to-last semester**, you must fill out an application for graduation in the Records Office in the Wintergreen Building. Don't miss your deadline and have your degree delayed until the next semester. See the Registrar's website for deadlines.
2. You should meet with the Graduate Coordinator and **check your Planned Program** and compare it to your graduate transcript. If you have changed any courses from those listed on your Planned Program, you will have to fill out a form to revise your Planned Program and have it approved by the Graduate Coordinator.

## STATEMENT OF STUDENTS' RIGHTS

A student in the Psychology Department at SCSU has a right to expect:

1. A clear statement of the content and format of the course (i.e., texts and subjects to be discussed), an outline of the structure of the course, the attendance policy of the instructor, and a statement about grading in the course. This should be received no later than the end of the first week of the semester. The content of the course should correspond substantially to the University catalog description.
2. A published statement of the instructor's office hours and the presence of the instructor during those times.
3. The instructor to meet his or her courses at their assigned times and to begin and end promptly.
4. That there be a reasonable number of evaluations of students' understanding of the material in the course. There should be at least two, and preferably more, such evaluations. Class participation should be encouraged. Instructors should grade and report results to students promptly for all tests and papers. Papers should be returned with written commentary. Opportunity for review of all evaluation results should be provided. Students have a right to know, in advance, how their work will be evaluated, and they have a right to know their approximate academic standing, or grade, during the course of the semester.
5. The overwhelming majority of the time spent in class be directed to the subject matter of the course.
6. Class discussion should be conducted with fairness and without defaming any individual or group. Personal opinions by the instructor should be identified as such.
7. Students with complaints that the instructor has not met these standards are strongly encouraged first to discuss the matter with the instructor and, failing satisfaction there, bring their complaints to the Psychology Department Chair. If satisfaction cannot be obtained with the Chair, the complaint may be directed to the Psychology Department Grievance Committee.

## PSYCHOLOGY FACULTY AND RESEARCH INTERESTS

This list gives the educational background and research interests of full-time faculty in the Psychology Department. As a graduate student in our department, you should feel free to seek the advice of any of our faculty about career opportunities or specific topics in psychology in which you have a special interest. The research interests on this list may help you to select a suitable thesis advisor.

### **Abe, JoAnn**

203-392-6861

e-mail: abej1@southernct.edu

B.A., Clark University

M.A., University of Delaware

Ph.D., clinical psychology, University of Delaware

Interests: Clinical, personality, developmental psychology, emotions, cross-cultural research.

### **Anthi, Kristine**

203-392-5110

e-mail: anthisk1@southernct.edu

B.A., Saint Xavier University

M.A., University of Nebraska

Ph.D. University of Nebraska

Interests: Identity development in adulthood, sex differences and similarities.

### **Bessenoff, Gayle R.**

203-392-5561

e-mail: bessenoffg1@southernct.edu

B.A., Psychology, Brandeis University

M.A., Ph.D., Social Psychology, Northwestern University

Interests: social norms, body image, psychology of women, stigma

### **Bordner, Kelly A.**

203-392-6862

e-mail: bordnerk2@southernct.edu

B.A., Psychology, Bloomsburg University

M.A., Psychology, Binghamton University

Ph.D., Behavioral Neuroscience, Binghamton University

Interests: Animal development, animal learning, addiction, stress, molecular biology.

**Brancazio, Lawrence**

203-392-5111

e-mail: brancaziol1@southernct.edu

B.A., University of Pennsylvania

Ph. D., experimental psychology, University of Connecticut

Interests: Cognitive psychology, psychology of language; perception and production of spoken words, role of vision in speech perception

**Carroll, Deborah A.**

203-392-6878

e-mail: carrolld1@southernct.edu

B.A., Fairfield University

M.S., University of Connecticut

Ph.D., developmental psychobiology, University of Connecticut

Interests: Developmental sex differences in learning, development of sleep and wake states, relationship between sleep and wake states and learning, memory, and performance, neonatal drug exposure and sleep/wake state development and learning.

**Colwell, Kevin**

203-392-6871

Email: colwellk2@southernct.edu

Ph.D., Forensic Clinical Psychology, Sam Houston State University

Interests: Investigative interviewing, detection of deception, malingering, intersection of psychology and law, major mental illness, clinical practice.

**Durwin, Cheryl**

203-392-5562

e-mail: durwinc1@southernct.edu

B.A., University of Connecticut

M.S., University of Massachusetts

Ph.D., educational psychology, University of Massachusetts

Interests: cognitive approaches toward academic assessment and remediation, cognitive processes in reading and math, learning disabilities, and college student learning.

**Hauselt, W. Jerome**

203-392-6874

e-mail: hauseltw1@southernct.edu

B.A., Albright College

M.S., University of Kentucky

Ph.D., experimental/cognitive psychology, University of Kentucky

Interests: human learning and memory, processes involved in reading, Stroop effects.

**Irwin, Julia**

203-392-8804

email: irwinj1@southernct.edu

Interests: language development, communication, speech perception, autism, developmental disability

**Jacobs, John**

203-392-6873

e-mail: jacobsj1@southernct.edu

B.A., University of Richmond

Ph.D., City University of New York

Interests: social, personality, and clinical psychology, intimate relationships, moral values, dissociative disorders.

**Kahlbaugh, Patricia**

203-392-6891

e-mail: kahlbaughp1@southernct.edu

B.A., Boston University

M.A., Rutgers, the State University of New Jersey

Ph.D., developmental psychology, Rutgers, the State University of New Jersey

Interests: adolescent emotional development, preschool metacognition, theory of mind and emotions of shame and pride, history and systems of psychology.

**Kraemer, Deborah Tebes**

203-392-6867

e-mail: kraemerdl@southernct.edu

B.A., Rutgers University

M.A., State University of New York at Buffalo

Ph.D., clinical psychology, State University of New York at Buffalo

Interests: clinical psychology, personality, abnormal child psychology.

**Marsland, Katherine**

203-392-6865

e-mail: marslandk2@southernct.edu

B.A., Fairfield University

M.S., Yale University

ABD, psychology, Yale University

Interests: socioemotional development, development of self system; early care & education; developmental methods.

**Mazur, James**

203-392-6876

e-mail: mazurj1@southernct.edu

B.A., Dartmouth College

Ph.D., experimental psychology, Harvard University

Interests: animal learning and behavior, classical and operant conditioning, choice and decision making, self control and impulsiveness, behavior modification, memory.

**Moore, Dina**

203-392-6860

e-mail moored14@southernct.edu

B.A., Boston University

Ph.D., developmental psychology, University of Connecticut

Interests: Neurobiological bases of reading, reading acquisition, and reading disorders; brain organization and laterality; neuropsychological consequences of childhood maltreatment; childhood maltreatment and dissociation, childhood maltreatment and revictimization.

**Novosad, Claire**

203-392-6863

e-mail: novosadc1@southernct.edu

B.A., University of West Florida

Ph.D., Biobehavioral Sciences (Developmental Psychobiology), University of Connecticut

Interests: The relationships between temperament, emotional regulation, and sleep/wake regulation in infants and toddlers.

**Sherman, William**

203-392-6877

e-mail: shermanw1@southernct.edu

B.A., New York University

M.A., University of Connecticut

Ph.D., Experimental Psychology, New York University

Interests: behavior therapy, health psychology (health beliefs and practices), learning and developmental disabilities.

**Suckle-Nelson, Jessica**

203-392-5860

e-mail: sucklenelsj1@southernct.edu

B.A., Syracuse University

M.S., West Chester University

Ph.D., Experimental Psychology, University of Rhode Island

Interests: spirituality, violence against women, stereotypes, diversity issues, education issues