Proposal for the Addition of a Concentration to an Existing Program

Addition of a Concentration in Educational Neuroscience in the Existing Ph.D. Degree Program in Educational Psychology

The University of Alabama currently offers the M.A., Ed.S., Ed.D., and Ph.D. in Educational Psychology. An average of 22 Ph.D. students have been enrolled over the last 5 years. The neuroscience and potentially educational neuroscience is a fast growing field of study. A 2008-2009 survey of undergraduate neuroscience education in the U.S. showed that over 80 institutions offered bachelor's degrees and over 20 offered masters degrees (Ramos, Fokas, Bhambri, Smith, Hallas & Brumberg, 2011). Stricker (2003) described the rapid advances in neuroscience education stating “Neuroscience departments and programs are relatively new entities, being virtually unknown 40 years ago” (p. 1). The Society for Neuroscience (the largest neuroscience professional organization) noted that in 1971 at the first annual meeting there were just over 1,300 participants and by 1981 there were 10,000 members. In 2009 they report 40,000 members (retrieved October 29, 2013 from http://www.sfn.org/About/What-We-Do/History-of-SfN). The Society for Neuroscience currently has 42,000 members in 90 countries. Their annual conference attracts 50,000 attendees. Based upon the number of students interested in neuroscience the demand for doctoral level training is clear. Job opportunities in cognitive neuroscience and educational neuroscience are illustrated in announcements listed on the Society of Neuroscience website and the American Psychological Association. Additional evidence of the future of neuroscience may be found in government funding. The Obama administration has proposed funding neuroscience, Brain Activity Map (BAM), at approximately 3 billion dollars over ten years (http://www.medicaldaily.com/obamas-brain-mapping-study-decade-long-billion-dollar-research-launch-2013-244471#.Uqge7sCbz234.email). There are over 20 jobs posted just for two months that graduates of an educational neuroscience doctorate are qualified to hold (see Appendix A for descriptions).

Educational neuroscience is clearly gaining a foothold as an area of research concern and as an area with a large community of professional practitioners. A number of national and international journals now associate with the construct of educational neuroscience, various conferences and societies have organized around it and graduate programs have been forming for the preparation of educational neuroscientists. The National Academy of Sciences noted that "Neuroscience has advanced to the point where it is time to think critically about the form in which research information is made available to educators" (Bransford, Brown and Cocking, 2000). Educational neuroscience may be understood in terms of addressing both research focused on how students learn and how teachers teach based upon neuroscience principles and research. It is clear that it not a question of whether Educational Psychology programs should provide a concentration in educational neuroscience, but a question of when it will occur. The reality is that the discipline of educational psychology has already begun to adopt neuroscience as a part of its epistemological tradition. The University of Alabama can be a leader in educational neuroscience now or a follower at a later date. Although neuroscience has wide visibility in medical schools and some science-related disciplines, only Vanderbilt University and
Teachers College at Columbia University have named graduate degree programs in Educational Neuroscience.

A primary purpose for the development of this concentration is to increase doctoral program enrollments. Based upon what we perceive as a strong need for educational neuroscience graduates, we anticipate gradually increasing enrollments in the Educational Psychology doctoral program. A modest starting point is to admit 6 students in the educational neuroscience concentration and increase that number as demand and available resources dictate. Our expectations are that once collaboration with faculty within and across departments becomes established, we will be able to increase our student population accordingly, with a goal of admitting 8-10 students annually in a program that will enroll approximately 20-24 students at any one time. Future growth and increases in faculty resources may allow us to increase these numbers. We could not get the enrollment numbers for the Vanderbilt program, but the Teachers College program admitted 32 students last year.

To help jumpstart this process, we have established collaborative efforts with a number of other colleges and departments in an effort to provide a solid core of faculty to teach courses, serve on dissertations, and collaborate on research and grant projects. The following colleges and departments have agreed to provide an interdisciplinary approach to the program: College of Education (Special Education and Counseling); Nursing; Engineering; Arts and Sciences (Biology and Communication Disorders); and Human Environmental Sciences (see Appendix B for letters of support and agreement).

With nine faculty members tied into the program, we have the flexibility we need to offer the requisite coursework and supportive dissertation supervision in the face of sabbaticals and other staffing circumstances. We also have the cross-disciplinary variations we need to cover what is, by its very nature, a cross disciplinary construct – providing expertise, to varying degrees, in cognitive neuroscience, developmental cognitive neuroscience, educational psychology, educational technology, counseling psychology, neurology, education theory and other related disciplines.

**Affiliated Faculty**

Ryan Earley, Ph.D. (Biology) BEP 650 Psychology of Morality (guest lecturer)

Rick Houser, Ph.D. (ESPRMC and Counselor Education) BCE 633 Advanced Seminar: Neurological Disorders Elective

Ali Iran-Nejad, Ph.D. (Educational Psychology) BEP 500 Advanced Educational Psychology (required)

Morgan Kiper-Riechel, Ph.D. (Counselor Education) BCE 633 Advanced Seminar-Introduction to Neuroscience and Counseling (elective)

Craig Rush, Ph.D. (School Psychology) BSP 601 Applied Pediatric Neuroscience (elective)

Rachel Saffo, Ph.D. (Communication Disorders) CD 552 Neurology (required)
Jason Schofield, Ph.D. (Child Development) HD 501 Child Development (required)

Steve Thoma, Ph.D. (Educational Psychology) BEP 650 Psychology of Morality, BEP 565 Personality and Social Development (electives)

Sara Tomek, Ph.D. (Educational Research) BEP 649 Neuroscience and Decision-making (elective)

New tenure track educational neuroscience faculty (Educational Psychology)

BEP 644 An Introduction to Educational Neuroscience (required)

BEP 645 Cognitive Neuroscience and Education (required)

BEP 646 Education and the Brain (required)

BEP 647 Readings and Research in Cognitive Neurosciences (required)

Currently the College of Education is conducting a search for an assistant professor in educational neuroscience.

1. Institution
   The University of Alabama, College of Education

2. Program, CIP code
   CIP 42.2806, Educational Psychology

3. Name of proposed extension:
   Concentration in Educational Neuroscience

4. 

<table>
<thead>
<tr>
<th>Semester Hours in Program Core</th>
<th>16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours in Concentration</td>
<td>12 hours</td>
</tr>
<tr>
<td>Total semester hours in the program with the proposed extension</td>
<td>79 hours</td>
</tr>
</tbody>
</table>

5. List the courses in the program core with the number of semester hours for each (All courses taught on campus except BEP 500).

   Advanced Educational Psychology (BEP 500) 3
   Child Development (HD 501) 3
   Doctoral Pro-Seminar (BEP 600) 1
   Education and the Brain (BEP 646) 3
   2 BEP 500 elective 6
6. List Courses in the proposed extension with the credit hours for each. These courses comprise the required 12 hour concentration for the Ph.D. in Educational Psychology. Three of these courses (except CD 552) need to be developed and the new faculty member with a background in educational neuroscience will be responsible for development. Courses will be developed over the next year, Academic Year 2014/2015.

   An introduction to Educational Neuroscience (BEP 644)                        3
   (See appendix C for sample syllabus)                                       
   Cognitive Neuroscience and Education (BEP 645)                             3
   (See appendix C for sample syllabus)                                       
   Neurology (CD 552) or PY 629 Cognitive Neuroscience                       3
   Readings and Research in Cognitive Neurosciences (BEP 647)                  3

7. What is the scope or effect of the proposed extension?

   a. How many of the major courses to be offered by the proposed extension are offered in the existing program?

      Six of the 10 major courses included in the proposed concentration are offered in the existing Educational Psychology Ph.D. program or currently offered on campus. Four additional courses will be added. One course will be added in Fall 2014, two spring 2015, and one Fall 2015.

   b. How will the proposed extension impact other public institutions?

      The proposed addition will have no impact on any other public institution in Alabama. The University of Alabama is the only institution that offers Ph.D. programs in Educational Psychology. Additionally we are not aware of any similar program in affiliated programs in the state. The University of Alabama Birmingham offers a bachelor’s degree in neuroscience and a Ph.D. in Behavioral Neuroscience but not Educational Neuroscience.

   c. Will the proposed extension move the program listing to a new two-digit CIP category in the Commission's academic program inventory?

      The proposed concentration will have no effect on the current CIP code in the academic program inventory.

8. What is the impact of the proposed extension?
a. What will be the budgetary impact of the proposed extension?

No immediate additional funding will be required to implement the Concentration in Educational Neuroscience. We have purchased over $25,000 in equipment and software that can be used in educational neuroscience research (e.g., transcranial direct current stimulation device and EEG amplifier). We are purchasing an additional $10,000 in equipment and software in the next few months. We have lab space (two large rooms) in the old biology building to conduct research. We have also been assigned new lab space in the Barnes Building on the Bryce campus, which will allow us to expand our research efforts. Additional basic research materials will be funded through the department. We have also received approval to hire a new assistant professor in educational psychology/educational neuroscience for fall 2014 and have already begun the search process. The Dean of the College of Education anticipates pursuing a significant start-up investment for the upcoming hire in neuroscience. He has already discussed the possibility with the VP of Research and has come to working agreement on how the start-up cost will be handled. Other faculty tied to the neuroscience program are currently pursuing extra mural funds to support equipment costs relevant to their work.

What changes in faculty and staff will be required to implement the proposed extension?

As indicated, the Educational Psychology program has received approval to hire an assistant professor in educational psychology/educational neuroscience (tenure track). This faculty member will develop the new courses proposed for the concentration and complement and extend the existing faculty’s efforts in neuroscience research. He/she will likely teach three of the new courses in a yet to be determined rotation. Submission and approval of the new courses will take place once a new faculty member has been hired. Steve Thoma, a professor in Educational Psychology, has received training in educational neuroscience and he is a member of the Society for Neuroscience and the American Psychological Association. His training has included developing knowledge and skills in administering and interpreting EEG (quantitative electroencephalograph, qEEG). qEEG can be used to map brain functions and develop interventions to improve learning, etc. Rick Houser’s doctorate is in rehabilitation counseling and he has taught courses in medical aspects of disabilities (including neurological disorders). Also, he has received training in administering and interpreting EEGs (quantitative electroencephalograph, qEEG) and use of transcranial direct current stimulation (low current brain stimulation). Dr. Houser is a member of the Society for Neuroscience and the American Psychological Association. Other affiliated faculty, see list above, will be actively involved in teaching, conducting research with students and seeking grant funds. One can see that the involvement of affiliated faculty includes a commitment to
provide coursework to the program, and to otherwise work in common cause in supporting doctoral students and pursuing grant opportunities.

If the extension will require additional resources, please provide a list of sources of funds available for the extension.

We currently have equipment that may be used in teaching and research in the concentration. The department already has funded acquisition of transcranial direct current stimulator and an EEG amplifier, and additional direct current brain stimulators and EEG amplifiers may be needed in the future (to be used as backup or for multiple studies as needed). We are purchasing virtual reality equipment and software to be used in research (approximately $5,000). The virtual reality equipment can be used to simulate various environments and we will use EEG assessments to identify responses to various virtual environments and situations. Also, see response to item 8a. We have laboratory space to conduct research and employ graduate assistants (two rooms in the biology building and an additional lab space starting December 2013 in the Bryce Hospital School, the Barnes Building. The College of Education has resources starting in Spring 2014 for additional GAs which will be used to support doctoral students in this concentration. The Dean of the College of Education has confirmed he will allocate two new GAs to this program starting Spring 2014.

9. Rationale for the extension.

During the last decade the influence of biology has dramatically increased in the social sciences, particularly through the field of neuroscience. We see the addition of a biological perspective as central to the development of a state-of-the-art Ph.D program—if not now in the near future. Faculty in the biology department have communicated their interest in participation in the program through both research collaboration and serving on doctoral dissertations. Hardiman, Rinne, Gregory, and Yarmolinskaya (2012) stated, “Until teacher preparation programs are reconceived to incorporate relevant research from the neuro- and cognitive sciences, than teachers, need translation and guidance to effectively use information about the brain and cognition. Absent such guidance, teachers, schools and school districts may waste time and money pursuing so called “brain based” interventions that lack a firm basis in research. Educational neuroscience has recently been defined as “educational research that draws on, as in being informed by, theories, methods and results from the neurosciences” (p. 135). The University of Alabama’s having a doctoral program in Educational Psychology with a concentration in educational neuroscience can be a significant contributor to providing the guidance and research needed for current and future teachers, administrators, counselors, school psychologists, and other school personnel.
Is the justification for the proposed extension based on academic principle or market demand?

More recently, flagship colleges of education have developed programs to bring an educational focus to the questions addressed by neuroscientists. There have been several colleges that have developed master’s degree programs specifically focused on educational neuroscience or mind/brain education (Harvard University, Columbia, Stanford, Johns Hopkins). These programs provide opportunities for doctoral studies within other existing programs (e.g., cognitive sciences). One College of Education, Vanderbilt, recently added a doctoral program specifically in educational neuroscience. Informal discussions we have had at conferences suggest that more are on the way. Common among these programs is the view that pedagogy can be enhanced through the joint application of neuroscience and cognitive science. Our request for a new concentration is to bring the biological component into our current focus on cognition and pedagogy. Interest in neuroscience is growing. For example, recent conferences such as the Society of Neuroscience has had over 28,000 attendees. This is significantly larger than many other professional conferences such as the American Psychological Association, the American Educational Research Association and the American Counseling Association. Review of careers for a current month on the American Psychological Association website shows 10 openings for those with a neuroscience background. The growing number of graduate programs adding educational neuroscience degrees and concentrations shows the increase in demand for those with doctoral training.

What evidence can be presented that this proposed change will benefit students?

The program will be housed in Educational Psychology; however, it is clear based on most recent research that educational neuroscience and its application is interdisciplinary and involves teacher preparation (Blakemore & Bunge, 2012); special education (Katzir, 2009), educational foundations, educational administration and kinesiology (Best, 2010). Most neuroscience programs nationally are interdisciplinary (e.g. behavioral neuroscience programs) and we also will have a strong interdisciplinary approach. In addition to Education programs that will participate we have involvement from biology, nursing, engineering human environmental sciences and communication disorders. The program will essentially be an interdisciplinary effort (see Appendix B for collaboration support letters). Hardiman, Rinne, Gregor and Yarmolinsky (2012) provide insight into the complexity and importance of combining research and practice in educational neuroscience. Samuels (2009) also noted the relevance of employing a transdisciplinary approach to educational neuroscience. Transdisciplinary refers to “a perspective on knowledge creation that integrates disciplines at the level of particular issues” (p. 46) in this case neuroscience and education. Thus by having a concentration in educational neuroscience, students in the department and other majors will have the opportunity to be exposed to the fast evolving
neuroscience movement. We have polled other departments in the College of Education and they have expressed strong interest in including the concentration courses into a plan of study, Educational Leadership, Policy and Technology Studies, Curriculum and Instruction, and Kinesiology for their students as electives.

How will the resulting program be improved as a result of the proposed change?

The proposed addition of a concentration in educational neuroscience provides an opportunity for the program, department, college, and University to profit from the increased interest in neuroscience as cutting-edge research through the visibility of our programs and associated opportunities for external funding. Additionally, by adding this concentration, the University of Alabama will be able to provide a place for students to experience and conduct the next generation of educational research informed by advances in educational neuroscience. Additionally, this concentration will offer courses that doctoral students in other programs may take. For example, the doctoral program in Counselor Education has had relatively low enrollments recently and they have expressed an interest in using neuroscience in counseling. Myers and Young (2012) described how neuroscience may be used in counseling. They also suggested that counseling can change the brain in a number of ways. We should be able to attract additional doctoral students in counselor education through providing opportunities for students to take neuroscience courses and participate in neuroscience research. For example, several counseling faculty are beginning research into neuroscience and counseling and they have four masters students interested in assisting with the research, two of those students are considering doctoral programs. Additionally we may consider a certificate in educational neuroscience. This could attract students in Special Education, Curriculum and Instruction, and Higher education whom may have interest in developing skills in neuroscience. A certificate in educational neuroscience would potentially increase enrollments in the various educational programs.

Because the aim of educational neuroscience is to generate basic and applied research that accounts for a cross disciplinary construct of learning and teaching, we expect the program to grow in ways that will build bridges across Colleges and fields. We very much expect that the educational neuroscience program will be a good candidate for a cluster hiring initiative in the future, and expect to see a growing profile of faculty from other colleges join in the initiative.

Similarly, we expect to see some new dialogue between researchers and educators on brain-based issues of learning. This could start by modestly by having faculty dispel various commercially-based "neuromyths" sold to teachers (such a right brain and left brain dualisms and gender-based brain patterns). But more fundamentally, the idea would be to initiate a research agenda that convert insights on brain development and brain mechanisms into real world classroom applications. Because our College trains teachers, we have a perfect arrangement for such a possibility. For instance, some of the most promising neuroscience work is related to the processing of language and the act of reading. Our
College has a Literacy Center that might find good articulation with work of the educational neuroscience lab, and they happen to be located in the same building. Asking whether the acquisition of language skills (or any other learning tasks) are attributable to a single common trait or direct assessments of brain activity is the kind of research question that will likely provide good insights to schools.

References


Assistant Professor of Psychology/Educational Psychologist
Rhodes College

Assistant Professor of Psychology/Educational Psychologist. The Psychology Department at Rhodes College invites applications for a tenure-track position. The successful candidate must possess a firm commitment to teaching, scholarship, and service at a liberal arts college. Teaching responsibilities will include some combination of the following: introductory psychology, educational psychology, child and/or adolescent development, learning and motivation, psychological assessment, advanced research methods in psychology, and upper-level research and seminar courses in the candidate's research area. Candidates must have earned a Ph.D. in Educational Psychology or a related psychological field and previous teaching experience is desirable. There are a number of Interdisciplinary fields that yield graduates who would be appropriate for this position (e.g., Liberal Studies in Urban Childhood programs, Interdisciplinary Human Development, Educational Science programs). We will accept ABD applicants; however, the Ph.D. must be conferred by the August 2014 start date. The successful candidate will be expected to teach a 3/2 load during a two-semester academic year, establish an active program of research involving undergraduates, participate in the life of the College, and contribute to an Interdisciplinary Educational Studies minor. Opportunities for research may be available through our partnerships with Rhodes Learning Corridor schools and in the newly formed Shelby County School district.

Founded in 1848, Rhodes College is a highly selective, private, residential, undergraduate college, located in Memphis, Tennessee. We aspire to graduate students with a lifelong passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. We encourage applications from candidates interested in helping us achieve this vision.

Rhodes College values an inclusive and welcoming environment. We are an equal opportunity employer committed to diversity in the workforce.

Posted:
September 26, 2013
Location:
Memphis, Tennessee
Salary:
Open
Type:
Full Time
Discipline:
Academic / Research
Required Education: Doctorate

Rhodes College

http://neurojobs.sf.n.org/jobs 9/30/2013
Assistant Professor, Department of Psychology, Tulane University
Tulane Univ

The Department of Psychology in the School of Science and Engineering at Tulane University announces a tenure track position at the beginning Assistant Professor level in developmental cognitive neuroscience in the childhood and/or adolescent areas, starting July 1, 2014. The ideal candidate for the position of Assistant Professor will have a strong research orientation with the potential to develop a nationally visible, extramurally supported program of research as well as be able to offer courses at the undergraduate and graduate levels in developmental psychology and developmental cognitive neuroscience. The area of specialization in developmental cognitive neuroscience is open. The ideal candidate will actively contribute through research and teaching to our doctoral programs in Psychological Science (with concentrations in Developmental Psychology, Behavioral Neuroscience and Social Psychology) and to our APA-accredited doctoral program in School Psychology. Tulane University also maintains an interdisciplinary program in neuroscience at both the undergraduate and graduate levels; collaborations at the Tulane Medical Center are possible as well.

Minimum qualifications include a Ph.D. in psychology or neuroscience. Specific responsibilities of the 9-month tenure track appointment include developing and sustaining an active research program; seeking external funding support for research and training efforts; supervising thesis and dissertation research; teaching undergraduate and graduate courses. Teaching responsibilities are maintained at a 1-2 course load for research active faculty, with a further one-course reduction for beginning assistant professors during the first three years of their appointment.

The Department of Psychology consists of 21 full-time faculty (http://tulane.edu/sse/psyc/about/) The Department benefits from not only University support, but also a significant, private endowment provided specifically for the Department by Mr. Robert E. Flowerree, a former member of Tulane's Board of Administrators. The size and uniqueness of the contribution allows for substantial faculty research and professional support.

http://neurojobs.sfn.org/jobs 9/30/2013
Assistant Professor, Cognitive Neuroscience
The Catholic University of America

The Psychology Department of Psychology invites applications for a tenure-track Assistant Professor in Cognitive Neuroscience for Fall 2014. Applicants should have an ongoing research program with demonstrated ability to attract extramural funding and be committed to excellence in teaching, research, and mentorship. Although a range of content areas within Cognitive Neuroscience will be considered, the Department is especially interested in candidates whose research can fit within the Applied Experimental Program and can develop joint activities with the Developmental and/or Clinical Programs.

Department has 13 faculty, and offers PhD programs in Applied Experimental, Developmental, and Clinical Psychology as well as BA and MA degrees. Faculty have active research programs in a range of areas that attract substantial external funding and involve national and international colleagues. Department facilities include an EEG/ERP lab; MRI research is conducted through collaboration with neighboring institutions. Catholic University is located on a 250-acre, park-like campus in Northeast Washington convenient to medical centers, universities, and laboratories (including the NIH). Additional information may be found on our web site (http://psychology.cua.edu).

To apply, submit a research statement, teaching statement with evidence of teaching effectiveness, curriculum vitae, three representative publications, and three letters of recommendation (sent directly by recommender) to cua-cognuro@cua.edu; if necessary materials may be mailed to Faculty Search Committee, Department of Psychology, The Catholic University of America, 4001 Harewood Rd, N.E., Washington, DC 20064. Review of files will begin October 1, 2013 and continue until the position is filled.

The Catholic University of America is the national university of the Catholic Church and was founded as a center of research and scholarship. We seek candidates who, regardless of their religious affiliation, understand and will make a significant contribution to the University’s mission and goals. CUA is an Affirmative Action/Equal Opportunity Employer.

Posted:
October 3, 2013

Location:
Washington, D.C.

Salary:
Open

Type:
Full Time - Experienced

Sector:
College / University

Discipline:
Academic / Research

Required Education:
Doctorate

The Catholic University of America

The Catholic University of America, the national university of the Catholic Church, is a private coeducational university founded as a center of research and scholarship. It has 396 full-time and 416 part-time faculty, and approximately 3,700 undergraduate and 3,100 graduate students from all 50 states and 86 countries. The university offers a range of Bachelors, Masters, and Doctoral degree...
Assistant Professor in Cognitive or Developmental Neuroscience  
University of Utah

Cognitive Neuroscience and Developmental Neuroscience at the University of Utah.

The Department of Psychology at the University of Utah invites applications for two tenure-track faculty positions at the assistant professor level in COGNITIVE NEUROSCIENCE and in DEVELOPMENTAL NEUROSCIENCE. For both positions we are seeking individuals with a strong human-based neuroscience research program. For the COGNITIVE NEUROSCIENCE position the content areas of interest include, but are not limited to, the study of perception, attention, memory, decision making or executive function. Applicants should have the ability and interest to teach undergraduate and graduate courses in cognitive neuroscience and neurobiology. We are looking in particular for neuroscience candidates whose work considers translation of basic research into applied settings and questions. For the DEVELOPMENTAL NEUROSCIENCE position we especially welcome applicants with interests in the developmental sequelae of early stress exposure, and whose work encompasses epigenetic approaches. Applicants should have the ability and interest to teach undergraduate and graduate courses in developmental psychology and developmental neuroscience.

The Department of Psychology values interdisciplinary approaches to research and training, and strongly encourages collaboration across four traditional programs (Clinical, Developmental, Social, and Cognition and Neural Sciences). The Psychology Department is one of several departments contributing to the University's highly-ranked interdepartmental graduate program in Neuroscience. The Department also promotes multidisciplinary collaboration with active ties to the University of Utah Brain Institute, the School of Computing, the Business School, the College of Education, Pediatrics, Anesthesiology, Neurology, Psychiatry, and the Salt Lake Veterans Administration Medical Center. Resources are available for fMRI and EEG/ERP in collaboration with the Imaging and Neurosciences Center and the Department of Radiology.

Posted:  
July 30, 2013

Location:  
Salt Lake City, Utah

Salary:  
Open

Type:  
Full Time - Experienced

Sector:  
College / University

Discipline:  
Academic / Research

Required Education:  
Doctorate

University of Utah

The University of Utah is a PAC-12 institution located in Salt Lake City and nestled in the foothills of the Wasatch Mountains. With an enrollment of 31,000 students, it is the flagship university for the state of Utah. The University Administration provides strong support for faculty research in the Psychology Department. The Department of Psychology is committed to the goal of promoting diversity in academia and welcomes candidates whose interest and skills contribute to this goal.
Assistant/Associate Professor
University of Miami

University of Miami, Department of Psychology is seeking to fill a tenure track faculty position in Cognitive Neuroscience, starting in August, 2014. It is anticipated that this position will be filled at the Assistant or beginning Associate Professor level. This search is emphasizing research interests in human cognitive neuroscience (e.g., using functional MRI). Individuals with clinical or nonclinical interests in neuroscience (cognitive, social, developmental, or behavioral) are encouraged to apply. Candidates with substantial prior experience with advanced data analytic techniques are welcome. For clinical appointment, a Ph.D. in Psychology from an APA accredited program or equivalent is required. For non-clinical appointment, a Ph.D. in Psychology, Neuroscience or related area is required. Appointment at a rank higher than the Assistant Professor level requires experience and qualifications commensurate with rank. Faculty members in the Department of Psychology are expected to develop their own independent areas of research, teach courses at the graduate and undergraduate level and supervise doctoral students. For more information about the Department go to www.psych.miami.edu. Review of applicants will begin immediately. Applicants should send a CV, reprints or preprints, a statement of research and teaching interests, and 4 letters of reference to: Neuroscience Search Committee, Department of Psychology, University of Miami, PO Box 248185, Coral Gables, FL 33124. The University of Miami is located in a culturally diverse and vibrant community. Minorities and women are encouraged to apply. We are an Affirmative Action/Equal Opportunity University that values diversity and has progressive work-life policies. Women, persons with disabilities, and members of other underrepresented groups are encouraged to apply.

For clinical appointment, Ph.D. in Psychology from an APA accredited program or equivalent is required. For non-clinical appointment, a Ph.D. in Psychology, Neuroscience or related area is required. Appointment at a rank higher than the

Posted: October 10, 2013
Location: Coral Gables, Florida
Salary: Open
Type: Full Time - Entry Level
Sector: College / University
Discipline: Academic / Research
Required Education: Doctorate

University of Miami

Neurologist with interest in memory and brain health

Neurology Institute for Brain Health and Fitness

At our NeurExpand Brain Centers in Maryland, we have had great success in helping patients with memory loss due to aging, concussion, Alzheimer's disease, or other causes improve their cognitive function. We provide them with a personalized multi-disciplinary program that involves cognitive stimulation, management of vascular risk factor, stress reduction, meditation, and EEG-based Neurofeedback.

We now need two more neurologists to join our team that also consists of psychologists, exercise physiologists, and rehab specialist. This is an outpatient position with no hospital duties, minimal on-call responsibility, and a competitive salary. We are looking for someone who is friendly and has a positive attitude. Expertise in cognitive neurology, sleep medicine, or stroke prevention/rehab would be helpful but is not required. For more information, please visit our website: www.NeurExpand.com or call 410-494-0191. Please send your resume to Dr. Majid Fotuhi at mFotuhi@NeurExpand.com.

Posted:
September 27, 2013

Location:
Maryland

Salary:
Open

Type:
Full Time - Experienced

Sector:
Office of Physicians

Preferred Education:
MD

Neurology Institute for Brain Health and Fitness

Outpatient Neurologist - with interest in cognitive neurology, stroke prevention, and/or rehab. At our Neurology Institute we help patients with age-related memory loss, MCI, or concussion improve their cognitive performance. Each patient undergoes a thorough evaluation (which includes MRI, VO2 max testing, sleep study, QEEG/brain mapping, and neurocognitive assessment) and then receives intensi...
Assistant Professor, Neuroscience  
University Nevada Las Vegas

The Department of Psychology at the University of Nevada Las Vegas invites applications for a tenure-track Assistant Professor appointment in neuroscience to begin August 2014. The applicant's specific research area within neuroscience is open. However, we are particularly interested in candidates with interests in computational neuroscience, or structural/functional brain mapping and connectivity that can add to the department's existing neuroscience research. We also welcome individuals who can interface with established and emerging research programs in Las Vegas investigating neurodegenerative disorders or autism spectrum disorders. The successful applicant would be expected to add to the department's growing neuroscience program by teaching graduate and undergraduate courses as well as mentoring student research. Applicants must have a Ph.D. in Psychology, Neuroscience, or a related field, and must have evidence of strong scholarly work and the potential for extramural funding. Postdoctoral experience is a plus.

Initial reviews will begin December 1, 2013 and will continue until the position is filled. Full details about the position, including instructions for the on-line application process, are posted at the departmental website, http://psychology.unlv.edu, and at UNLV's on-line applicant portal, https://hirsearch.unlv.edu. Materials should be addressed to Jefferson Kinney, Search Committee Chair, at the on-line application address. For assistance with UNLV's on-line applicant portal, contact UNLV Employment Services at (702) 895-2894 or hresrach@unlv.edu. UNLV is an Affirmative Action/Equal Opportunity educator and employer committed to excellence through diversity. The university and the department have a strong commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of underrepresented groups and we strongly encourage women and persons of color to apply for this position.

Internal Number: Search #14105 Pos #NEW

Posted:  
October 8, 2013  
Location:  
Las Vegas, Nevada  
Salary:  
Open  
Type:  
Full Time - Experienced  
Sector:  
College / University  
Discipline:  
Academic / Research  
Required Education:  
Doctorate

University Nevada Las Vegas

Since its first classes were held on campus in 1957, UNLV has transformed itself from a small branch college into a thriving urban research institution of more than 28,000 students and 3,100 faculty and staff. Along the way, the urban university has become an indispensable resource in one of the country's fastest-growing and most enterprising cities. Psychology at UNLV has a long and rich tr...
COGNITIVE NEUROSCIENCE
The Ohio State University

The Department of Psychology at THE OHIO STATE UNIVERSITY seeks an outstanding candidate for a faculty position in cognitive neuroscience with an emphasis on brain imaging methodologies. Candidates investigating any area of higher order cognitive or mental processes (e.g., learning and memory, decision making) who use functional magnetic resonance imaging (fMRI) as a core methodological tool are encouraged to apply. A state of the art MRI facility with a research dedicated Siemens Trio scanner including all of the necessary ancillary equipment to conduct both structural and functional imaging studies opened within the psychology building in 2011. Pending the availability of funds, this tenure-track position may be filled with a person at any career stage. Applicants must have earned a Ph.D. in psychology or a related field prior to the employment start date. All applicants are expected to have strong and fundable research programs and to contribute to both graduate and undergraduate supervision and instruction. Applicants should submit a cover letter, curriculum vitae, and three letters of recommendation. Junior candidates should also include selected reprints and a statement of research and teaching interests. Inquiries should be directed to Stephanie Fowler (fowler@psy.ohio-state.edu). Review of applications will begin on October 1, 2013 though applications will continue to be accepted until the position is filled. Please apply online through Academic Jobs Online at: http://academicjobsone.org. To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. Ohio State is an EEO/AA Employer. Ohio State is an NSF Advance Institution.

Internal Number: Cognitive Neuroscience

Posted:
September 10, 2013

Location:
Columbus, Ohio

Salary:
Open

Type:
Full Time - Experienced

Sector:
College / University

Discipline:
Academic / Research

Required Education:
Doctorate

The Ohio State University

MULTIPLE PSYCHOLOGY POSITIONS FOR THE UNIVERSITY OF HOUSTON-CLEAR LAKE

Due to expansion in Department of Psychology, University of Houston – Clear Lake (UHCL) plans to hire four tenure-track faculty to begin in fall 2014. Two individuals (one Assistant Professor, one open rank) will work as a team to administer our master’s level Applied Cognitive Psychology concentration, teach cognitive psychology at undergraduate and master’s level, and help teach other core psychology areas (e.g., statistics, research methods, critical thinking). Both faculty should have a strong connection to cognitive psychology and would be a specialist in applied cognitive psychology, human factors, human computer interaction, ergonomics, engineering psychology, or closely related field.

For the third faculty position, research area is open, although research interests that complement existing faculty research are desirable. The ideal candidate would have experience in any of the following areas: program development and evaluation, data management, clinical trials, or human services administration. This position includes teaching master’s level courses in statistics, research design, program evaluation, and other courses at the undergraduate and master’s levels in the candidate’s specialty area. Willingness to teach undergraduate courses on critical thinking, statistics, and research methods is also desirable.

For these three positions, applicants should have a Ph.D. by time of employment. The selected applicants will teach three classes each semester (fall and spring), establish a productive research program involving students, academically advise students and interns, and participate in school and departmental committees. The successful candidate will teach undergraduate and graduate courses and must be willing to teach at UHCL satellite campuses and online.

The fourth position is a tenure-track Assistant Professor position in our Clinical Psychology Program. Doctorate in Clinical Psychology or closely related discipline required. Successful candidate will play central role in clinical training

Posted:
September 10, 2013
Location:
Houston, Texas
Salary:
Open
Type:
Full Time
Discipline:
Academic / Research
Required Education:
Doctorate

University of Houston-Clear Lake

An academic and community resource for more than a quarter century, University of Houston-Clear Lake specializes in upper-level undergraduate and graduate degree programs to meet the higher education needs of the Houston-Galveston area, communities along the upper Gulf Coast of Texas, and beyond. UH-Clear Lake is a dynamic learning community offering a vast array of programs, opportunities...

http://neurojobs.sfn.org/jobs
of students. Responsibilities include teaching, research, clinical supervision, mentoring of students, and service to university and community. Area of specialization is open, with preference given to candidates with interests in one or more of the following: assessment, child clinical, multicultural counseling, treatment outcome, health, or severe and persistent psychopathology. Interest in psychotherapies that complement and expand the program’s already strong CBT emphasis is desirable. Preference given for graduation from APA-accredited doctoral program, completion of APA-accredited pre-doctoral internship, psychology licensure or license-eligibility.

UHCL is currently an upper-level university (junior, senior, and master’s level students) that will expand to teach freshman and sophomore students in fall 2014. Located adjacent to the NASA-Johnson Space Center, the UHCL campus is set within the scenic Armand Bayou Nature Preserve, thirty minutes from both downtown Houston and Galveston Island. Applications accepted only at https://jobs.uhcl.edu.

To apply, select the "Apply for this Job" button located at the top or bottom of the page and complete the faculty application and include a letter of interest, curriculum vitae, and statements of teaching and research interests. Review of completed materials begins November 1st and continues until positions are filled.

Proof of eligibility to work in the U.S. must be provided. UHCL is an Affirmative Action/ Equal Opportunity Employer supporting workplace diversity. We reserve the right not to fill the position. Only applicants selected for further consideration will be contacted and official transcripts and documents will be requested at that time.

NOTES:  
4 openings

http://neurojobs.sfn.org/jobs 9/30/2013
Assistant Professors - Human Cognition and Neuroscience
Massachusetts Institute of Technology

The Department of Brain & Cognitive Sciences and the McGovern Institute for Brain Research at MIT are looking to hire up to three tenure-track faculty at the assistant professor level who work in one or more of the following four areas: i) Human cognition using behavioral methods, especially in the areas of language and/or cognitive development. ii) Human cognitive neuroscience, including MRI, MEG, and neurophysiological approaches. iii) Computational approaches to intelligence, cognition or neuroscience; an experimental component to the candidate's research would be viewed as a positive but is not necessary. An affiliation with Electrical Engineering and Computer Science, the Computer Science and Artificial Intelligence Laboratory (CSAIL), or other allied departments is possible. iv) Neuroscience in nonhuman animals, especially if the candidate's work bridges levels using a variety of tools and/or has relevance for understanding the neural basis of brain disorders.

Successful applicants are expected to develop and lead independent, internationally competitive research programs and to share in our commitment to excellence in undergraduate and graduate education by teaching courses and mentoring graduate and undergraduate research. Ph.D. must be completed by start day of employment and some postdoctoral training is preferred.

To apply, select the "Apply for this Job" button located at the top or bottom of the page.

Submit application materials – cover letter, curriculum vitae, statement of research and teaching interests and representative reprints online at https://academicjobsonline.org/ajo/jobs/3081. State research area in cover letter. To help direct the application, applicants should indicate which of the four areas listed above is their main research area by answering the mandatory questions included in the application. In addition, arrange to have three letters of recommendation submitted online. Review of applications will begin on November 15, 2013.

MIT is an affirmative action employer, and we encourage applications from women and underrepresented minorities.

Posted:
September 10, 2013

Location:
Cambridge, Massachusetts

Salary:
Open

Type:
Full Time

Discipline:
Academic / Research

Required Education:
Doctorate

Massachusetts Institute of Technology

The Massachusetts Institute of Technology is a world-class research institution. MIT is independent, coeducational, and privately endowed. Its five schools and one college encompass numerous academic departments, divisions, and degree-granting programs, as well as interdisciplinary centers, laboratories, and programs whose work cuts across traditional departmental boundaries.

http://neurojobs.sfn.org/jobs
Cognition/Cognitive Neuroscience
McGill University

Faculty Position

Cognition/Cognitive Neuroscience
Department of Psychology
McGill University

McGILL UNIVERSITY PSYCHOLOGY DEPARTMENT Invites applications for a tenure-track appointment at the Assistant Professor level to begin in the academic year 2014-15. We seek a candidate who combines quantitative, computational, or neuroscience methods with experimental approaches to address topics in human cognition/cognitive neuroscience. The candidate will be expected to teach courses at both the graduate and undergraduate levels and to maintain an active program of research. Applicants should provide curriculum vitae, a brief statement of research interests, a teaching statement, copies of at most three scholarly papers and arrange to have three letters of reference sent by the closing date. Application materials should be sent to cns-search@mx0.psych.mcgill.ca. Review will begin November 15, 2013 and will continue until suitable candidates have been identified.

To apply, select the "Apply for this Job" button located at the top or bottom of the page.

McGill University is committed to equity in employment and diversity. It welcomes applications from Aboriginal persons, persons with disabilities, ethnic minorities, persons of minority sexual orientation or gender identity, visible minorities, women, and others who may contribute to diversification. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.
Assistant Professor, Cognitive Psychology
Marist College

Assistant Professor, Cognitive Psychology

The School of Social and Behavioral Sciences invites applications for an Assistant Professor, Cognitive Psychology (tenure track). The Psychology Department offers a BA in Psychology with many of our majors seeking teaching certification. The psychology department also offers Master’s programs that include Mental Health Counseling and School Psychology. The Psychology department is undergoing new and exciting changes. We are seeking team players interested in engaging our students in dynamic classroom activities as well as supporting students’ independent research interests. All candidates are expected to be able to teach courses in Research Methods at the undergraduate level. Competitive candidates will have the following qualifications:

A doctorate in Cognitive Psychology is required. This candidate will teach courses in our undergraduate program, and prior experience teaching Research Methods is preferred. We expect this candidate to work with us to expand our offerings in cognitive psychology to our undergraduates.

Marist College is an independent and comprehensive liberal arts institution located in New York’s historic Hudson River Valley. Situated on 210 acres overlooking the Hudson River, it enrolls 4,536 traditional undergraduate, 872 full and part-time graduate and 569 continuing education students. Marist also has a branch campus in Florence, Italy, and extension sites throughout New York. Marist has been recognized for excellence by U.S. News & World Report, TIME Magazine, The Princeton Review’s The Best 376 Colleges, and Barron’s Best Buys in College Education and is noted for being a pioneer in the area of online degree programs.

To learn more or to apply, please visit http://jobs.marist.edu. Only online applications are accepted.

Marist College is strongly committed to the principle of diversity and is especially interested in receiving applications from members of ethnic and racial minority groups, women, persons with disabilities, and persons from other under-
Assistant Professor of Psychology, Tenure Track - 2 positions
The College of Idaho

The College of Idaho invites applications for two tenure-track positions in Psychology, to begin fall 2014.

Experimental-Generalist. Area of specialization is open; however, we seek an individual whose specialization complements the current departmental faculty and offerings. A Ph.D. in an experimental area of psychology required. This is a new position to strengthen the department's lower-division offerings (specifically General Psychology, Introduction to Psychological Science, and four core courses). Ability to offer upper-division courses in one's area of expertise, first-year seminar courses, and research design and analysis courses is also desirable.

Cognitive Psychologist. The successful candidate will be able to teach a range of courses in cognitive psychology, lower-level service courses, and the department's research design and analysis courses. A Ph.D. in an area of cognitive psychology required.

For both positions, the successful candidate will be a skilled teacher who is dedicated to liberal arts education; excellent teaching and mentoring of students is the College's top priority. Exceptional ABD candidates will be considered if degree will be in hand at time of appointment. An active research program encouraging student collaboration is strongly desired. Teaching load is 3-1-3, with one course offered in our intensive January term. Startup funds are available.

The College of Idaho

The College of Idaho, founded in 1891, is the oldest institution of higher education in Idaho. The College is a selective, residential, liberal arts college enrolling approximately 1050 students and emphasizing excellence in teaching, small classes, collaborative research with students, and collegial relationships among faculty. Our beautiful, historic campus is located just 24 miles west of Boise...

http://neurojobs.sfn.org/jobs

9/30/2013
Assistant Professor, Behavioral or Cognitive Neuroscience
California State University Los Angeles

Posted:
September 26, 2013

Location:
Los Angeles, California

Salary:
Open

Type:
Full Time

Discipline:
Academic / Research

Required Education:
Doctorate

California State University Los Angeles

Cal State L.A. has one of the most culturally rich and distinctly varied student bodies of any school in the nation. One of the primary urban comprehensive universities, it has a long-standing tradition of serving the ethnic minority groups of this region. Located five miles from the center of downtown, the campus is at the intersection of constantly growing and shifting Los Angeles ethnic...
Assistant Professor of Psychology
Ripon College

Ripon College, a Phi Beta Kappa undergraduate liberal-arts college with a history of commitment to excellence in undergraduate education, seeks a tenure-track Assistant Professor of Psychology beginning August 2014.

Ph.D. or ABD status in Psychology with a background in Neuroscience is required. Previous teaching experience and a strong research program capable of involving motivated students desired. The position involves teaching undergraduate classes in experimental and clinical neuroscience. Additional classes will include Research Design and Statistics, some General Psychology, and topics of the successful candidate’s interest. Teaching load is three classes per semester.

Interested applicants should send a letter of application with statement of teaching philosophy, evidence of teaching effectiveness, CV, and three letters of reference to: Dr. J. Timothy Petersik, Department of Psychology, Ripon College, PO Box 248, Ripon, WI 54971; petersikt@ripon.edu. Review of applications begins October 1, 2013 and continues until the position is filled.

Historically, Ripon College has been committed to the principles of equal opportunity and adheres to non-discriminatory policies in employment and student enrollment. Ripon College is an affirmative action, equal-opportunity employer and encourages women and minorities to apply.

Internal Number: 12345

Posted:
August 2, 2013

Location:
Ripon, Wisconsin

Salary:
44,725.00 - 49,120.00

Type:
Full Time - Entry Level

Sector:
College / University

Discipline:
Academic / Research

Required Education:
Doctorate

Ripon College

Ripon College, founded in 1851, is a Phi Beta Kappa Independent, residential, liberal arts college with an enrollment of approximately 1,057 students from 33 states and 14 foreign countries. It is located in the east-central lakes region of Wisconsin and about an hour from the Madison and Milwaukee areas.

In keeping with the College's Mission Statement: "An appreciation and understanding of a ..."
Two tenure track faculty positions, Bard College

Bard College

The Psychology Program at Bard College invites applications for two tenure-track positions in Psychology. Each position is ideal for candidates whose research draws on or contributes to the understanding of fundamental psychological processes such as memory, emotion, perception, or attention, and makes connections to programs in the natural sciences, mathematics, or computing.

Candidates should have a demonstrated commitment to quality, innovative undergraduate liberal arts teaching and should maintain an active research program that will include undergraduate collaborators; those with research and teaching interests at the intersection of one of more of psychology’s traditional subfields are especially encouraged. Responsibilities will include teaching Cognitive Psychology, Abnormal Psychology or Neuroscience courses, and upper-level seminars in the candidate’s area of expertise, as well as Statistics or Research Methods, Introduction to Psychological Science, and the advising of Senior Projects. Candidates with degrees from all subfields of psychology and neuroscience are encouraged to apply.

For more information on the Psychology department, please visit http://psychology.bard.edu/Applications will be reviewed as received; the deadline for full consideration is October 15, 2013. To apply, please send a letter of application, vita, teaching and research statements, and evidence of teaching excellence, reprints/preprints as well as three letters of recommendation to:https://secure.intercoast.com/apply21929. Bard College is an equal opportunity employer and welcomes applications from individuals who contribute to its diversity.

NOTES:
2 openings
Internal Number: 12504
Tenure Track Assistant Professor
The University of Texas At Austin

The University of Texas at Austin Imaging Research Center (IRC) and Department of Psychology invite applications for a tenure-track Assistant Professor position in Cognitive Neuroscience to begin fall semester 2014. We seek a researcher with an outstanding research program in the cognitive neuroscience of decision-making and/or executive function. A solid methodological background in MRI is strongly preferred, as is additional experience with multimodal imaging (including integration of EEG, MEG, and fMRI) and computational modeling. Successful candidates will be expected to develop a strong and productive research program, teach undergraduate and graduate courses, direct graduate research, exhibit a commitment to service, and support and enhance a diverse learning and work environment. Review of applications will begin November 1 and will continue until the position is filled.

Applicant Instructions:

Email a letter of application, current curriculum vita, representative scholarly publications, statement of research interests, and evidence/potential for excellence in teaching to Faculty Search Committee at billie@austin.utexas.edu. Also submit three letters of recommendation (under separate cover from each letter writer) via Email to billie@austin.utexas.edu. All qualified candidates are encouraged to apply. Position funding is pending budgetary approval.

Background check conducted on applicant selected.

The University of Texas at Austin is an Affirmative Action/Equal Opportunity Employer.

Internal Number: 130830000002

Posted:
September 6, 2013
Location:
Austin, Texas
Salary:
Open
Type:
Full Time - Entry Level
Sector:
College / University
Discipline:
Academic / Research
Required Education:
Doctorate

The University of Texas At Austin

The University of Texas at Austin is the largest institution of The University of Texas System. The University of Texas at Austin is a major research university home to more than 50,000 students, 2,900 faculty and 21,000 staff members. The University of Texas at Austin is dedicated to improving the quality of life of the people of Texas and the United States. We are a leading provider of educat...

http://neurojobs.sfn.org/jobs
**Assistant Professor Position in Social Neuroscience:** The Psychology Department of California State University at San Bernardino is recruiting for an Assistant Professor position in social neuroscience or social psychology with a specialization in social neuroscience. The position begins September 2016. The successful candidate will be able to teach courses in both social psychology and biology or behavioral neuroscience with an emphasis on social neuroscience and social psychology. Successful candidates will have demonstrated excellence in teaching, potential for success in scholarly development, and the ability to supervise, mentor, and involve undergraduate and graduate students. A Ph.D. is expected at the time of appointment. Review of applications will begin December 1, 2016, and continue until the position is filled. Applicants should submit a letter of interest, a complete vita, a description of research interests, a statement of teaching philosophy, and three letters of recommendation. Review of applications will begin December 1, 2016, and continue until the position is filled.

**Clinical Psychologist, Department of State Hospital:** Atascadero, located in San Luis Obispo County, is seeking a full-time psychologist to provide psychological services to patients in the hospital. Applications are being accepted until June 30, 2017. The successful candidate will have a doctoral degree in clinical psychology or a related field and will be expected to bring a comprehensive knowledge of psychological assessment, treatment planning, evaluation, and consultation. The psychologist must be able to work in a fast-paced, dynamic environment.

**Clinical Psychologist, James H. Quillen Veterans Hospital:** The James H. Quillen Veterans Hospital is seeking a full-time psychologist to provide psychological services to patients in the hospital. The successful candidate will have a doctoral degree in psychology or a related field and will be expected to bring a comprehensive knowledge of psychological assessment, treatment planning, evaluation, and consultation. The psychologist must be able to work in a fast-paced, dynamic environment.

**Assistant Professor, Psychology:** The University of California, Merced, invites applications for a position at the Assistant Professor level. The position is available immediately, and the search will continue until an appropriate candidate is found. The University of California, Merced, invites applications for a position at the Assistant Professor level. The position is available immediately, and the search will continue until an appropriate candidate is found. The University of California, Merced, invites applications for a position at the Assistant Professor level. The position is available immediately, and the search will continue until an appropriate candidate is found. The University of California, Merced, invites applications for a position at the Assistant Professor level. The position is available immediately, and the search will continue until an appropriate candidate is found. The University of California, Merced, invites applications for a position at the Assistant Professor level. The position is available immediately, and the search will continue until an appropriate candidate is found. The University of California, Merced, invites applications for a position at the Assistant Professor level. The position is available immediately, and the search will continue until an appropriate candidate is found.
bears of other underrepresented groups are encouraged to apply.

LICENSED PSYCHOLOGIST: Florida Counseling & Behavioral Services, a multi-specialty behavioral health practice in Jacksonville Beach, Florida, has two openings for licensed psychologists: psychotherapy, testing/assessment, and also roles for participation in training and supervision of graduate students and related roles. The position is responsible for clinical and administrative duties in a collaborative team environment. Applicants should have an earned doctoral degree in psychology and must be fully licensed in Florida. Experience in a private practice setting is preferred. The position is highly competitive and requires strong interpersonal and communication skills. Please submit a CV and a letter of interest to info@fcbs.com.

LICENSED PSYCHOLOGIST OPENINGS—VARECARE: Are you looking for rewarding and fulfilling research in an area of emerging technology, psychology, providing multidisciplinary behavioral interventions in long-term care facilities? Our professionals provide a spectrum of services including individual psychotherapy, short-term solution-focused therapy and behavior management. Varecare will offer a comprehensive package of services to patients in need. For more information, please visit www.varecare.com or call (800) 888-8888. Varecare is offering a $1000 "Thank You" referral bonus for any new patients referred that get screened. Feel free to call us for details.

GEORGIA ASSISTANT PROFESSOR OF SCHOOL PSYCHOLOGY: The Psychology Program at the University of Georgia is pleased to announce a tenure-track position to be filled in the rank of Assistant Professor (PTA/PhD). The School Psychology Program is an APA-accredited doctoral training program. The position requires an earned doctoral degree in clinical psychology, school psychology, or a closely related field. Graduation from a clinical psychology doctoral program is preferred. Applicants must have at least three years of postdoctoral work experience in a relevant field. The University of Georgia is an equal opportunity/affirmative action employer. Applications are now being accepted. Please submit a letter of interest, a CV, and three letters of recommendation to the Search Committee, Department of Psychology, University of Georgia, Athens, GA 30602. Questions may be directed to Dr. J. Morris, Chair, Search Committee, Department of Psychology, University of Georgia, Athens, GA 30602. Applications will be accepted until the position is filled. The University of Georgia is an EOE/AA employer. Women and minorities are encouraged to apply.

Lecturer—POSITIONS TWO: The Department of Psychology at Georgia State University announces two anticipated full-time faculty positions, one for Fall 2014 and one to begin August 2014. The University is an equal opportunity employer. Applications will be considered until the position is filled. Please submit a letter of interest, CV, and three letters of recommendation to the Search Committee, Department of Psychology, Georgia State University, Atlanta, GA 30302-5010. The University of Georgia is an equal opportunity/affirmative action employer. Applications will not be considered until the position is filled. Women and minorities are encouraged to apply.

NEUROETHICS: Two positions are available at Georgia State University in Atlanta, GA. The Neuroethics Program, a new interdisciplinary program, focuses on ethical issues in neuroscience and psychology. The Neuroethics Program will be directed by Dr. James Vargas, an expert in neuroethics. The program will be located in the School of Psychology, with appointments in both psychology and neuroscience. The positions are tenured at the assistant or associate professor level. The program will offer two positions: one in the School of Psychology and one in the School of Neuroscience. For more information, please visit www.georgiasouthern.edu or contact Dr. James Vargas at vargasj@gsu.edu. Applications will be accepted until the position is filled. The University of Georgia is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.
Appendix B
October 8, 2013

Rick Houser, Ph.D.
Professor & Department Head
Educational Studies in Psychology, Research Methodology & Counseling
College of Education
The University of Alabama
Box 870231
Tuscaloosa, AL 35487

Dear Dr. Houser:

I am quite excited about the opportunity to collaborate with the Educational Psychology-Educational Neuroscience concentration in the College of Education. I look forward to contributing to the development and success of this powerfully interdisciplinary endeavor, and to cultivating a truly ‘integrative’ educational experience for doctoral students involved in the program. I would be happy to serve on student dissertation committees in Educational Neuroscience. I also would be happy to assist in any way that I can to secure external funds to support curriculum advancement and the growth of a program that capitalizes on the remarkably diverse yet overlapping faculty expertise on the University of Alabama campus. I look forward to working with faculty in the Educational Psychology program.

Sincerely,

Ryan L. Earley, PhD
Assistant Professor

Box 870344
Tuscaloosa, AL 35487
(205) 348-1827
FAX (205) 348-1786
http://bsc.ua.edu/
October 1, 2013

Rick Houser, Ph.D.
Professor & Department Head
Educational Studies in Psychology, Research Methodology & Counseling

Re: Statement of Support
Educational Neuroscience

Dear Dr. Houser,

Please accept this letter of support for collaboration with the Educational Psychology-educational neuroscience concentration in the College of Education.

In the last four years, we have collaborated on six NSF grant submissions in the areas of engineering education, ethics, and cognitive learning, totaling over $2,000,000 in requested funds. As today, we have been successful in securing $200,000 in external funds through an NSF’s NUE grant, with an additional $1,000,000 in pending support.

Besides our externally-funded research initiatives, we have also served together on a couple of students’ graduate committees from both the College of Engineering and the College of Education. I look forward to our continuing association, particularly our ongoing plans for additional grant submissions in the areas of neuroscience and cognitive learning.

Undoubtedly, there are many opportunities for research and grant submissions. I am extremely interested in the development of a neuroscience studies team approach among many disciplines and would gladly contribute to efforts to secure external funds toward this end.

I also look forward to working with faculty in the Educational Psychology program and to serving on dissertation committees for students pursuing doctoral studies in educational neuroscience.

Sincerely,

Dan Fonseca
Distance Learning Coordinator & Associate Professor

290 Hazelwood Hall
Box B70276
Tuscaloosa, Alabama 35487-0276
(205) 348-6324
fax (205) 348-6119
CD 552 and Educational Neuroscience students
Hay-McCutcheon, Marcia

Sent: Tuesday, January 21, 2014 3:56 PM
To: Houser, Rick

Hello Rick,
I'm emailing to let you know that students in the Educational Neuroscience concentration are welcome to take CD 552 depending on the availability. We look forward to working with you.

Marcia Hay-McCutcheon

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Marcia Hay-McCutcheon, Ph.D., CCC-A
Associate Professor and Chair
Department of Communicative Disorders
Box 870242
Tuscaloosa, AL 35487-0242
Email: marcia.hay-mccutcheon@ua.edu
Phone: 205-348-4572
Fax: 205-348-1845
Dear Dr. Houser:

Please accept this letter of support for my personal collaboration with the Educational Psychology-Educational Neuroscience concentration in the College of Education. We have collaborated on the development of NSF grant submissions and we have well designed plans for additional grant submissions. Clearly there are numerous opportunities for research and grant development as a result of this interdisciplinary collaboration. Also, I am happy to serve on dissertation committees for students in the concentration, educational neuroscience. I am very interested in participating with the development of a neuroscience curriculum using a multidisciplinary team approach. I would also gladly contribute to efforts to secure external funds toward this end and promote student learning in the emerging field of study, practice and research. I look forward to working with faculty in the Educational Psychology program.

Sincerely yours,

Marietta Stanton, PhD, RN
Professor

Box 870358
Tuscaloosa, AL 35487
(205) 348-6639
FAX (205) 348-5559
http://nursing.ua.edu/
Dr. Rick Houser, Head  
Educational Studies in Psychology, Research Methodology and Counseling  
College of Education  
The University of Alabama  
Tuscaloosa, AL 35487-0232

Re: CrossingPoints Program participation  
NeuroScience Studies

Dear Dr. Houser:

Thank you for meeting with us this morning to educate us on the utility of the EEG technology and the potential for multiple departments and our CrossingPoints Program to be involved in a university wide venture. From the discussion we had, we envision fundamental studies that would more formally explain the cognitive processing our student populations engage during work and study.

Both of us are enrolled in the doctoral program in Special Education and Multiple Abilities and collectively can bring 10 years of classroom experience to the table. We hope that experience will be valued as you consider partnerships with the neuroscience enterprise. In addition, CrossingPoints is regarded as a model transition program for young adults finishing their final three years of public education. Integrating a team of researchers and the neuroscientific equipment you have described will enrich our delivery and at the same time provide rich opportunity for the teams you propose.

Speaking from both our vantage points as doctoral students, dissertations conducted through CrossingPoints with our population and interventions would surely profit from the practice of neuroscience to empirically demonstrate effect not previously evaluated. We would encourage doctoral students from outside special education and the College of Education to propose investigations in our program, as well.

Finally, you mentioned the expense of the equipment necessary to implement neuroscientific assessment and analysis. Our served populations represent a variety of individuals identified with Intellectual Impairment to include Autism Spectrum Disorder and Down Syndrome. These students allow for targeted external funds in support of your initiatives. We would welcome partners interested in externally funded projects, which match our mission and purpose. Let us know what we can do to further our interaction with this effort.

Sincerely,

[Signature]

John W. Myrick, M.A.  
Clinical Instructor

Amy Williamson, M.A.  
Special Educator

CrossingPoints Program  
Box 870232  
Tuscaloosa, AL 35487-0232  
(205) 348-3180
September 17, 2013

Dr. Rick Houser, Head
Educational Studies in Psychology, Research Methodology and Counseling
College of Education
The University of Alabama
Tuscaloosa, AL 35487-0232

Re: Statement of Support
NeuroScience Studies

Dear Dr. Houser:

Please accept this letter of support for future endeavors, which involve the integration of neuroscience into the review, analysis, and application of this emergent area of study to help resolve issues and practices in my field of Special Education. Speaking not only as a faculty member in my department, but also as the Director of CrossingPoints Program, I can only begin to imagine the numerous studies that this technology and science can lend to advancing my professional interests. The many events that you and I have shared just to calibrate and gain familiarity with the equipment have really peaked my curiosity.

My involvement with CrossingPoints would immediately allow us to explore and explain the unique properties of the population with intellectual impairments, to include young adults with Autism. We desire to advance the social and vocational opportunities for these program participants and I am confident that neuroscience procedures will benefit our understanding. Given that realization, I appreciate the opportunity to be involved in a multidisciplinary venture that can wed the variety of understandings and philosophies we have discussed.

Let me encourage you to also consider Dr. Kevin Besnoy, another member of my faculty, who specializes in Gifted Education. In brief discussions together, he has already impressed me with his insight into learners with ADHD and the struggle they experience with practices in our public school models. Dr. Angie Barber, Communication Disorders, could also be another key member of the University faculty who could contribute to the understanding of learners with Autism. I base this on my work with her on the Autism Conference Planning Committee.

In closing, I am very interested in the development of a neuroscience studies team approach among many disciplines and would gladly contribute to efforts to
secure external funds toward this end. I have enjoyed participation on a number of
dissertations to adjudicate the efforts of doctoral students in the discipline of School
Psychology within your department. Likewise, most dissertations from my
department, Special Education and Multiple Abilities, have benefitted from the
participation of members in your department. I only envision more and richer
interaction on dissertations as the neuroscience program focus materializes. I look
forward to next steps in this neuroscience partnership. Do not hesitate to let me
know how I can contribute to this collaboration.

Sincerely,

James A. Siders, Ed.D.

Associate Professor
Box 870232
Tuscaloosa, AL 35487-0232
(205) 348-603
Dr. Houser,

This letter offers my support for the Educational Neuroscience concentration in Educational Psychology. Over the past two decades many of the major fields in social science and education have experienced a paradigm shift toward focusing on the neuroanatomy of the brain and associated neural processes in explaining core aspects of human thought, learning, and behavior. Increasingly, departments are hiring graduates with neuroscience training and even in some cases expecting that the training is reflected in their research programs. Federal agencies have also been emphasizing brain physiology and neuroimaging protocols in funding proposals and national organizations (like APA) are using results from neuroscience to reshape fundamental assumptions in their discipline. Top journals are publishing a growing number of papers featuring brain data pushing more traditional behavioral data toward lower-tier or specialty journals. This is a perfect time to offer UA students and faculty an opportunity to establish or extend their knowledge of neuroscience.

Personally, I would be very excited to see this addition to UA and I would be willing to commit some time to ensuring that the concentration succeeded. I'd be willing to join research collaborations, including proposals for funding, review theses and dissertations, and assist with curriculum development. Please don't hesitate to contact me if you feel I can help the concentration move forward.

Sincerely,

Jason Scofield
Associate Professor
Human Development and Family Studies
The University of Alabama
Phone: 205-348-4057 | Email: scofield@ches.ua.edu
Appendix C
BEP 645 Cognitive Neuroscience and Education

Syllabus

Purpose

The purpose of the course is to provide students with an understanding of how the brain develops and the relationship of development to education. The course will cover brain development in children, adolescents and adults (development across the lifespan) and how this development relates to learning. Additionally, specific types of development such as: mathematical development, literacy development, and language development are discussed. Research on neural and brain development will be presented.

Texts:


Required Readings:


Twardosz, S. (2012). Effects of experience on the brain: The role of neuroscience in
early development and education. Early Education and Development, 23(1), 96-119.

Course requirements

Quizzes - There will be four quizzes during the semester addressing the readings and lectures. Quizzes will be multiple choice and short answer (40 percent of grade)

Research Paper - Students will complete a 15 page research paper addressing how brain development impacts learning. Examples of topics include: how memory and executive function impact learning math or brain region development and moral decision-making (30 percent of grade)

Research Paper Presentation - Students will complete a 15 minute presentation on their research paper, providing an overview of developmental neuroscience research and how it applies to education (20 percent of grade)

Class Attendance - Students are expected to attend class and participate in class discussions (10 percent of grade)

Schedule

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<th>Session</th>
<th>Topic</th>
<th>Readings</th>
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<td>Session 1</td>
<td>Introduction to educational neuroscience and neuroimaging</td>
<td>Mareschal, et al. chap 1</td>
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<tr>
<td>Session 2</td>
<td>Genetics and education</td>
<td>Mareschal et al. chapter 4</td>
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<td>Session 3</td>
<td>Computational modeling of learning and teaching</td>
<td>Marschal et al. chapter 3</td>
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<td>Session 4</td>
<td>Language development</td>
<td>Marschal et al. chapter 6</td>
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<td>Session 5</td>
<td>Literacy development</td>
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<td>Session 6</td>
<td>Mathematical development</td>
<td>Marschall et al. chapter 8</td>
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<td>Session 7</td>
<td>Development of scientific reasoning</td>
<td>Marschall et al. chapter 9</td>
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<td>Session 8</td>
<td>Social development and the brain</td>
<td>Marschall et al. chapter 10</td>
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<td>Session 9</td>
<td>Emotional development and the brain</td>
<td>Marschall et al. chapter 11</td>
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Session 10  Moral development and brain  Decety & Michalska & Damasio article
Session 11  Self-regulation  Pichs article
Session 12  Learning environments and development  Arndt article
Session 13  Neuromyths  Pasquinelli article
Session 14  Research and brain development  Lenroot & Giedd article
                                           Paus article
Course Description

The purpose of this course is provide students with an introduction to educational neuroscience. The orientation of the course involves integrating an interdisciplinary approach that includes education, neuroscience, biology, neuroscience ethics, and educational psychology. Course content includes: fundamentals of learning and memory; executive functions, accepting neurological imaging/brain mapping procedures; assessment based on neuroscience; motor learning; visual information processing; and how to utilize neuroscience research across the disciplines.

Required Text:


Required Readings


Hruby, G., & Goswami, U. (2011). Review of research: Neuroscience and reading-


**Course Requirements**

**Quizzes**—There will be four quizzes during the semester addressing the readings and lectures. Quizzes will be multiple choice and short answer (40 percent of grade).

**Research Paper**—Students will complete a 15 page research paper addressing application of neuroscience research to education and learning. Examples of topics include: how memory and executive function impact learning math or brain region functioning with moral decision-making (30 percent of grade).

**Research Paper Presentation**—Students will complete 15 minute presentation on their research paper, providing an overview of the neuroscience research and how it applies to education (20 percent of grade).

**Class Attendance**—Students are expected to attend class and participate in class discussions (10 percent of grade).

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<td>Sousa chapter 1</td>
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<td>Session 2</td>
<td>Neuroimaging techniques and brain mapping</td>
<td>Sousa Chapter 2</td>
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<td>Connections between neuroscience and learning/education</td>
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<td>Neuroethics and education</td>
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<td>Emotion and learning</td>
<td>Sousa Chapter 4</td>
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<td>Immordino-Yang</td>
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<td>Communication and the brain</td>
<td>Sousa Chapter 5</td>
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<td>Neuroscience and reading</td>
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<td>Session 8</td>
<td>Neuroscience and math</td>
<td>Sousa Chapters 8 &amp; 9</td>
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<td>Neuroscience and problem-Solving</td>
<td>Sousa Chapter 10</td>
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<td>Session 10</td>
<td>Neuroscience and creativity</td>
<td>Sousa Chapter 11</td>
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<td>The teacher’s brain</td>
<td>Rodriguez article</td>
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<td>The future of educational neuroscience</td>
<td>Sousa Chapter 12</td>
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