

**FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF PSYCHOLOGY
GRADUATE PROGRAM**



**EXPERIMENTAL PSYCHOLOGY
POLICIES AND PROCEDURES HANDBOOK**

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Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number: 404-679-4501) to award the bachelors, master's, and doctoral degrees.

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Table of Contents

Introduction.	1
Program Goals.	1
Accreditation.	3
Advisement.	3
Professional Organizations.	4
Curriculum and Degree Completion Requirements.	4
Transfer of Graduate Credits.	5
Experimental Program Curriculum.	5
Course Sequence.	6
Significant Deadlines.....	6
Course Descriptions.	7
Electives.	10
Psi Chi Colloquium Series.	11
Research Training.	11
Oral Defense of the Thesis.....	11
Statement on the Ethical Conduct of Research.	12
Ethics of Doing Research.	13
Research Responsibilities.	14
Informed Consent.	15
Authorship of Research.	17
Academic Regulations.	18
Books, Equipment, Materials & Supplies.....	18
Calendar and Classes.	18
Academic Year.....	18
Attendance.	18
Holidays.	18
Matriculation Status.	18
Registration Policies.	19

Late Registration.....	19
Drop/Add.....	19
Withdrawal from Classes.....	19
Auditing of Courses.....	19
Student Enrollment.....	19
Inactive Student/Leave of Absence.....	20
Time Limits.....	20
Grading Policy.....	20
Academic Standing.....	21
Probation.....	21
Dismissal.....	22
Annual Student Review.....	22
Changing Discipline of Study.....	23
Ethical Issues.....	23
General Guidelines.....	24
Discrimination.....	24
Privacy.....	24
Dual Relationship.....	25
Student Appeals & Grievances.....	25
Financial Aid.....	28
Office of Student Financial Aid.....	28
Graduate School.....	28
Experimental Psychology Program.....	28
Tuition Waivers.....	28
Policy on Employment.....	28
Miscellaneous Policies and Information.....	29
Faculty Decision Making.....	29
Graduate Student Representation.....	29
Computer Network.....	29

E-mail, Mailboxes, and Notice Boards.....	29
Student Evaluation of Courses.	30
Typing of Student’s Work.	30
Use of Supplies.....	30
Required Forms.	30
Admission to Master’s Degree Candidacy.	30
Thesis Committee.	31
Application for Graduation.....	31
Graduate Forms.	31
Faculty.	32
Student Contact Information (Appendix A).	33
Oral Defense Form (Appendix B).....	34

I. Introduction to the Experimental Psychology Program

The Experimental Psychology Program welcomes you to graduate study at Fayetteville State University (FSU). Because of the competitive nature of the application process, your admission assures that you have distinguished yourself by your academic and professional achievements.

The Experimental Psychology Program has many resources available to you during your training. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, psychology labs, schools, hospitals, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Experimental Psychology Program Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Experimental Psychology Program. Knowledge of the contents of the *Experimental Psychology Program Policies and Procedures Handbook* and of the *Graduate Catalog* is essential to ensure the smooth progress of your graduate training. You are required to read this *Experimental Psychology Program Policies and Procedures Handbook* at the start of your program and to make frequent reference(s) to it. *Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them.* The *Experimental Psychology Program Policies and Procedures Handbook* is published annually. Graduate students are responsible for the curriculum and degree requirements listed in the *Experimental Psychology Program Policies and Procedures Handbook* and the *Graduate Catalog* of the year for which they are first admitted. Graduate students are issued the *Experimental Psychology Program Policies and Procedures Handbook* their first semester in the program. The graduate program will continue to evolve. If requirements change during the student's enrollment in the program, it will be the student's discretion whether to follow the new requirements or to abide with the original program.

Program Goals

The Experimental Psychology track of the Master of Arts in Psychology provides the student with a solid foundation in psychological research. The program includes course work in experimental design, research methodology, and statistics. The student will also develop an area of concentration that will serve as a basis for elective course work and the Master's thesis. These areas of concentration include animal behavior, biopsychology, cognition, developmental psychology, learning, sensation and perception, and social psychology.

Our primary goal is to prepare a substantial number of our graduates to go on to take a doctorate in Psychology. Those who choose this latter option usually do so with a plan of eventually teaching at the college or university level. The program is also relevant to non-traditional students who do not plan to pursue a doctoral degree but wish to become more knowledgeable about psychology and its applications to their particular interests. Those graduates seeking a terminal Masters degree could seek employment in either pure or applied

research fields or teach at a community/junior college.

Upon completion of the program the student will:

1. Given any research article in psychology, the student will be able to critically review it and discuss strengths and weaknesses in the following areas:
 - a. The conceptualization of the research problem.
 - b. The formulation of research question/hypotheses.
 - c. The formulation and execution of the research strategies.
 - d. The execution of the analyses.
 - e. The interpretation of the data and the analyses.
2. Given multiple articles in a content area, the student will be able to critically abstract the salient points and present them in a cogent manner.
3. Given the research literature in a specific content area, the student will be able to summarize the conceptual and the methodological issues.
4. Given the above summary, the student will be able to state a research problem (or problems) that is(are) logically derived from that summary.
5. Given a research problem, the student will be able to state one or more research questions/hypothesis that are logically derived from the research problem and that are logically related to the summary of the conceptual and methodological issues.
6. Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address these questions.
7. Given multiple methodological strategies, the student will be able to critically assess each in terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g. feasibility, cost, effectiveness, etc.); following the assessment, the student will be able to select an optimal methodological strategy.
8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e. conduct the research.
9. Given a set of research data, the student will be able to conduct an analysis by employing relevant analytical techniques.
10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.
11. Given the above components of the research process, the student will be able to present

the study in a format and style appropriate for publication in an APA journal.

These objectives are organized similarly to an outline of a research publication. Although each student should master the component research skills outlined above, it is not necessary to follow each objective in the order presented. The order is a matter of convenience, and research may or may not be conducted in such an order.

Accreditation

Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor's, master's education specialist, Doctor of Education, and Doctor of Philosophy degrees.

If you have questions about the university's accreditation status or the accreditation process feel free to contact the SACS office in writing or by phone:

Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4907
(404) 679-4501
www.sacs.org

Advisement

The Experimental Psychology Program seeks to develop strong collegial relationships between faculty and students. These relationships facilitate the instructional process by maximizing the support available to students.

An orientation meeting is held annually prior to the start of classes in the fall. During this meeting all incoming graduate students are provided with a copy of this *Experimental Psychology Program Policies and Procedures Handbook* and a Contact Information Form (see Appendix A) is collected by the Graduate Coordinator for Experimental Psychology.

At some time during the first month of the student's first semester at Fayetteville State University, he or she must request an advisor. The advisor should be a regular graduate faculty person with research interests related to those of the student. Students should spend some time getting to know various faculty members prior to rank ordering their choices and providing them to the Graduate Coordinator for Experimental Psychology in writing. The Coordinator will then make assignments which most closely match the student's and faculty's requests as possible. The advisor will typically serve as the chair of the student's Thesis Committee. Students should discuss their program of studies with the advisor, who will sign most of the student's registration and other forms. The advisor will be responsible for completing an Annual Evaluation on the student's progress in academic, research, and professional areas. The Graduate Coordinator for

Experimental Psychology can sign registration and other forms until an advisor is selected, or if the advisor is unavailable. The student will meet with their advisor on a weekly or biweekly basis.

It is not unusual for the research interests of the students to change over the course of their graduate career. In such a case, it is acceptable to change to an advisor who more closely fits the student's new interests. Such changes will usually be made during the beginning of the Fall semester of the academic year. Such a change will not affect the student's program or studies.

Professional Organizations

Graduate students are encouraged to join as student members several professional organizations in order to develop their professional identity, communicate with professional colleagues, and to keep abreast with developments in the field. Some of the most prominent of these organizations are the:

1. American Psychological Association
<http://www.apa.org/>
2. Association for Psychological Science
<http://www.psychologicalscience.org/>
3. Animal Behavior Society
<http://www.animalbehavior.org/>
4. Social Psychology Network
<http://www.socialpsychology.org/>
5. North Carolina Psychological Association
www.ncpsychology.com

Membership information may be obtained at each of their web pages.

II. Curriculum and Degree Completion Requirements

The Experimental Psychology program may be completed on either a full-time or part-time basis. The curriculum typically requires 2 years of study if the student follows the recommended full-time course sequence. The curriculum requires 3.5 years of study if the student follows the recommended part-time course sequence. The impact of deviating from these recommended curricular plans on the time to degree completion is unpredictable and may be significant. Most classes are held at the main campus but some classes may be held at our Ft. Bragg campus on occasion.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The core curricular experiences include the following areas:

1. Statistical Techniques
2. Research Methods
3. Biological Aspects of Behavior
4. Cognitive Aspects of Behavior
5. Social Aspects of Behavior
6. Human Growth and Development
7. Cultural Diversity
8. Teaching of Psychology

In addition to course work the program requires completion of a thesis and an oral defense. Each of these components is discussed in the following sections of the *Experimental Psychology Program Policies and Procedures Handbook*.

Transfer of Graduate Credit

A maximum of six (6) semester hours of transfer credits may be accepted toward completion of graduate degree requirements. The remaining hours must be earned in residence. Course work considered for transfer credit includes graduate level courses taken at other accredited institutions in residence or extension, which carries a grade of "B" or above. Only extension courses that counted toward a degree at an accredited institution will be considered for transfer credit. Credits gained in correspondence courses at any institution will not be accepted. Graduate level course work is not automatically transferable into Fayetteville State University Master's programs. Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the advisor for initial approval. The recommendations of the advisor are forwarded to the Department Chairperson, and the Dean of Graduate School for final approval. Course work transferred must not be older than six (6) years at the time the degree is awarded.

A student is expected to complete all requirements for the degree and graduate within six years of the date of first registration. (See Time Limit Requirements).

Experimental Program Curriculum (36 Credits)

- PSYC 500 (3) Statistics
- PSYC 505 (3) Research Methods
- PSYC 509 (3) Advanced Designs and Analysis
- PSYC 515 (3) Psychology of Diversity
- PSYC 516 (3) Human Growth and Development
- PSYC 555 (3) Cognitive Aspects of Behavior
- PSYC 575 (3) Biological Aspects of Behavior

PSYC 640 (3) Social Aspects of Behavior
 PSYC 652 (3) Principles and Techniques of Teaching Psychology
 PSYC ??? (3) Elective (Choose a graduate course with advisement)
 PSYC ??? (3) Elective (Choose a graduate courses with advisement)
 PSYC 693 (3) Thesis Research
Total of 36 credit hours

The curriculum is presented below in a model course sequence for full time participation and part time participation. While the courses will generally be offered in the sequence shown, exceptions can occur. Some courses may be offered during the summer sessions. Students, in conjunction with their advisor and the Graduate Coordinator for Experimental Psychology graduate program, may plan an individualized course sequence that will best meet their educational goals and timetable. In doing so, however, care should be exercised to ensure that all prerequisites and co-requisites are met. It should be emphasized that students should seek guidance and approval from appropriate faculty members before making such adjustments. *Deviating from the recommended model course sequences may significantly extend the time to degree completion.*

Model Full-Time Course Sequence for Experimental Psychology Program

First Year

Fall	Spring
PSYC500 Statistics	PSYC505 Research Methods
PSYC555 Cognitive Aspects of Behavior	PSYC516 Human Growth & Development
PSYC640 Social Aspects of Behavior	PSYC575 Biological Aspects of Behavior

Second Year

Fall	Spring
PSYC509 Advanced Design & Analysis	PSYC652 Principle & Tech of Teaching Psych
PSYC515 Psych of Diversity	PSYCxxx Elective
PSYCxxx Elective	PSYC693 Thesis Research

Significant Deadlines

1. Admission to Degree Candidacy. Admission to candidacy is granted by the Dean of the Graduate School when students have completed a minimum of twelve (12) graduate hours and meet the additional requirements listed in the *Graduate Policies and Procedures Handbook*. A student in a degree program should not accumulate more than eighteen (18) graduate hours without being admitted to candidacy. (Applications for Admission to Degree Candidacy are available at the Office of the Graduate School)

2. An appointment of a M.A. Advisory Committee. To be done no later than the first semester of the second year. The Thesis committee applications are available at the Dean's Office.
3. Approval of Thesis Proposal. The student should prepare, in consultation with his/her Chair, a proposal describing her/his Thesis plan for approval by his/her committee. (Proposal Approval Form?)
4. Application for Graduation. A prospective graduate must apply to the Office of the Registrar to become a candidate for graduation no later than the date set forth in the University Calendar for filing applications for graduation. See Fayetteville State University Catalog for deadlines. (Applications are available at the Office of the Registrar.)
5. Approval of the M.A. Thesis. Students who request the Thesis Option and are approved must submit the Thesis in final form to the examining committee no later than six (6) weeks before graduation.
6. Completion of the M.A. Thesis Oral Defense. Students who are approved for the Thesis Option must do an oral defense of the Thesis before the examining committee. The Oral Defense must be completed no later than four (4) weeks before graduation. (Applications are available at the Office of the Graduate School.)

Course Descriptions

PSYC 500 (3-3-0) Statistics

An advanced statistics course including such topics as probability, the binomial and Poisson distributions, linear regression and multiple regression correlation techniques, analysis of variance, and non-parametric test of significance. Prerequisite: Undergraduate Statistics and Experimental Psychology or Research Methods.

PSYC 505 (3-3-0) Research Methods

A course covering the rationale, design, and methods of conducting psychological research. Prerequisite: PSYC500.

PSYC 509 (3-3-0) Advanced Designs and Analysis

A study of advanced statistical inference, including the analysis of variance, multiple comparison techniques and multivariate models including multiple and partial regression, combined with advanced principles of research designs that fit these statistical models. Prerequisite: PSYC505

PSYC 515 Psychology of Diversity

A study of the issues and influences of gender, sexual orientation and the major racial/ethnic and cultural groups in the United States on the theoretical and research paradigms in psychology and

on clinical and counseling practices. The course expands students' frame of reference concerning human diversity and applies this knowledge of counseling and research issues in psychology. Prerequisite: Permission of instructor.

PSYC 516 (3-3-0) Human Growth and Development

A study of the theories, principles, and concepts of cognitive, social, emotional and physical development across the lifespan.

PSYC 555 (3-3-0) Cognitive Aspects of Behavior

A study of the theories, principles, and current research in the cognitive sciences in relation to basic psychological research and applications to counseling. Special emphasis is placed on information processing, memory and the interface between cognition and affect. Prerequisite: Permission of Instructor.

PSYC 575 (3-3-0) Biological Aspects of Behavior

A study of brain functions in relation to intelligence, speech, memory, emotions, and visual-spatial abilities, with attention to individual differences in both normal and brain-damaged persons. Prerequisite: Permission of instructor

PSYC 640 Social Aspects of Behavior

A focus on current research and theory in selected topics related to social psychology, such as attitudes, dehumanization, conformity, aggression, and effective group functioning and change. Prerequisite: Permission of Instructor.

PSYC 652 Principles and Techniques of Teaching Psychology

This course is designed to prepare psychology majors for the teaching of psychology at the junior and community college level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Prerequisites: Completion of 18 credit hours in graduate psychology program and permission of Instructor.

PSYC 693 Thesis Research

An extensive research experience in an approved topic of choice. Prerequisite: PSYC500, PSYC510, and the completion of 24 semester hours of graduate psychology course. To remain continuously enrolled after the first PSYC 693 you must enroll in **PSYC 899**.

Elective Courses (Optional)

PSYC 511 Applied Research Design and Program Evaluation

This course examines models of applied and evaluative research, the techniques, designs, and administration of program evaluation. Topics covered include entry issues, goal setting research for planning and implementation. Prerequisite: PSYC505.

PSYC 525 Ethical and Professional Issues

A study of the roles and responsibilities of mental health professionals, including legal and ethical standards (APA and ACA) in professional practice, testing, and research. This course also deals with the expectations and problems confronting psychologists in industrial, clinical, and professional organizations. Pre-requisite: Permission of instructor.

PSYC 530 Theories of Personality

An in-depth study of the major theories of personality, including comparative analyses of the research support for the various theories.

PSYC 540 Health Psychology

This seminar will examine the links between medicine and psychology, including relevance of biological, personal, cognitive, developmental, social, environmental, and cultural variables to health and illness. Health, illness, health and illness behavior will be studied with the aim of greater understanding of health issues, the individual's relationship to these issues within individual, cultural, and cross-cultural contexts. Prerequisite: Graduate course in research methods or permission of instructor.

PSYC 550 (3-3-0) Psychopathology

A study of the etiology, symptomology, diagnosis and treatment of psychological disorders, encompassing a multicultural perspective, with an introduction to and laboratory on the use of the Diagnostic Statistical Manual of Mental Disorders.

PSYC 601 Biofeedback Techniques

A study of biofeedback training related to psychology, focusing on theories, significant research, and applications of biofeedback techniques. Prerequisite: Permission of instructor.

PSYC 603 Psychopharmacology

A study of the use and abuse of psychoactive drugs and their behavioral and neurophysiological effects in normal and clinical populations. Prerequisite: PSYC575 or permission of instructor.

PSYC 605 (3-3-0) Clinical Neuropsychology

This course will introduce students to the relationship between brain malfunction and behavior. The emphasis of the course will be the assessment and early diagnosis of lesions that disrupt brain functioning. Topics to be examined will include neuropsychological assessment of language disorders such as aphasia and anomia, disorders of visuo-spatial perception, brain injury, memory disorders, and dementia (e.g. Alzheimer's disease). Other topics to be discussed include the teaching of intervention strategies for neurological disorders. Prerequisite: PSYC575 or permission of instructor.

PSYC 619 Cognitive Assessment

Administration, scoring, and interpretation of intelligence, memory, and achievement tests with adults and children. Psychometric properties and report writing are covered. Prerequisite: PSYC622

PSYC 621 Assessment of Personality and Psychopathology

Principles of trait measurement including the administration, scoring, and interpretation of objective tests (including the MMPI). Also covered are behavioral assessment techniques including direct observation approaches. Prerequisite: PSYC622

PSYC 641 Advanced Developmental Psychology

An in-depth examination of the principles, theories and research related to human growth and development. Survey and evaluation of the basic philosophies, recognized theories, and supportive research related to the growth and development of children. Prerequisite: PSYC516

PSYC 642 Psychology of Aging

An in-depth study of the theories and research related to the processes in adult development and aging. Prerequisite: Permission of Instructor.

PSYC 671 Seminar in Selected Topics in Psychology

Special areas of psychological research and theory that are not traditionally offered in other graduate courses in psychology will be offered in a seminar forum. These offerings will be based on both student interest and need, and faculty experience, and proficiencies. Completion of 18 credit hours in graduate psychology program and permission of Instructor.

PSYC 672 Seminar in Current Issues in Psychology

Intensive study of current topics in various areas of psychology. This course focuses on recent advances in major psychological theories, major methodological problems involved in utilizing various theories for experimental and applied research, ethical issues, and public policies. Completion of 18 credit hours in graduate psychology program and permission of Instructor.

PSYC 685 Independent Study

Individual study in an area of interest to student under the supervision of a psychology faculty. Prerequisite: Permission of department chair.

Electives

The curriculum allows the student to take elective courses in order to meet individual special interests and to enrich the educational experience. Students may choose electives from any of the graduate offerings of the Department of Psychology. Note that in the curriculum a certain number of electives are specified. With the consent of your advisor, course offerings in other academic programs at the University may also be taken as electives.

Psi Chi Colloquium Series

A lecture series is offered to all students and faculty. Faculty and students are encouraged to attend. The colloquia typically are presented by speakers from local institutions, including Fayetteville State University to present a colloquium.

Research Training

Thesis PSYC693 is a capstone research requirement. The Thesis requires approval of the academic advisor who agrees to supervise the thesis.

1. The project must be an empirical research project to be completed by the end of the student's program of study.
2. Although it is generally expected that the student's advisor will supervise the project, other faculty members or associated personnel (as approved by the student's advisor) may be critically involved.
3. At the beginning of the student's second year in the program, the student will submit to his/her advisor a plan with time line for completion of the second year paper which will include:
 - a. outline of the study with proposed hypotheses
 - b. date of anticipated completion of data collection/data entry
 - c. date of anticipated completion of data analysis
 - d. date of anticipated completion of first draft
 - e. date of anticipated completion of final draft
4. The project will culminate in a paper, written in FSU thesis format.

Oral Defense of the Thesis

The Oral Defense will be in the form of an oral presentation to a faculty committee of three, two of which are Graduate Program Faculty from the Psychology Department. The third member is from outside the department. The outside member can be a psychologist or from another academic field. The length of the presentation will be determined by the student and his or her Oral Defense Committee, but normally should not exceed two hours. There must be sufficient opportunity for questions. This presentation should cover these topics: Introduction, Hypotheses, Methods, Statistics, Results and Discussion. Following the presentation, the committee will meet for evaluation and recommendations and then provide feedback to the student.

The procedures for the Oral Defense are listed below:

1. Generation of final draft of the Thesis in consultation with the committee chair. All

Chapters should be complete and all citations must be included (in the current APA format).

2. Presentation of the final draft of the Thesis to other committee members two weeks prior to the Oral Defense Meeting.
3. The Oral Defense Meeting is open to all students and faculty and a notice describing the time and title of the meeting must be posted on departmental bulletin boards at least one week in advance.

Following the defense, the committee will meet to evaluate the student's performance. Students may be given a "pass," "fail," or "conditional pass." The Oral Defense Form, must be filed at this time (see Appendix B).

A passing vote should indicate that **in the committee members'** judgment, only minor editorial changes and/or simple re-analyses are required for the Thesis to have sufficient scientific merit. A passing vote also indicates that these changes can be completed within one semester. A conditional pass indicates that in the committee members' judgment, significant editorial changes (and re-analyses in the case of Theses) are required for the Thesis to have sufficient scientific merit, and that these changes are likely to require more than one semester to implement. A failing vote indicates that in the committee members' judgment, the Thesis has no scientific merit and can not be salvaged.

The results of the exam are submitted to the Dean of the Graduate School. Regardless of outcome, the committee will provide feedback to the student concerning his or her performance and any recommended revisions. Two out of three committee members must vote pass or conditional pass for the student to pass the Oral Defense Meeting.

In cases of a conditional pass, students will not have to schedule another Oral Defense Meeting, however they will be required to have each committee member review the revised final draft of the Thesis and initial it, indicating their final approval. In cases of a failure, the student must reconstitute a Graduate Committee, and begin a different project or leave the program.

Thesis Guidelines describing the format and approved forms are available from the department and online ([Click here](#)). Students should become thoroughly familiar with current guidelines that contain specific and detailed information, and thesis content, format and procedure, etc.

Statement on the Ethical Conduct of Research

The Master's in Experimental Psychology Program adheres to the Ethical Principles of the American Psychological Association on research data; they apply equally to faculty and students. All research involving human subjects must be submitted to the Institutional Review Board (IRB)

for review and approved by the IRB in advance of conducting the study. In the case of research using existing data that was previously reviewed by an IRB, the student is still required to submit their project to the IRB for review. All theses must include the approval letter in the appendix.

For research done at external agencies, the cooperating agency will provide an approval letter for all relevant aspects of the research. The student's Thesis Chair is responsible for monitoring this process. To protect the originality of the thesis, the student's Thesis Chair is also responsible to approve or disapprove requests by others in or out of the Master's program to use the student's data prior to the publication of the thesis.

ETHICS OF DOING RESEARCH

Three historical events have influenced the ethics of research. The first event was the Tuskegee Institute Syphilis Study, which took place from 1931 until 1981. In this study, 412 African-American men who thought they had "bad blood" but really had syphilis, were studied to follow the "natural course" of their disease. They were not given penicillin, which was an available remedy at the time; the researchers did not have informed consent of the subjects; they coerced the participation of the family by offering these very poor families burial money; and they never told subjects or their families that these men had syphilis. Over the course of the 50 years that this study continued, they never intervened to save these men's lives. Furthermore, other institutions that could have intervened, including the U.S. military and the Public Health Service, never did.

The second event was the Nuremberg Trials of the Nazis who had conducted gynecological and other physiological experiments on Jews and other prisoners who were placed in forced labor and the concentration camps during World War II. These experiments were physically and psychologically detrimental to the prisoners. Many died in the process of being experimented on.

The third event was the Milgram (1963) study on destructive obedience to authority. In this study, subjects, who played teachers, were asked to provide confederates, who played learners, with paired-words, and if they got the words wrong, to shock them up to 450 volts of electricity. Participants were not told the true nature of the study although they were debriefed and there was an extensive follow-up. Although they gave their consent, they were strongly urged to continue the study, even though quite a few of them wanted to quit before the study was completed.

These events led to the following ethical guidelines for doing research on human beings:

1. Researchers must always consider the ethical implications and psychological consequences on their participants;
2. Participants need to be informed about the objectives of the research and they must give their informed consent. The participants must be told that they have the right to leave

the study at any time if they feel uncomfortable. If participants are being paid, they must receive their pay, even if they leave the study before it is over.

3. Intention deception should be avoided. If it cannot be avoided because of the nature of the study (e.g. Milgram) then participants are required to be fully debriefed as soon as the study is over. In this debriefing they must be informed of the full nature of the study.
4. Researchers must protect participants from any physical and mental harm during the study or arising from the study.
5. If participants are paid, the payment must be enough to be an incentive to participate and not so much as to be seen as coercing the participants to participate.
6. All the data obtained from the study must be treated as confidential and anonymous unless the participants agree beforehand that the data can be made public.

Any researcher must always consider the mental and physical health of any participant in a psychological study. If a study is not considerate of the psychological and physical health of its participants, the researcher must ask if this study should be carried out at all. The end must never justify the means, if the means to that end are detrimental to participants.

In conjunction with APA standards of Ethics the Experimental Psychology Program adheres to the following Ethical Principles on the use of human subjects, they apply equally to faculty and students:

RESEARCH RESPONSIBILITIES

Use of Human Subjects. Researchers plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Researchers design and conduct research that reflects cultural sensitivity appropriateness.

1. **Deviation From Standard Practices.**
Researchers seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices.
2. **Precautions to Avoid Injury.**
Researchers who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects.

3. **Principal Researcher Responsibility.**

The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.

4. **Minimal Interference.**

Researchers take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research.

5. **Diversity.**

Researchers are sensitive to diversity and research issues with special populations. They seek consultation when appropriate.

INFORMED CONSENT

1. **Topics Disclosed.**

In obtaining informed consent for research, researchers use language that is understandable to research participants and that (1) accurately explains the purpose and procedures to be followed; (2) identifies any procedures that are experimental or relatively untried; (3) describes the attendant discomforts and risks; (4) describes the benefits or changes in individuals or organizations that might be reasonably expected; (5) discloses appropriate alternative procedures that would be advantageous for subjects; (6) offers to answer any inquiries concerning the procedures; (7) describes any limitations on confidentiality; and (8) instructs that subjects are free to withdraw their consent and to discontinue participation in the project at any time.

2. **Deception.**

Researchers do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a study necessitate concealment or deception, the investigator is required to explain clearly the reasons for this action as soon as possible.

3. **Voluntary Participation.**

Participation in research is typically voluntary and without any penalty for refusal to participate. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

4. **Confidentiality of Information.**

Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the

procedure for obtaining informed consent.

5. **Persons Incapable of Giving Informed Consent.**

When a person is incapable of giving informed consent, counselors provide an appropriate explanation, obtain agreement for participation, and obtain appropriate consent from a legally authorized person.

6. **Commitments to Participants.**

Researchers take reasonable measures to honor all commitments to research participants.

7. **Explanations After Data Collection.**

After data are collected, researchers provide participants with full clarification of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

8. **Agreements to Cooperate.**

Researchers who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.

9. **Informed Consent for Sponsors.**

In the pursuit of research, researchers give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Researchers are aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

Students should also refer to the latest edition of Fayetteville State University's Institutional Review Board policies and application for the protection of human subjects in research. All research involving human subjects must be submitted for IRB review and approved by the FSU IRB in advance of conducting the study.

In the case of faculty initiated research involving students volunteering for experience, the faculty member bears the responsibility for obtaining IRB approval documentation concerning the research project.

In the case of student initiated research, which would include all theses, the student bears the responsibility for obtaining IRB approval documentation concerning research project. For research done at external agencies, the cooperating agency will provide an approval letter for all relevant aspects of the research. The student's Thesis Chair is responsible for monitoring this process. To protect the originality of the thesis, the student's Thesis Chair is also responsible to approve or disapprove requests by others in or out of the Experimental Psychology Program to

use the student's data prior to the publication of the dissertation.

Sponsored Research and Programs
Southeastern North Carolina Nursing Education and Research Center, Room 317
910.672.1570

Statement of Authorship of Research

The Experimental Psychology Program adheres to the APA guidelines for publication credit for dissertations which are consistent with the ACA approach. The program has adopted them as well and modified them for the Thesis work. Therefore, to warrant credit as an author, the student has to contribute significantly to the design, analyses, and writing of a report. (American Psychological Association, 1987, *Casebook on Ethical Principles of Psychologists*, p. 104).

1. Only second authorship is acceptable for the thesis supervision.
2. Second authorship may be considered *obligatory* if the faculty supervisor designates the primary variables or makes major interpretive contributions or provides the data base.
3. Second authorship is a courtesy if the supervisor designates the general area of concern or is substantially involved in the development of the design and measurement procedures or substantially contributes to the write-ups of the published report.
4. Second authorship is not acceptable if the supervisor provides only encouragement, physical facilities, financial support, critiques, or editorial contributions.

In all instances, agreements should be reviewed before the writing for publication is undertaken and at the time of submission. If disagreements arise, they should be resolved by a third party using these guidelines (American Psychological Association, February 19, 1983, Authorship guidelines for dissertation supervision).

When a faculty member is supervising students and the student's work is an extension of ongoing faculty research, first authorship of any subsequent publications would typically go to the faculty member; secondary authorship would go to students if the above criteria are met.

When a student is the principal contributor to a study done under faculty supervision, first authorship would go to the student. This is always the case with theses. Faculty participation in authorship of publications in these cases would be determined by the above guidelines.

III. Academic Regulations

Required Books, Equipment, Materials and Supplies for Graduate Study

Required books and other materials required for each class will be listed in course syllabi. Students will be required to purchase these materials no later than the third week of class in order to receive a grade in the class unless they receive written permission from the instructor.

Given the expanding reliance on personal computers in the 21st century in the areas such as word processing, psychological assessment, informational databases, statistical analyses, etc., all graduate students are required to have a laptop computer with wireless internet access. They are also required to have internet access at home and an email account. Computer facilities will be provided at FSU (see below). All students are required to become Student Members of the American Psychological Association so they will be eligible to subscribe to the PsychArticles database and Aristotle.

Calendar and Classes

Academic Year. The academic calendar is outlined in the *Graduate Catalog*. The academic year of the M.A. program is divided into two semesters. Students are expected to register for both semesters unless they have an approved leave of absence (see Student Enrollment). Summer session courses are equivalent to the regular semester in contact hours, but are shortened in length. Registration and participation in PSYC516 is required during the summer session of the first for all graduate students. Eligible students may register for PSYC693 during summer sessions if faculty advisor agree. Other courses may be offered periodically during summer sessions and they are optional.

Attendance. Attendance at all regularly scheduled meetings of a course is expected. Students who find it necessary to miss a class have the responsibility to obtain the missed information and/or make up work missed.

Holidays. It is policy of the University to excuse, without penalty students who are absent due to religious observances and to allow the makeup of work missed. Examinations and special required out-of-class activities ordinarily are not scheduled on those days when religiously observant students refrain from participating in secular activities. The University is closed on many commonly observed holidays.

Matriculation Status

Students who have been accepted and register are considered to be matriculated.

Registration Policies

Graduate students are responsible for all course registration. This may be done online in Banner at: <http://www.uncfsu.edu/current.htm> ([Click here](#)). Each student is provided with a unique ID number. It is required that the student review his/her upcoming semester schedule with their advisor prior to the start of each semester. Their registration is not considered final until such a review takes place.

All enrolled students must be in continuous registration every Fall and Spring semester until they receive their degree (see Student Enrollment, p. 20). In the event that the student has (A) completed all course work; (B) not registered for practicum or internship; and (C) not passed their final defense, *continuous registration for PSYC639 (PSYC899) must be maintained until the degree is awarded*. If a student schedules a proposal or final defense during summer semesters, registration for PSYC693/PSYC899 during that term is required.

Arrangement with the university regarding payment of tuition and fees is part of the registration process. This may also be done online ([Click here](#)) or in person in the Collins Building.

Late Registration. Students who complete their registration late (including paying tuition) will be assessed a late registration fee. The academic calendar stipulates the last day for completing late registration.

Drop/Add. The academic calendar outlines the dates and refund schedule for courses dropped by the student. A course that is dropped within the time frame indicated on the academic calendars will not appear on the student's official transcript.

Withdrawal from Classes. See Grading Policy.

Auditing of Courses. Under special circumstances, students may be permitted to audit a course. Permission from the course instructor is required and space in the class must be available. Fees for auditing will be charged at the rate of regular tuition. No credit is given, but such courses appear on the transcript as "Audit."

Experimental Psychology courses are open only to students who are matriculated in the M.A. program or with the instructor's permission.

Student Enrollment

In order to remain an active and matriculated student, registration is required in every semester (excluding summer) until the completion of degree requirements, unless a leave of absence has been granted. Continuous registration of at least one course maintains the student's active status within the program. In the event that the student has completed all requirements

other than the Thesis project, the student must register for PSYC693. In the event that research requires faculty time during the Summer the student must also register for at least one-hour of PSYC693 that session as well. *Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program.* All other program and University requirements will be in effect.

For purposes of tuition and financial aid, in-state residency, full-time and part-time enrollment may be defined differently. The application for out-of-state students to apply for in-state residency may be found at the Admission's Office. Students applying for financial assistance MUST clarify this with the Office of Financial Aid.

Inactive Student/Leave of Absence. Students who must interrupt their studies for an appropriate reason, such as illness, may be granted a leave of absence. Students must apply in writing for leave of absence to the Graduate Coordinator for Experimental Psychology. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances, students should apply for a leave of absence no later than one month prior to registration for the next semester. Students on approved leaves of absence are not charged tuition. Time spent on an approved leave of absence is not charged against the six-year time limit (see Time Limits).

Students who interrupt their studies or who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

Time Limits

All students are expected to complete their program within six years from the date of first registration. This means that the student is expected to graduate with the M.A. degree within this period of time.

In the event that a student does not complete all requirements within the six-year time limit, he or she must petition the Graduate Program Committee for an extension.

Grading Policy

In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work.

A "W" grade is assigned when a student withdraws from a course *after* the "last day to drop courses" indicated in the academic calendar and *prior* to the 11th scheduled class. A grade of "W" will appear on the student's official transcript. Students who stop attending class but who fail to officially withdraw prior to the 11th scheduled class will be assigned a failing grade.

With the exception of PSYC693, an “I” (incomplete) indicates that the student has not completed the course requirements *and* the instructor has given additional time to do so. An “I” grade is not routinely assigned in courses. A student may not, by choice, take an incomplete, a contract form is to be completed and signed by the instructor and the student. The original is kept on record in the students file. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period. Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor’s assessment of the quality and quantity of work completed.

Academic Standing

The academic standing policy for the Experimental Psychology Program requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

Probation

Academic probation will occur *automatically* when any of the following conditions exists:

1. The cumulative grade point average falls below 3.0.
2. A grade of “F” is awarded.
3. A grade below “B” is received.

The student and the Dean of the Graduate School will receive written notification of the student’s probationary status by the Graduate Coordinator for Experimental Psychology.

In addition, the Graduate Program Faculty may vote to place a student on probation because of deficiencies in a student’s professional or ethical conduct at any time. The specific dimension on which a student’s professional and ethical behavior is evaluated is listed below in the Section on the Annual Student Review.

No student on probation will be permitted to register for PSYC693.

Dismissal

Automatic dismissal from the Experimental Program will occur when any of the following conditions exists:

1. Academic probation extends beyond one year.
2. Two or more grades below "B" are received.
3. A grade of "F" is received.
4. Evidence of an ethical violation of the standards of the profession as delineated in the American Psychological Association's (2003) *Ethical Principles of Psychologists and Code of Conduct*. ([Click here](#)).

Annual Student Review

Each student is evaluated on an ongoing basis while enrolled in the program, including when on Internship. In addition, each graduate student will be reviewed in the Spring Semester of the academic year. Students will be reviewed in a meeting limited to the Graduate Program Faculty. Student representatives will be absent during the review process. The areas evaluated during the annual evaluations are as follows:

1. Grades in general core, Experimental Psychology core, and elective courses.
2. Research evaluations.
3. Progress in program.
4. Additional activities (e.g., membership in professional organizations, conference presentations, departmental committees).
5. Professionalism. While it is difficult to operationally define specific characteristics associated with quality professionalism, students and faculty have targeted several behavioral categories that they consider to be integral and necessary parts of professional functioning. These broad areas are the following:
 - a. Academic abilities
 - i. Academic standing as discussed above.
 - ii. Ability to communicate orally and in writing.
 - iii. Timely and responsible performance of assignments.
 - iv. Comprehensive Examination performance.
 - v. Management of directed research project or thesis research.
 - b. Responsible behavior

- i. Dependability in commitment (e.g. punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
 - ii. Accepting responsibility for own work.
 - iii. Carrying through and completing tasks.
 - iv. Seeking needed guidance from appropriate sources.
- c. Ethical Behavior
 - i. Completing the Ethics class with a grade of B or better; students receiving a lower grade must retake the course until a grade of B or better is achieved.
 - ii. Abiding by the ethical standards of the profession as delineated in the American Counseling Association's (1995) *Code of Ethics and Standards of Practice*. Abiding by Program requirements as outlined in this *Experimental Psychology Program Policies and Procedures Handbook*, the University requirements as outlined in the *Graduate Catalog*.
- d. Intrapersonal Behavior
 - i. Demonstrating ability to function independently.
 - ii. Displaying mature and appropriate behavior.
 - iii. Showing usual and customary judgment and discretion in both student and professional activities.
 - iv. Participating in activities that are pursuant to professional development.
 - v. Developing intrinsic criteria to evaluate own performance.
- e. Interpersonal Behavior
 - i. Developing and maintaining positive relationships with peers and faculty.
 - ii. Ability to give, accept, and utilize constructive criticism.
 - iii. Developing satisfactory working relationships with supervisors and advisers.

Each student will receive a brief letter from the Graduate Coordinator for Experimental Psychology containing a general summary of the outcome of the evaluation. Each student will then meet with his/her advisor to receive specific feedback. A copy of this letter will also be placed in the student's file.

Policy for Changing Discipline of Study

Students wishing to change from the counseling to experimental tracks, or vice-versa, should first consult with their advisor. Students should then submit a change of track form to the graduate committee of the track they wish to enter. The graduate committee will make the final decision about all requests. Students can change their focus of study anytime during their first year of study. Students cannot change tracks once they have started their second year in the program, or their third semester of study. Changing tracks may delay the time for graduation since not all course work may transfer.

Ethical Issues

General Guidelines for Students. All students are expected to be knowledgeable about and

conform to both the letter and spirit of the current *Ethical Principles of Psychologists and Code of Conduct* as approved and adopted by the American Psychological Association. From time to time, these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or qualifying:

1. No student should represent himself or herself as being in possession of the master's degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the UNC Office of the President has conferred the degree.
2. It is misleading and inappropriate to append "M.A. student", psychological associate, or psychologist, or some similar designation, after one's name unless one's employment explicit permits this consistent with state law.

Discrimination. Fayetteville State University works to create an academic environment that is fair, humane, and responsive to all students, an environment that supports, nurtures, and rewards career and educational goals on the basis of ability and work performance.

Racial, ethnic, or gender discrimination, in addition to sexual or other harassment by faculty, administration, other students, or University employees, is inimical to an academic environment. Such conduct is an abuse and, whenever imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Graduate Coordinator for Experimental Psychology.

Privacy/Audio/Video Tape Recording Policies. Signed consent forms must be obtained prior to audio or video tape recording of any interaction between student(s) and participant(s). Students have permission to tape class lectures unless expressly prohibited by the instructor. Audio or video tape recording of closed door meetings between students and faculty, other students, instructors, supervisors, and/or advisors is explicitly prohibited, unless such taping is expressly consented to by all parties to the conversation. By his/her signature that he/she has read and agreed to abide by the policies and procedures of this *Experimental Psychology Program Policies and Procedures Handbook*, the student acknowledges his/her acceptance of the program policy on privacy/audio/video tape recording.

Policy on Dual Relationships Between Faculty and Students

While in principle the ACA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore

urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Sexual relationships between faculty and students are explicitly prohibited. Sexual harassment of students by faculty is prohibited. It is specifically required that whenever either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Graduate Coordinator for Experimental Psychology. This documentation shall be retained in both the student's and faculty member's permanent files.

As necessary, the Grievance Committee shall review any complaints that might arise as the result of dual employment relationships.

Further, no services provided to a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g. supervised University research, or course work). Approval of such rendering of service must be in writing and approved by the Graduate Coordinator for Experimental Psychology.

The provision of counseling services by faculty to graduate Experimental Psychology Program students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the provision of psychological services to a student must be approved by the Graduate Coordinator for Experimental Psychology.

Student Appeals and Grievance Committee

The Department of Psychology at Fayetteville State University advances the principle that the relationship between students and faculty is of vital importance to the learning process and the well-being of students. With this principle comes the recognition that there may be divergent viewpoints and that a process for airing, negotiating, and resolving these viewpoints, when in conflict, must be established.

A student may initiate a grievance against a faculty member for any of the following reasons:

- an act or threat of intimidation, harassment, discrimination, or physical aggression (Also See p. 51 and 53 of *FSU Student Handbook 2004-2005* [FSU SH])
- any arbitrary action without proper regard to academic due process
- any violation of student rights
- any violation of the FSU anti-discrimination statement (See p. iii FSU SH)
- evidence of instructor error, fraud, or bad faith

[Please note that any grade appeal should be resolved by following the appeal

- procedure as indicated in the 2002-2004 Graduate Catalogue, p. 57]
- any non-resolvable academic or nonacademic dispute (excluding grade appeals)

The due process procedures established by the Department of Psychology, Fayetteville State University, have as its goal, the satisfactory resolution of any grievance at the lowest possible level.

The procedure includes the following levels:

1. Informal Discussion (see FSU SH, p. 55)
2. Review of student's Request for Student Grievance Committee Hearing
3. Student Grievance Committee Hearing
4. Recommendation of Grievance Committee

The Student Grievance Committee is composed of the Department of Psychology's Coordinator of the Graduate Program, the Coordinator of the Undergraduate Program, two (2) additional faculty members, one alternate faculty member, one undergraduate student representative, and one graduate student representative. The two Coordinators will serve as Co-Chairs of the Student Grievance Committee.

Students have a thirty (30) day period following the end of the semester during which the alleged grievance occurred, to initiate the grievance.

Step 1: Informal Discussion-The student should first attempt to resolve the issue by contacting the professor against whom s/he has the grievance. If the student is not satisfied with the outcome of that conference s/he may next attempt to resolve the alleged problem by submitting in writing a complete signed and dated account of the grievance to one of the Co-Chairs of the Student Grievance Committee within ten (10) working days of the initial informal conference.

Step 2: Review of student's Request for Student Grievance Committee Hearing-This written notice shall state the condition, practice, or alleged act, injustice, or unlawful discrimination that is being grieved, documentation of the grievance, if possible, and, if possible, a proposed resolution to the problem. Within three (3) working days of receipt of the grievance notice, the Co-Chairs of the Student Grievance Committee or their designee shall determine if the allegations were filed in a timely manner. If the grievance notice meets the above criteria for filing, the Co-Chairs of the Student Grievance Committee or their designee shall inform the Student Grievance Committee of intent to hear the case within ten (10) working days. At the same time, the student and any college personnel involved in the allegations shall

be notified of the time and place of the hearing in writing. The notice shall include the names of the Student Grievance Committee and all documentation relating to the allegation(s).

- Step 3: Student Grievance Committee Hearing-The hearing shall convene within ten (10) working days of determination of timely receipt of the allegations. Persons appearing before the committee have the right to be assisted by advocates, and the burden of proof rests upon the party bringing the charge. Such advocates may not be attorneys. At the completion of the hearing, the committee shall render a written report and recommendation within ten (10) working days of the hearing. This written recommendation will summarize the conclusions of the investigation, including evidence, and witness statements.
- Step 4: Recommendation by Student Grievance Committee-Within five (5) working days following the completion of the written report of the hearing, the Co-Chairs of the Student Grievance Committee or their designee shall provide this written notification to the Department Chair as to the recommendation(s). Within five (5) days of the receipt of the Committee's recommendation, the Department Chair will review the final written report and act upon such recommendations by providing the student and other parties with the Department Chair's final disposition of the grievance. If the student is not satisfied with the final Departmental disposition of the grievance, s/he may appeal directly to the Dean of the College of Basic and Applied Sciences, Fayetteville State University, within ten (10) working days from notification of the disposition of the grievance. Thereafter, if the student is still not satisfied with the disposition of the grievance, s/he should follow the Written Complaint Procedure as indicated in the SH (p. 55)

*This Grievance Policy was adapted from the grievance policy of San Bernardino Community College.

Graduation Procedures

Students who have completed all requirements for the degree must submit an application for graduation to the Registrar's Office. Applications are available on line at the following web address <http://www.uncfsu.edu/graduatestudies/forms.htm> ([Click here](#)). A fee of \$50 is required upon submission of the degree application form.

Application requires approval by the university officials shown on the form. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the President's Office of the University of

North Carolina University for conferral. Following the conferral of the degree, which is noted on the official transcript, a diploma is mailed to the student.

Graduation exercises for Fayetteville State University take place each December and May. Students who are, or expect to be, eligible to participate in graduation service may contact the Registrar's Office for information about graduation ceremonies.

IV. Financial Aid

In order to assist the greatest number of students the direct and indirect costs of their education, Fayetteville State University and the Experimental Psychology Program provide several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, teaching assistantships and research assistantships.

Programs Administered by the Office of Student Financial Aid

The primary form of financial aid administered through Fayetteville State's Office of Student Financial Aid is the Stafford Loan. Students interested in this form of financial Aid should contact the Office of Student Financial Aid for information, application, and materials. The Financial Aid office deadline to process loans for Fall semester is April 15.

Programs Administered by the Graduate School

The Graduate School offers limited Scholarships and fee waivers. Although funded by the Graduate School, applications are initiated at the Departmental level.

Programs Administered by the Experimental Psychology Program

Currently the Experimental Psychology Program has no programs to offer financial aid to academically qualified full-time students.

Tuition Waivers

The University maintains limited funds to provide partial tuition relief for students exhibiting special needs. Such support is extremely limited and should not be anticipated by the majority of students. Students interested in obtaining information about tuition waivers should contact the Graduate Coordinator for Experimental Psychology.

Policy on Employment

Students are reminded that any employment should not be permitted to interfere with a student's program obligations.

V. Miscellaneous Policies and Information

This section of the *Experimental Psychology Program Policies and Procedures Handbook* contains additional policies and information that will be of interest to students.

Faculty Decision Making

Faculty of the Experimental Psychology Program meet monthly to review such program policy issues such as curricula, and admission guidelines, as well as to evaluate graduate students. Faculty appointments, evaluation, and promotions are managed through faculty committees. Decisions are made following a simple majority vote.

One or two student representatives may attend regular faculty meetings. Student representatives collectively have one vote at faculty meetings. Student representatives are excused during discussions involving confidential information about individual students. Any student interested in having input or involvement on a particular issue should contact his or her student representative.

Graduate Student Representation

Two options for graduate student representation on faculty committees are available. Students may elect one representative for the entire graduate student body or they may elect two, one for the first and second year graduate students, and one for the advanced graduate students. If the second representation option is selected by the graduate students, collectively the representatives have only one vote on faculty committees.

A meeting is required at the beginning of each academic year to select the student representative(s). From then on, graduate students are encouraged to meet as a class on at least a monthly basis, and more often as issues dictate. Students need these meetings to discuss professional and training issues, and to communicate their collective interest. They also need these meetings to keep their representative(s) informed, so they can receive the best representation at faculty meetings.

Computer Network

Students requesting the use of Fayetteville State University's computer services must obtain a request form. Students will be assigned a user ID within two weeks. This type of an account is necessary for e-mail.

E-Mail, Mailboxes, and Notice Boards

All students are required to maintain e-mail accounts with FSU. Students are required to keep the Graduate Coordinator for Experimental Psychology updated with their current e-mail

address. All Experimental Psychology students are assigned personal mailboxes located in the Graduate Program offices. These mailboxes provide for communication between the Experimental Psychology program and students. Therefore, it is imperative the students check their mailboxes routinely. Students should have regular mail sent to their home address. Students are responsible for ensuring that the University and the Program have their current mailing address on file. Information may be sent to students via e-mail at the discretion of the program.

Notice boards are located in various locations in the department. These boards provide a valuable source of information regarding class schedules, typing services, student meetings, defense meetings, continuing education seminars, apartments for rent, etc.

Student Evaluation of Courses

In the final week of the semester, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous feedback regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

Typing of Student's Work

The experimental psychology program cannot provide secretarial support to students. In unusual circumstances in which such typing might be justified (e.g. manuscripts for publication, professional presentation, etc.), the student should request support through their Academic Advisor.

Use of Supplies

Clerical supplies are not provided to graduate students.

Required Forms

Admission to Master's Degree Candidacy

Admission to Fayetteville State University in a degree program does not carry with it admission to candidacy for the graduate degree. Approval of degree candidacy by the Office of the Graduate School certifies that the student's academic performance has been reviewed and that permission to pursue the program of study to completion has been granted. Admission to candidacy, granted by the Dean of the Graduate School when students have completed a minimum of twelve (12) credit hours, requires the following:

1. Admission to the Experimental Psychology program.

2. Completion of not fewer than twelve (12) credit hours and not more than eighteen (18) credit hours of graduate study at Fayetteville State University, with a GPA of 3.0 or higher at the time of application for admission to candidacy.
3. Departmental or area assignment of an advisor.
4. Departmental or area approval of the program of study.
5. Satisfaction of any conditions affecting admission status.

Failure to meet the requirements will result in denial of admission to degree candidacy and dismissal from the Experimental Psychology program. The following is the procedure for requesting admission to degree candidacy:

1. The student submits to the Dean of the Graduate School an application for admission to degree candidacy after completing twelve (12) hours of graduate study at Fayetteville State University.
2. The Dean of the Graduate School processes the application and notifies the student of the action taken. Copies of the letter are sent to the student, advisor, department chair, and registrar.

Thesis Committee Form (Appendix C)

Two forms must be filed during the thesis process, one following the proposal meeting, and one following the oral defense. These are further described in section describing the thesis below.

Application for Graduation (Appendix D)

Form III is to be filled by January 10 for the Spring Commencement and by September 10 for the Fall commencement. It must be signed by the advisor and the Department Chair prior to submission to the Dean of the College.

Graduate Forms

Many of the documents for the graduate program may be found on the Graduate School's web page: <http://www.uncfsu.edu/cbas/grad.htm> ([Click here](#)). These forms may be filled out on line and then printed out.

1. 12-Hour Policy
2. Application for Admission to Graduate Instruction*
3. Application for Graduation*
4. Approval to Pursue Courses at Another Institution*

5. Change of Grade*
6. Change of Major*
7. Comprehensive Examination Application - Graduate School*
8. Conflict of Interest*
9. Course Waiver*
10. Dissertation/Thesis Committee Membership Form*
11. Final Grade Report for Incompletes*
12. "I" Grade Justification*
13. Request for Approval for Human Subjects in Research*
14. Request for Course by Directed Study*
15. Thesis/Dissertation Proposal Approval Form*
16. Transcript Review Request Form*
17. University Withdrawal Form*

*** Please fill out the form on-line, then print the form out to be submitted.**

Department of Psychology Faculty*

Allen, Viviette, Ph.D., (2006) Assistant Professor, Counseling

Anderson, James A., Ph.D., (2008) Professor, Social Psychology
Chancellor

Campbell Floyd, Leah, Ph.D., (2011) Associate Professor, Personality Theory

Coyle, Laura, Ph.D., (2010) Assistant Professor, Counseling Psychology

Daniel, Samantha, Ph.D., (2010) Assistant Professor, Counseling Psychology

Gill, Stephen, Ph.D., (2005) Assistant Professor, Counseling Psychology

Hilton, Doreen B., Ph.D., (returned 1996) Professor, Counseling Psychology
Assistant Dean of the Graduate School

Ike, Chris, Ph.D., (1993) Professor, Developmental Psychology
Undergraduate Coordinator

Kawabata, Yoshito, Ph.D., (2011) Assistant Professor, Developmental Psychology

Lindberg, Matthew, Ph.D., (2010) Assistant Professor, Cognitive Psychology

Montoya, Daniel, Ph.D., (2005) Assistant Professor, Biopsychology
Director: Biopsychology concentration

Nyutu, Pius, Ph.D., (2008) Assistant Professor, Counseling Psychology

Tran, Kimberly, Ph.D. (2010) Assistant Professor, Counseling Psychology

Twum-Asante, Maxwell, Ph.D., (1997) Associate Professor, Cognitive Experimental Psychology

Van Cantfort, Thomas E., Ph.D., (1990) Professor, Evolutionary/Biopsychology
Department Chair and Graduate Coordinator Experimental Psychology Program

Wallace, David, Ph.D., (2001) Associate Professor, Social Psychology
Assistant Department Chair

Wang, Mei-Chuan, Ph.D., (2007) Assistant Professor, Counseling
Graduate Coordinator Counseling Program

*The academic year in which the faculty joined the Department of Psychology at FSU

Appendix A

GRADUATE STUDENT CONTACT INFORMATION

Name(s): _____

Street Address: _____

City/State/Zip: _____

Home Telephone: (____) _____

Work Telephone: (____) _____

Cellular Telephone: (____) _____

Fax: (____) _____

E-mail: _____

EMERGENCY CONTACT INFORMATION

The following information is intended to be of assistance should an emergency situation occur either while on campus or at a field placement before, during or after the program. Inform the program coordinator of any changes to be made.

Person to contact in case of emergency:

Name(s): _____

Relationship to you: _____

Street Address: _____

City/State/Zip: _____

Home Telephone: (____) _____

Work Telephone: (____) _____

Cellular Telephone: (____) _____

Fax: (____) _____

E-mail: _____

I give my permission to Fayetteville State University and its agents to contact the person(s) I have identified as my emergency contact in the event the program coordinator or agents of Fayetteville State University feel such action is justified.

Student's signature _____ Date _____

Appendix B

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

FINAL EVALUATION OF THESIS

Signatures of the Thesis committee members certify _____ satisfactory, _____
unsatisfactory completion of the Thesis as of the date signed.

NAME: _____ a candidate for an M. A. degree

(Please Type)

with a program of concentration in: _____.

(Counseling or Experimental Psychology track)

Title of

Thesis: _____

_____.

Candidate has _____ successfully, _____ unsuccessfully completed the Oral Defense of
Theses

COMMITTEE MEMBER SIGNATURES:

Date: _____

Chair

Department Chair

Date

Please make 4 copies of the completed form