

East Tennessee State University
PhD in Psychology: Experimental Concentration
HANDBOOK

2014-2015

Preface

The Handbook for the Doctoral Program* in Experimental Psychology (hereafter referred to as the "Handbook") provides basic information, guidelines, policies, and procedures pertaining to the Experimental Psychology Doctoral Program at East Tennessee State University (ETSU). It is designed for students in all years of the program. Most questions about procedures and guidelines can be answered by a careful reading of this Handbook. This Handbook and its supplements, when issued, contain the current regulations and requirements for graduate study in Experimental Psychology leading to the Ph.D. in Psychology. There are additional requirements and/or procedures that are found in the ETSU Student Handbook and the ETSU Graduate Student Handbook. **All students are responsible for knowing the information in these documents, and enrollment is considered an acceptance of all conditions specified in these documents.**

Policies and guidelines may change during enrollment in the graduate program. Although the program makes every effort to provide updated, accurate, and appropriate information about the program requirements, this Handbook is dated immediately by even the most minor changes. Consequently, students should check with their advisor and/or the Director of Experimental Training (DET) with respect to any problems or ambiguities that might not be addressed or about recent changes that do not appear in the most recent edition of the Handbook. This Handbook is meant to be used as a guideline for both students and faculty.

*The Psychology Department at ETSU offers a PhD degree program in Psychology with two concentrations: Experimental and Clinical, and the use of the term "program" throughout this document is not meant to imply that there are two separate PhD degree programs. The term "program" throughout this document is in keeping with the standard of practice in utilizing the broader use of the term.

Unanticipated problems or unique situations may occur, however, and are resolved through mutual consultation among the student, the appropriate faculty member or advisor, and the Experimental Training Committee who ultimately make decisions guided by their collective and best professional judgment.

Department Chair: Wallace E. Dixon, Jr.

Director of Experimental Training: Stacey L. Williams

East Tennessee State University
Experimental Psychology
Handbook

ETSU is a Tennessee Board of Regents (TBR) institution and is fully in accord with the belief that educational and employment opportunities should be available to all eligible persons without regard to age, gender, color, race, disability, veteran status, national origin, religion, sexual orientation, or political affiliation.

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East Tennessee State University

East Tennessee State University (ETSU) is one of the principle campuses governed by the Tennessee Board of Regents. Since it opened in 1911 as a two-year normal school educating teachers, ETSU has grown into a major university attracting students from all 50 of the United States and numerous other countries. A diversified institution, ETSU is comprised of eight colleges and schools. With a 350-acre main campus in Johnson City along with centers in surrounding areas, ETSU maintains a semester enrollment of more than 15,000 students and serves 5,000-10,000 persons annually through continuing education and extended service programs.

ETSU Mission and Statement of Purpose

East Tennessee State University prepares students to become productive, enlightened citizens who actively serve their communities and our world. Education is the university's foremost goal. ETSU

provides outstanding programs of study, enhanced access to education, distinctive education and research opportunities, and a variety of distance education offerings to attract students from around the region and the world. ETSU affirms that a diverse population is necessary for the intellectual, social, economic, and professional development of our campus and regional communities.

Innovation and integration of educational programs, opportunities and scholarly activities enable ETSU to enrich the cultural and intellectual environment, advance economic development, and increase the level of educational attainment of our community and region. Innovation is advanced through entrepreneurial initiatives, interdisciplinary collaboration, and community and international partnerships. The research mission of ETSU advances scholarly and creative activity that enhances the teaching and learning environment and benefits the regional, national, and global communities we serve. ETSU awards degrees in over one hundred baccalaureate, masters and doctoral programs, including distinctive interdisciplinary programs. The university provides strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world. ETSU affirms the value of a liberal education and life-long learning by providing broadly enriching experiences through opportunities such as honors education, student research and creative activities, international study, community service, internships, and professional development. ETSU also affirms the importance of a total college experience by offering a rich campus life of cultural and artistic programs, diverse student activities, a variety of residential opportunities, and outstanding recreational and intercollegiate athletic programs. (approved by the Tennessee Board of Regents 12/30/2010 From: <http://www.etsu.edu/president/mission.aspx>)

Institutional Values

ETSU pursues its mission through a student-centered community of learning reflecting high standards and promoting a balance of liberal arts and professional preparation, continuous improvement, and based on core values where:

People come first, are treated with dignity and respect, and are encouraged to achieve their full potential;

Relationships are built on honesty, integrity, and trust;

Diversity of people and thought is respected;

Excellence is achieved through teamwork, leadership, creativity, and a strong work ethic;

Efficiency is achieved through wise use of human and financial resources; and
Commitment to intellectual achievement is embraced.

Student Conduct, Bill of Rights and Responsibilities

University students are citizens of the state, local, and national governments and of the academic community, and are, therefore, expected to conduct themselves as law-abiding members of each community at all times. Admission to an institution of higher education carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the institution and the academic community which it seeks to serve, the Tennessee Board of Regents has authorized the president of the university to take such action as may be necessary to maintain campus conditions and preserve the integrity of the institution and its educational environment.

Pursuant to this authorization, the TBR has developed regulations which are intended to govern student conduct on the campus. In addition, students are subject to all national, state, and local laws and ordinances. If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the institution may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of the TBR regulations or university rules may subject a student to disciplinary measures taken by the institution whether or not such conduct is simultaneously a violation of state, local or national laws. A complete statement on institutional student disciplinary rules and procedures can be found in the student handbook located in the ETSU telephone directory and on the ETSU website.

Graduate Concentration in Experimental Psychology

Introduction

This document summarizes the current procedures and regulations governing graduate work in Experimental Psychology within the Department of Psychology at ETSU. The material contained herein is not intended to duplicate or substitute for regulations that are contained in the ETSU Graduate Catalog and the ETSU Student Handbook, the Spectrum <http://www.etsu.edu/reg/catalog/graduate.aspx>. Rather, the present material supplements and extends more general University-level requirements. All students should be familiar with the present information as well as with the Graduate Catalog.

Questions pertaining to any of these items should be directed to the Psychology Department Chair or the Director of Experimental Training in Psychology.

Program Mission Statement

The primary mission of the PhD program in Experimental Psychology at ETSU is to provide students with broad and general training in translational research in the psychological sciences, including the areas of developmental, cognitive, and social psychology, personality, affective behavior, and behavioral neuroscience. To the best of our knowledge, there are no other PhD programs in the US with an explicit focus on translational experimental psychology. An additional focus of the program is to prepare students for future faculty membership.

The goals of the PhD in Experimental Psychology are to:

1. train students to be scientists through designing, implementing, and interpreting research studies, and communicating research findings;
2. train students in the application of basic and applied research with a translational focus (i.e., “from bench to bedside”), and in the craft of grant-writing;
3. train students in teaching, research, and service.

The program’s philosophy also emphasizes the respect for and understanding of cultural and individual diversity in policies for recruitment, retention, the development of faculty and students, and in the curriculum. The program has nondiscriminatory policies and operating procedures, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

Program curriculum is highly structured for students. All students receive a curriculum of general experimental psychology training as well as training in grant writing and the teaching of psychology. Due to the emphasis in training students as future faculty, all students obtain first-hand experience with teaching and faculty supervision in teaching. Students are afforded the opportunity for individualization through electives and research emphasis. Moreover, scientific research is the primary emphasis of the program. In addition to conducting a thesis and dissertation, students are expected to participate continuously in their primary faculty’s research program.

The program is designed for full-time study only as a 4-year post-baccalaureate articulated MA/PhD program.

The program endorses and attempts to emulate the APA Ethical Principles and Code of Conduct in the following:

“Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices” (APA, 2002).

Full-time Faculty Listing and Research Interests

A. Core Experimental Faculty

Russell W. Brown	PhD 1998, University of Kentucky. Professor. Behavioral Neuroscience. Animal models of psychopathology, recovery of brain function after brain injury
Ginni Blackhart	PhD 2006, Florida State University. Associate Professor. Social Psychology. Responses to social rejection, factors influencing self-control, psychological research methods
Andrea Clements	PhD 1991, University of Alabama, Professor. Developmental Psychology. Effects of stress on health, particularly during pregnancy; Effects of religiosity on health, particularly as a stress buffer
Wallace Dixon, Jr.	PhD 1990, Miami University. Professor and Department Chair. Developmental Psychology. Temperamental difficulty and language acquisition
Chad E. Lakey	PhD 2008, University of Georgia. Assistant Professor. Egotism, decision making, psychological health and well-being
Matt McBee	PhD 2006. University of Georgia. Assistant Professor. Quantitative

- Psychology. Propensity score analysis, hierarchical linear models, longitudinal data analysis, structural equation modeling, psychometrics, psychology of giftedness
- Matt Palmatier PhD 2004, University of Nebrasks-Lincoln. Assistant Professor. Relationship between incentive amplifying effects of abused drugs and their abuse liability. Focuses on nicotine and caffeine, which potently increase the incentive properties of reward associated cues
- Shannon Ross-Sheehey PhD 2005, University of Iowa. Assistant Professor. Developmental Psychology. Cognitive development; infant visual cognition
- Eric W. Sellers PhD 2004, University of South Florida. Associate Professor. Cognitive Neuroscience. Visual attention, event-related potentials, brain-computer interface
- Stacey L. Williams PhD 2004, Kent State University. Associate Professor. Social and Quantitative Psychology. Stigma and social interaction/support, psychosocial functioning and health disparities.

B. Associated Program Faculty

- Peggy Cantrell PhD 1982, University of Southern Mississippi. Professor and Director of Clinical Training. Violence in marital and dating relationships adult, couple, and family psychotherapy
- William Dalton PhD 2006, University of Memphis. Assistant Professor. Health promotion and health risk behaviors among youth; Pediatric overweight prevention/intervention; Smoking prevention/cessation; Integrating family systems ideas into treatment of pediatric illnesses
- Chris Dula PhD 2003, Virginia Tech. Associate Professor. Traffic safety, aggression and risk-taking, test and measure development
- Jon Ellis PhD 1989, University of Southern Mississippi. Professor. Clinical child psychology, suicide and reasons for living
- Jameson Hirsch PhD 2003, University of Wyoming. Assistant Professor. Optimism, pessimism and hopelessness as predictors of suicidal ideation in college students

Jodi Polaha PhD 1998, Auburn University. Associate Professor. Behavioral pediatrics, rural mental health, integrated behavioral health and primary care, behavioral tele-health, and ADHD

Jill Stinson PhD 2006, University of Arizona. Assistant Professor. Clinical Psychology. Self-regulation, sexual offending, and serious mental illness

Jon Webb PhD 1998, California School of Professional Psychology, LA. Associate Professor. Forgiveness, spirituality, addiction

Departmental Contact Information

Email: williasl@mail.etsu.edu

Website: <http://www.etsu.edu/cas/psychology/graduate/programs/experimentalphd>

Main Psychology Department Phone: 423-439-4424, Fax: 423-439-5695;

Debra Roberson, Experimental Program Executive Aide, 423-439-4424; Fax: 423-439-5695

Stacey L. Williams, Director of Experimental Training: 423-439-4615

Wallace E. Dixon, Jr., Psychology Department Chair: 423-439-6656

Admission Requirements

Students accepted into the program must be engaged in full time study. Applicants to the MA/PhD degree program are evaluated once each year only, for admission in the fall semester; applicants are not considered for spring admission. All application information must be received by **January 15th** for a candidate to be considered for admission. All applicants are considered with the expectation that the applicant will pursue the PhD, and will be accepted from two applicant pools as follows:

1. Students holding a baccalaureate degree from a regionally accredited institution will be considered for the MA/PhD program. Students admitted to the Experimental Psychology PhD program complete the requirements for an MA in Experimental Psychology (42 hour program of study with thesis) en route to PhD completion. Students seeking a terminal master's degree will not be considered.
2. Students already holding the MA or MS in psychology from a regionally accredited institution may also apply to the MA/PhD program. The master's degree must be commensurate with the MA program in Experimental Psychology at ETSU and involve the

successful completion of an empirically-based thesis project. Students possessing a master's degree without an empirically-based thesis will be required to complete an empirically-based thesis before being admitted to doctoral candidacy. Students without commensurate coursework may be required to take additional coursework.

The following are required to be considered for admission:

1. Completed University application forms <http://www.etsu.edu/gradstud/Home.aspx>;
2. A grade point average of at least 3.00 (based on a 4.00 scale) in undergraduate and/or graduate level work overall and in Psychology courses;
3. A minimum of 18 semester hours in undergraduate psychology is desired; minimally, undergraduate coursework should include a course in statistics and a course in experimental design. However, presenting an exceptional undergraduate record may be sufficient for graduate admission, with the expectation that all undergraduate deficiencies be overcome during the first academic year.
4. GRE scores (Verbal, Quantitative, and Written Analysis);
5. Letters of recommendation from at least three persons familiar with the applicant's academic background, aptitude for graduate study, and future performance as an academic psychologist;
6. A personal statement of 500-750 words indicating the applicant's academic experiences, research interests, and career goals (prior undergraduate research interests and involvement are weighted heavily);
7. A willingness to be interviewed by members of the admission committee.

Offers and Acceptances

First-round offers are made in writing prior to April 1st. A response is not required until April 15th (or the first Monday after April 15th, if April 15th falls on a weekend). Between April 1st and the decision date, offers may be made to students over the phone if a position is available. Verbal offers are official, and may be followed up by a written confirmation within 48 hours. Offers cannot be

withdrawn by the university until after the decision date and then can be withdrawn only if the student fails to respond to the offer by the decision date. After the April 15th decision date, if there are more open slots, additional offers may be made. If an offer is made after the decision date, the length of time to make a decision on the offer will be clearly stated. The length of time may vary, but students will have at least one week before making a decision. They may choose to visit the university during that time.

Transfer of Credit

Students formally admitted into the program and who have earned graduate credit at another institution may petition to have up to 9 credits applied toward their degree requirements at ETSU. Credits are not automatically transferred and must be approved by the Director of Experimental Training (DET) in consultation with Experimental Psychology faculty and the School of Graduate Studies. See the ETSU Graduate Catalog for more details. For students who have attained a master's degree in Psychology, a maximum of 42 semester hours may be applied toward the MA/PhD degree requirements (see Waiving Core Course Requirements below).

Changing Concentrations

Students must designate either the Experimental or the Clinical concentration of the PhD Program in Psychology upon application, and be admitted into a specific concentration. A student desiring to change concentrations must formally reapply to the program and concentration. Changing concentrations within the PhD Psychology program CANNOT be accomplished by filing a Change of Program of Study form with the School of Graduate Studies.

Changing Primary Academic Advisors

If a student requests to change primary academic advisor, the DET proceeds by (1) having student send an email to DET petitioning for a change in primary academic advisor; (2) having student send an email to the primary academic advisor stating that he/she has requested a change of advisor, and requesting a meeting to have him/her sign the change of advisor form. The student should copy the DET on the email, and state within the email that the DET has requested the form be signed and returned within one week. If the primary academic advisor does not meet with the student and/or sign the form within that time frame, the DET and Department Chair will sign the form in lieu of the primary academic advisor.

Because the Experimental Concentration admits students based on match with primary academic advisor (and not for workload reasons) the student who switches primary academic advisor also switches graduate assistantship hours from the original primary academic advisor to the new advisor where there is the better match.

Waiving Core Course Requirements

Students may petition to waive specific courses. The designated course instructor, along with the DET, will review petitions. Students must present evidence of completion of a similar course to that in the petition: transcript evidence and a course syllabus constitute the required documentation. At times students may be required to complete an examination to show evidence of their understanding of the content of a waived course. If an examination is required, students will be provided an opportunity for examination by the designated course instructor, and the course instructor will determine pass or failure of the examination. If the examination is passed, the instructor will recommend a course waiver to the DET. The total number of degree hours will not be reduced, but an alternate course may then be substituted for degree credit.

Curriculum

The MA in Experimental Psychology requires 42 semester hours distributed as follows:

Curriculum Component	Hours Required
Core Requirements	15
Concentration Requirements	27
TOTAL	42

Master's Requirements (42 hours):

Rubric	Course Title	Hours
PSYC 5210	Statistical Methods	3
PSYC 5220	Personality and Psychotherapy Models	3
PSYC 5410	Correlation & Multiple Regression	3
PSYC 5610	Topical Seminar in Developmental Psychology	3
PSYC 5620	Topical Seminar in Social Psychology	3
PSYC 5630	Topical Seminar in Cognitive Psychology	3
PSYC 5650	Topical Seminar in Applied Psychology	3
PSYC 5707	Advanced Behavioral Neuroscience	3
PSYC 5717	Advanced Behavioral Neuroscience Lab	1
PSYC 5800	Teaching in the Psychological Sciences	3
PSYC 5801	Teaching in the Psychological Sciences: Practicum I (1 hr, repeated 2 times)	2
PSYC 5825	Psychopathology	3
PSYC 5950	Methods of Psychological Research	3
PSYC 5960	Thesis	6
Total		42

Doctoral Program Requirements (45 hours):

The **PhD in Experimental Psychology concentration** requires **45** semester hours distributed as follows:

Curriculum Component	Hours Required
Core Requirement	03
Concentration Requirements	15
Dissertation	12
Electives	15
TOTAL	45

Rubric	Course Title	Hours
PSYC 6660	Grant Writing in the Psychological Sciences	3
PSYC 6801	Teaching in the Psychological Sciences: Practicum II (1 hr, repeated 3 times)	3
PSYC 7000	Doctoral Preliminary Project	3
PSYC 7500	Cultural Anthropological Applications	3
PSYC 7550	Community Assessment and Intervention	3
PSYC 7770	Diversity in the Psychological Sciences	3
	Guided Electives	15
PSYC 7960	Dissertation	12
Total		45

Student Support

On average, four students are admitted per year. The program anticipates providing all students support through a graduate assistantship for at least the first three years. The support includes a stipend of \$12,000 plus in and out-of-state tuition waivers for the academic year (fall and spring terms). The department will undertake to provide but does not guarantee funding for the fourth year of the program.

Resources for Students

Students are responsible for adherence to University, School of Graduate Studies, Departmental, and Programmatic policies and procedures pertaining to their training and matriculation. Managing all of these can be daunting, and there are resources to assist. The following are a list of University resources which may be beneficial:

Center for Physical Activity

The mission of the Campus Recreation Department at East Tennessee State University is to provide high quality recreational facilities, programs, and services for the entire campus community, to promote healthy and active lifestyles, and to create a marketable, meaningful work and leadership experience for all employees and Sport Club Officers.

Tel: 423-439-7980

Website: <http://www.etsu.edu/students/campusrec/>

Disability Services

The Office of Disability Services provides a variety of services to students with qualifying disabilities. More information can be found on their website at <http://www.etsu.edu/students/disable/default.aspx> or by calling the office at 423.439.8346.

ETSU Bookstore

The ETSU Bookstore can be reached at cbirdwell@nebook.com, 423-439-4436, or <http://www.etsubookstore.com/>. If the ISBN is known, textbooks can be purchased from anywhere, but care should be taken to purchase the correct edition. The ETSU Bookstore will have the version ordered by the instructor, but other sources may not.

ETSU Email

The Goldmail account is the official ETSU email address. University policy states that this address must be used as the official point of contact. Students are responsible for the messages sent here. The email address is *username*@goldmail.etsu.edu and can be accessed by going to <http://goldmail.etsu.edu>. Student HelpDesk can be contacted for further assistance. The password can be different from the ETSU password.

Library

Most library materials can be accessed by computer. The Sherrod Library even has one librarian, Amy Arnold, dedicated to distance students. She is available at 423-439-4714 or by email at arnolda@etsu.edu. Library databases can be searched at <http://sherrod.etsu.edu>. An ETSU username and password are needed for this.

Student Counseling Center

The Student Counseling Center promotes mental health, personal growth and positive relationships within the ETSU student community by providing an array of mental health, career, educational, and consultative services. The Student Counseling Center is located on the third floor of the D.P. Culp Center.

Tel: 423-439-4841

General Information: browsd02@etsu.edu

Website: <http://www.etsu.edu/students/counseling/default.aspx>

Student Handbook

The ETSU Online Graduate Catalog contains all the information needed regarding policies and procedures: <http://www.etsu.edu/reg/catalog/graduate.aspx>

Student Health Clinic

The mission of East Tennessee State University Student Health Services is to provide acute/episodic care and health education, promoting student development of a healthy lifestyle toward the accomplishment of educational and career goals.

Tel: 423-439-4225

Website: <http://www.etsu.edu/nursing/shserv/default.aspx>

Tutoring

ETSU's Center for Academic Achievement provides students with access to resources and various online tutoring opportunities through The Learning blog at cfalearning.etsu.edu. They can also be followed on Twitter, Facebook, and Youtube.

Writing and Communication

The Writing and Communication Center provides online assistance for writing papers and doing research. More information about their services can be found online at: <http://www.etsu.edu/academicaffairs/wcc/>. They can be reached at 423-439-7848 to schedule appointments or email them at etsuwcc@gmail.com.

Student Technical Help

Technical/Computer Help

The OIT Student HelpDesk is the best resource for most technical problems. Students may stop in to see them on the first floor of the Culp Center.

Phone:

423-439-5648 Email: shdesk@goldmail.etsu.edu

D2L Help

Many D2L how-to questions are answered on this website: <http://www.etsu.edu/d2l/students.aspx>. The Student HelpDesk can be contacted with additional questions.

Problems viewing course videos

This website lists some possible solutions for problems that might be encountered when viewing streaming videos through online course sites.

<http://www.etsu.edu/academicaffairs/elearning/ats/services/StreamingMediaHelp.aspx>

The HelpDesk can also be contacted with questions.

Microsoft Office Free Viewers

Some instructors may post Microsoft Word or PowerPoint documents. Even without Microsoft Office installed on a computer documents can be viewed by installing one of the open source products or by installing the free Office Viewers.

PowerPoint 2007

<http://www.microsoft.com/downloads/details.aspx?familyid=048dc840-14e1-467d-8dca19d2a8fd7485&displaylang=en>

Word Viewer 2007 –

<http://www.microsoft.com/downloads/details.aspx?FamilyID=3657ce88-7cfa-457a-9aec-f4f827f20cac&displaylang=en>

Excel Viewer 2007 –

Revised August 2014

<http://www.microsoft.com/downloads/details.aspx?FamilyID=1cd6acf9-ce06-4e1c-8dcf-f33f669dbc3a&DisplayLang=en>

Password Reset

ETSU passwords expire every 90 days. Passwords can be reset at the Password Reset link located beneath the D2L login fields or the page can be accessed directly at:

<https://etsuis.etsu.edu/accountactivation/AccountActivation.aspx>.

The Student HelpDesk can assist students who have trouble resetting the password or have been locked out of their accounts.

Virus Protection

Students may download free Symantec antivirus software at: <http://antivirus.etsu.edu>.

An ETSU username and password are needed to download the software.

School of Graduate Studies

The mission of the School of Graduate Studies is to foster post-baccalaureate programs of scholarship that are recognized for their excellence and contributions to society. The School of Graduate Studies will provide an environment that stimulates:

- Advanced understanding of the concepts, issues and practices of a discipline;
- Independent thought and the ability to generate new knowledge;
- The ability to contribute significantly to the academic community, professions, and society;
- Diversity among ideas, programs, and people.

Dean of Graduate Studies: Dr. Cecilia McIntosh

Tel: 423- 439-4221

Website: www.etsu.edu/gradstud/

Office of Financial Aid

The Office of Financial Aid at East Tennessee State University provides a broad spectrum of programs to assist students in financing their college education. The University is committed to providing students with access to education through a variety of resources that includes scholarships, grants, loans, and work-study programs. To receive financial aid, students must review the Policies

and Procedures (<http://www.etsu.edu/finaid/policies/default.aspx>), meet student eligibility requirements (<http://www.etsu.edu/finaid/Eligibility.aspx>), and complete all necessary steps outlined in the Step by Step Guide at <http://www.etsu.edu/finaid/stepbystep/default.aspx>.

Emergency Loan

An emergency loan is a short-term loan available to students who are experiencing temporary financial difficulties. An emergency loan must be repaid in the term that it is borrowed. Students may call the Bursar's Office for more information: 423-439-4312.

Department and Experimental Program Administrative Support

The student's primary sources of administrative assistance and the liaisons with the School of Graduate Studies are the program's Administrative Assistants, Jan Royston and Rachel Coykendall. They coordinate graduate assistant contracts, manage student files, and assist students with course registration.

The student's Primary Academic Advisor is a core faculty member who serves as the point person to address program or training-related questions and concerns. The Director of Experimental Training, Dr. Stacey Williams, invites students to maintain open communication and is readily accessible via email or phone for any concerns or questions. If concerns cannot be resolved or questions answered, students should contact the Chair of the Department, Dr. Wallace Dixon. One of the most important sources of support for a graduate student is the peer group. The **Graduate Student Association of Psychology (GSAP)** is the departmental graduate association. It is a student run association whose purpose is to give representation to the students in matters that need to be addressed within the department and to provide social support and peer mentoring. In addition, GSAP organizes activities to help promote community within the department. The faculty advisor for GSAP is Dr. Jodi Polaha. Membership in GSAP is automatic for graduate students and is another chance to exercise leadership, but is also an excellent source of valuable social support.

Additional Matriculation Requirements and Training Experiences

Students are referred to the *ETSU Graduate Catalog* for academic requirements of the School of Graduate Studies <http://www.etsu.edu/reg/catalog/graduate.aspx> which, among other criteria specifies that students must maintain at least a 3.00 average to remain in good academic standing. Specific departmental requirements also apply. All students in the MA/PhD program are

expected to be enrolled as full-time students and to devote themselves full-time to their graduate pursuits during their enrollment in degree-related activities. Students are expected to be active in research collaboratively with members of the department faculty each semester they are enrolled. In addition to didactic coursework and research, students are required to teach undergraduate laboratories and courses. Teaching is a formal component of the training program. See Appendix – for Benchmarks for Matriculation Progress.

Additional Program Requirements: Master's Thesis

A requirement of the Experimental Concentration is the successful completion of a Master's Thesis project, both written and oral. The choosing of a Thesis Committee by the student is a very important process that should be based upon a careful consideration of the student's interests and the research expertise of the faculty members. After gaining some familiarity with the issues in the field and with the faculty members' areas of expertise, the student will be encouraged to begin development of a thesis topic as soon as possible. The thesis must be proposed by **April 1st** of the second year in the program unless extenuating circumstances prohibit proposal by this date. Prior status for departmental funding for students may be based on meeting this deadline.

The Thesis Committee will be composed of three members of the graduate faculty, one of whom may be from outside the Department of Psychology. The Committee chairperson must be a full-time member of the faculty of the Psychology Department and must hold appropriate graduate faculty within the university.

Students entering the program who have already completed a master's thesis must have that thesis accepted by the program. The student is responsible for submitting a copy of the thesis to the DET for dissemination. The thesis is to be submitted, reviewed, and either accepted or rejected during the student's first semester of study to allow adequate time for a new thesis project to be conducted if required.

Students in graduate programs at ETSU are required to maintain continuous registration (each fall and spring semester) for Thesis until work is completed. After they have defended their proposal, they must be so registered through the semester of graduation. If graduation is in August, the student must be registered for at least one credit hour during summer session. Students conducting research or utilizing university resources must be registered even during the summer sessions.

General Policies about Theses in the Psychology Department:

1. Thesis Committee chairpersons will be full-time psychology faculty with appropriate graduate faculty status.
2. The committee will be composed of at least three members of the graduate faculty, and at least two members will be from the Psychology Department.
3. Once a thesis committee has been formed, any change in committee membership should be discussed with all involved parties; the graduate school committee form must be amended if changes are made. It is the student's responsibility to see that the formal changes are made.
4. Students must file a graduate school committee form with the DET and graduate school. Forms must be submitted to the departmental executive aide who will deliver them to the graduate school.
5. Faculty reserves the right to decline to serve on graduate advisory committees. If a student has difficulty finding faculty to serve or must replace a committee member, the DET will provide assistance.
6. Thesis defenses are expected to be:
 - a. Announced (time & place) to Psychology faculty and graduate students two weeks ahead of time. Notify the DET and post a notice on the "Psychtalk" listserv.
 - b. Open to all members of the university community;
 - c. Judged according to a reasonable standard of rigor;
 - d. Evaluated on a pass/fail vote by the Thesis Committee members;
 - e. Restricted to a maximum of two occasions. A second failure may result in dismissal from the program.
7. After a successful defense, the student should get all forms signed and submitted to the departmental executive aide. It is the student's responsibility to bring to the thesis defense the following forms to avoid delays in securing signatures:
 - a. Report of Thesis Defense - All committee members must sign the form. Date for passing the Thesis Defense must be shown. See Appendix B for relevant Graduate School Forms;
 - b. Request for Change of Grade, a grade of SP was received in Thesis or other similar courses (e.g., Readings).
8. Specific guidelines on the typing, layout, and deadlines for presenting the final copies of the thesis to the Graduate School are available in the Graduate School. Basic Requirements for Electronic Submission of Theses and Dissertations (January 2000) are available from the graduate

school, and on their web site (<http://etd-submit.etsu.edu/index.html>). The graduate school conducts workshops on thesis manuscript preparation, forms and deadlines each semester. These are very useful and students are encouraged to attend.

The Thesis: Practical Considerations

1. "Thesis" is broadly defined. Faculty members are willing to consider a wide range of options for a thesis. Projects such as meta-analyses, analysis of archival data, organizational interventions, case studies, and experimental laboratory work, could all be considered appropriate, but must be empirical in nature, not just a theoretical or literature review paper. The thesis should make an original contribution to psychological science.
2. Topic selection. As early as the first semester, students should begin to think about potential thesis topics and begin to review related literature. Faculty members are generally happy to talk about thesis ideas, even when the ideas are rather vague and undefined. Students may wish to sign up for independent research (PSYC 5900) under a faculty member to help focus their research ideas.
3. Care should be used in selecting a thesis committee. Students can tentatively select a committee, solicit feedback from potential committee members, and gain informal approval of a specific topic even before formal committee assignments are finalized. Participation by faculty throughout the department is encouraged. Students should not get too far along with the thesis idea before contacting other potential committee members. Members want to have input, and if the thesis is already designed, or worse, data are collected, their input is precluded, which may be grounds for a failed grade. Students should check with potential members to see what role they wish to play during the process.

Faculty members are not required to serve on committees when they are asked. If a faculty member chooses not to serve on a committee because of other time commitments, low interest in the topic or other reasons, it should not be taken personally, but another faculty person should be asked to serve on the committee. Students should make clear their wishes for a faculty member to serve on the thesis committee. Students should not assume that the faculty member will serve on the committee. One way to get a definite answer is to ask the faculty member to sign the Committee Record Form. Some faculty members do not wish to commit to serve on a committee until a written draft of an idea is presented.

To select a committee, it is good for students to talk to several faculty members about their ideas to see if faculty can be helpful or have interest in the ideas. Students should seek their thesis chair's

advice before asking other faculty members to serve on the thesis committee to make sure that the committee is compatible.

4. There are no fixed roles for committee members. Some faculty prefer that the chair be primarily responsible for reading and revising drafts while others desire more active participation from the full committee. Clarify committee roles up front.

5. Clear communication of expectations about roles, scope, content, etc., is important. Students, chairs, and committee members need to define expectations thoroughly, starting with early discussions of thesis.

6. Consensus should be built before major meetings. Before a proposal meeting or a defense, students should make sure that the chair has seen and made comments on one or several drafts and agrees that it is time for a meeting. Students should arrange a meeting time, making sure that the committee has ample opportunity to carefully read the document before the meeting (typically about two weeks). Students should allow time to make an appointment with each committee member to discuss the paper before the meeting. Students should attempt to find out if there are any concerns that faculty have or things that need to be cleared up. Students should be prepared to address these at the meeting. If there are significant concerns, delay the meeting until they can be resolved. The proposal meeting is the final opportunity to reach consensus, and in some cases more than one meeting may be necessary to do so.

a. A Thesis Committee Record Form should be filed with the departmental executive aide;

b. An Admission to Candidacy Form should be filed with the departmental executive aide;

c. An Application for Graduation should be filed with the departmental executive aide.

7. Approval of the proposal is an implicit contract. The faculty is agreeing that if the student diligently and professionally completes the work in the proposal and satisfactorily analyzes the results and conclusions, that they will consider the project to be an adequate thesis. The student is agreeing to carry out the work as proposed. Both parties agree that there should be no major changes after approval of the proposal.

8. Students should keep committee members informed of progress. Some chairs and committee members expect to follow the progress of the thesis very closely. Others, particularly non-chair members, do not expect intermediate reports. Clarify expectations, and tailor the frequency of meetings with individuals or the whole committee to student and faculty needs. If a student wishes to receive feedback from committee members regarding something written, two weeks' time should be

allowed(sometimes, e.g. summers, even more). It may be received sooner, but two weeks is a valid expectation. This includes even "last-minute" revisions, so students should plan ahead.

Before students turn in something to be read, they should go over it thoroughly for typos and grammatical errors. This allows the committee member to focus on content without being distracted. When students make revisions and would like their committee to read them, they should provide the previous copy upon which such comments were made.

Students should try very hard to accept comments gracefully, since they are meant to help produce a better thesis. Students should use the feedback as an opportunity to take a fresh look at the work rather than see it as a personal attack.

If more than a week has passed since the last discussion about the thesis, the discussion should begin by briefly summarizing what the thesis is about and recapping what was discussed at the last meeting. It is much more "present" on students' minds than the faculty members'.

If a student begins work on a thesis and then foresees a period of time (say, a month or more) during which he or she is not going to be working on it, the committee should be notified (especially the chair and anyone who has been especially helpful). This helps them plan their time and may help sustain their interest.

9. Deadlines should be attended to. Deadlines for submitting the finished thesis to the graduate school should be considered when planning the defense, allowing plenty of time for post-defense revisions which may take several rounds of feedback. Trying to rush things is generally not a good idea. At the end of the semester faculty also tend to be busy and may not be able to respond quickly. Students should allow plenty of time, and recognize that doing it well is more important than doing it quickly. Even with valiant efforts, students may miss deadlines and have to take more time.

10. Students should remember –that which can go wrong, will. It should be assumed that the printer will jam and disks will self-destruct, especially in a time crunch. Contingency plans should be made and files should be backed up.

11. Students should schedule a defense after gaining the chair's approval of the final draft,. A copy should be given to the committee members two weeks before the date of the defense. The student should arrange to have the defense announced publicly by the departmental executive aide, which typically should occur at least one week before the final thesis defense.

12. The student should check with the committee chair about bringing food to proposal and defense meetings. Some believe that it helps set a positive tone. Others strongly believe food should not be

brought because it can detract from an independent evaluation of the work and compromise the integrity of the process of judging the work on its merit. After the thesis has been passed it is clearly a good time to celebrate and show appreciation.

13. Faculty may not be available during summers. There is no formal expectation that faculty will remain involved in thesis work at times when they are not under contract. The contract period for 9-month faculty ordinarily extends from 8/15-5/15. Students should clarify with the chair and committee members their availability during the summer. If faculty members are willing to help during the summer, students should remember that they are doing it as a favor (they are not on contract with the university).

Additional Program Requirements: Pre-Doctoral Preliminary Examination Project Purpose and General Information

The Pre-doctoral Preliminary Examination Project is used to: a) determine the student's preparation and readiness for independent, Dissertation research; and, b) assess whether the student has developed analytical, problem-solving, and critical thinking abilities at a level befitting doctoral candidacy. Successful completion of the Preliminary Examination Project may be considered as the initiation of Doctoral Candidacy.

In order to be eligible to begin the Preliminary Examination Project, the student must have the written approval of her/his Preliminary Examination Project Committee Chair. Students become eligible for enrollment in Preliminary Examination Project (PSYC 7000) after successfully completing all requirements for the Master's degree, including successful defense of the Thesis (and, for clinical students, passing the Clinical Capstone Project). For experimental students, the Preliminary Examination Project Proposal will occur in the summer of their second year or fall of the third year in the program and the final Preliminary Examination Project will be due in the fall or spring of the third year. For clinical students, the Preliminary Examination Project Proposal will occur in the Fall of the third year in the program (after passing the Clinical Capstone Project) and the final Preliminary Examination Project will be due in the Spring of the third year. Eligibility for the Preliminary Examination Project for students entering the program with a Master's degree in-hand will be determined by a departmental committee. Students in this situation should consult with their Preliminary Examination Project Committee Chair.

General Policies about Preliminary Projects:

1. Preliminary Project Committee chairpersons will be full-time psychology faculty with appropriate graduate faculty status.
2. The committee will be composed of at least four faculty members, all of whom must be full-time, tenured or tenure-track faculty members, with an earned doctorate or a terminal degree in their fields, and holding at least temporary ETSU Graduate Faculty status. Of these four, at least two must be designated experimental/clinical psychology faculty (depending on concentration), and at least one must be designated the alternate concentration within the Department of Psychology. A fifth consulting (non-voting) member may be added if necessary (i.e., an expert from another institution; a community placement mentor), but he or she must still have an earned doctorate or terminal degree in the field and at least hold temporary graduate faculty status at ETSU.
3. Once a preliminary project committee has been formed, any changes to the composition of the committee are discouraged. There may be instances when changes are necessary, such as a consultant needs to be added, or a faculty member needs to be removed from committee participation (e.g., in rare circumstances of student-faculty or faculty-faculty professional disagreements). Any such changes in committee membership should be discussed with all involved parties, in addition to area faculty and Director. The student is responsible for seeing that formal changes to the graduate school committee form are made.
4. A graduate school committee form should be completed and submitted to the departmental executive aide who will deliver it to the graduate school.
5. Faculty members reserve the right to decline to serve on graduate advisory committees. If a student has difficulty finding faculty to serve or must replace a committee member, the DET will provide assistance.
6. Preliminary project defenses are expected to be:
 - a. Announced (time & place) to Psychology faculty and graduate students two weeks ahead of time. Students should notify the DET/DCT and have a notice posted on the "Psychtalk" listserv.
 - b. Judged according to a reasonable standard of rigor;
7. After a successful defense, the student should get all forms signed and submitted to the departmental executive aide.

Preliminary Project Guidelines and Requirements

The Preliminary Examination Project will serve as an evaluation of qualification for doctoral candidacy. The Preliminary Examination Project takes the form of a scholarly written product, which will make a substantive and original contribution to our scientific understanding of some area of psychology, broadly construed. For experimental students, this contribution will include development and preparation of a review paper or meta-analysis. For clinical students, this contribution will include development and submission of a grant proposal, preparation and submission of a peer-reviewed empirical, conceptual, or review article for publication, or the development and completion of a pilot research project. The completed project should provide a critical, evaluative, and integrative review and interpretation of content and methodological issues pertaining to the selected area of psychology, and it should advance the student's area of research interest, thereby demonstrating breadth of knowledge. As a very general guide, the project should address the following issues as relevant: 1) theoretical approaches to the content domain (historical and contemporary); 2) identification of major theoretical issues in the content domain; 3) strengths and limitations of various research methods used in the content domain; 4) measurement issues (both research and clinical applications); 5) relevance to translation or clinical applications; 6) ethical issues (research and clinical); and, 7) future directions in theory, research, and translation. These specific expectations might differ by type of project. However, all projects should address the points listed in the rubric (in progress, to be in appendix).

A student's decision about which type of scholarly project to complete for the Preliminary Examination Project will be made in consultation with his or her Preliminary Examination Project Committee Chair. Despite the format or particular project selected and approved, the student should, at all times, approach the Preliminary Examination Project as a professional and scientific endeavor.

Preliminary Project Proposal

After consultation with the Preliminary Examination Project Committee Chair, a student must submit and orally defend his or her proposed Preliminary Examination Project to the committee, including a proposed reading list. Proposal length may vary, but in all cases should contain sufficient background review and logical argumentation to enable committee members to judge the appropriateness of the project. At the Proposal stage of the Preliminary Examination

Project, students will receive summary feedback from their committee regarding the proposed direction, content, and expectations of their project.

Expectations for the Preliminary Examination Project Proposal will include: 1) selection and justification of content area; 2) selection and justification of an appropriate publication outlet for final product; 3) organizational structure of the proposed project; and, 4) delineated reading and consultation resources. Within 72 hours, the student is required to transcribe, summarize and address the agreed-upon elements of the project, forming an *action plan* for completion of the Preliminary Examination Project on the departmental preliminary project proposal form. Committee members must approve the summary and action plan. Such approval by the committee also indicates that the proposed Preliminary Examination Project is of sufficient scope to satisfy the requirements of the Preliminary Examination. Students may seek and receive oral and written guidance and feedback on their project until the point of formal approval of the Preliminary Examination Project Proposal by the committee. Upon committee approval, students must work on their Preliminary Examination Projects independently and with non-written consultation from their chairs or committee members. Students are encouraged to seek written feedback from other faculty and colleagues outside of the committee or department. Students will have a period of three months (90 days) from time of approval to complete and submit the Preliminary Examination Project to their committee. Oral defense of the Preliminary Examination Project should occur as soon after this date as feasible, but does not have to be completed within the three-month timeframe.

Given that the Preliminary Examination Project committee members have heretofore played a consultative role in the project and during this three month period are playing a limited role (restricted to verbal or general but not detailed written feedback), broad responsibility for the quality of the Preliminary Examination Project solely rests upon the student. As such, the student is again reminded to, at all times approach this Project as a scientific endeavor, indeed the capstone for achieving doctoral candidacy.

Upon Preliminary Examination Project committee chair recommendation, students will orally defend the project before the full committee. Failure to complete the written Preliminary Examination Project within the designated three-month period will be considered indicative of inadequate progress in the program and possible dismissal from the program. The primary criterion for evaluating the Preliminary Examination Project will be the extent to which it provides a cogent, compelling, original, and substantive contribution to the scientific and/or theoretical understanding

of the domain of interest. Specific expectations for the final product are outlined in the rubric. In most cases, the product should not exceed 40 pages of text, excluding title page, abstract, references, and appendices, unless a more extensive document is approved by the committee. The student will work directly with the Preliminary Project chair to make final edits prior to submission of the manuscript to an academic journal.

The Preliminary Examination Project committee chair may act in a consultative role to the student, helping the student to select a topic areas and breadth/depth that meet the guidelines while being sufficiently original and independent enough from the intended dissertation research. Ideally, the Preliminary Examination Project will inform the dissertation, perhaps more broadly construed or more narrowly focused, but the student should not expect the Preliminary Examination Project to simply be a literature review for the background section of the dissertation. The expectation is that the student will seek to publish some form of the final, approved Preliminary Examination Project in a peer-reviewed journal (or other approved outlet).

Oral Defense of Preliminary Projects

The student, upon completion of the Preliminary Examination Project, will be required to orally defend the project before the full committee. The purpose of the oral defense of the Preliminary Examination Project is: 1) to extend the evaluation of the student's knowledge and understanding of subject matter covered in the written document or approved in proposal; 2) to evaluate the student's ability to respond, in a scholarly and professional manner, to a variety of verbal inquiries; 3) to evaluate the student's ability to address limitations of prior research with future research ideas; and 4) especially for experimental students, to evaluate the student's application of theory and research through an emphasis on translational work.

The rubric provides a list of criteria on which the students will be evaluated in both the written and oral portions of the defense. The criteria on which written products will be evaluated include: organization; technical writing quality; comprehensiveness of content; methodology; and critique and innovation. Also expected is that students will have sought, received, and incorporated feedback from other faculty or colleagues during the preliminary project process. The criteria on which the oral defense will be evaluated include: professionalism; engagement with the audience; tone; use of appropriate visual aids; organization of material and delivery; responses to questions.

Passing/Failing Preliminary Project

Students will have the opportunity to earn one of the following ratings for the written preliminary project: pass with distinction; pass with revisions; conditional pass; or fail. For the oral portion of the defense, students can receive a pass or fail. However, the decision on oral defense is based, in part, on the decision on the written component. For students earning a conditional pass on the written component, a second oral defense will be required after the substantial revisions are complete. For students failing the written component, an oral defense will occur only after a new project is completed.

For a component of the Preliminary Examination Project to be considered fully passed, at least three committee members must have assigned a passing vote on both the written and oral components. A full pass may still require minor revisions to the written component, as outlined in the rubric. In the event of a student obtaining a pass with revisions, committee members will communicate, in writing, the nature of the revisions required to the student, the Preliminary Examination Project chair, and the DCT/DET. The remedial revisions then must be completed, within 30 days, to the satisfaction of the majority of the committee for the student to be considered passed. The student is required to provide a revision letter to all committee members, which outlines how each of the suggested changes was addressed. All committee members must approve this revision letter and, if requested by the committee, the revised preliminary project. *Students earning a pass (either with distinction or with revisions) on both written and oral components will receive a grade of A for PSYC 7000.* In some instances, a student may pass the written component but fail the oral component. The oral will be considered failed if at least two committee members have assigned a fail. In these cases, a grade of F will be given in PSYC 7000. The student will be required to retake PSYC 7000 and complete a second oral defense.

If the written component requires substantial revision, a student will be given a conditional pass. The major changes needed might include significant methodological, literature, or analytic modifications, for example. *Students earning a conditional pass will receive a grade of C for PSYC 7000.* In the event of a student obtaining a Conditional Pass, committee members will communicate, in writing, the nature of the remedial measures required to the student, the Preliminary Examination Project chair, and the DCT/DET. It is possible that the remedial measures may involve meeting with at least one member of the committee to handle the unresolved issues. In the revision process, the student is required to provide a revision letter to all committee members, which outlines how each of

the committee suggested changes were addressed within 60 days of defense. All committee members must review and approve the revised preliminary project. Student must re-defend the (revised) project. Both components must be considered passing by the majority of the committee for a conditional pass to be revised to full pass. *Upon successful revision the PSYC 7000 grade will be changed to B. With unsuccessful revision this grade will be changed to F. Failing the revision of the preliminary project will put the student in jeopardy of losing funding. A student earning a failing grade will be required to retake the PSYC 7000 and begin a new preliminary project process (which may involve a new committee).*

If the written component is not acceptable in its current form and the document cannot be salvaged with major revisions, the student will be given a fail. The written component will be considered failed if at least two committee members have assigned a fail. *Students earning a fail will receive a grade of F for PSYC 7000. A student earning a failing grade will be required to retake the PSYC 7000. A new preliminary project must be proposed and completed within 90 days after receiving these results. Only under extraordinary circumstances will an extension be granted, and only with the approval of the full area faculty and Director. A failure of either component of the second Preliminary Examination Project will result in dismissal from the program. Upon successful proposal and defense of a second preliminary project, students will be given a B in PSYC 7000.*

Assigned grades for PSYC 7000 by committee decision and first or second round.

Round 1 Decision	Round 1 Grade	Round 2 Decision	Round 2 Grade
Pass both oral and written components (with distinction or with revisions)	A	---	---
Conditional pass	C (change to B if successful revision)	Pass/Fail*	B or F
Fail	F	Pass/Fail	B or F

*Round 2 only if substantial revisions are not successfully addressed in Round 1.

Note: Students will be provided with the final outcome of the pass/fail voting of their committee members, but individual committee member votes will remain confidential. Documentation including committee signature and rubric scoring forms, and the Preliminary Examination Project written product will be maintained in the student's permanent record.

Doctoral Candidacy Checklist

Completed master's thesis has been approved by the Graduate School

Completed Preliminary Exam

Approved Application for Candidacy for the Doctoral Degree

Additional Program Requirements: Doctoral Dissertation

The culminating experience of the Experimental Concentration of the PhD program is a doctoral dissertation project. This project resembles the Master's Thesis, but should involve much more independence on the part of the student. Students become eligible for enrollment in Dissertation hours (PSYC 7960) after earning doctoral candidacy. A student should consult with his or her primary academic advisor in order to ensure all requirements have been completed prior to signing up for dissertation hours.

General Policies about Dissertations in the Psychology Department:

1. Dissertation Committee chairpersons will be full-time psychology faculty with appropriate graduate faculty status.
2. The student, in collaboration with his or her dissertation chair, should devise a dissertation committee. The dissertation committee will be composed of five members, all of whom must be full-time, tenured or tenure-track faculty members, with an earned doctorate or a terminal degree in their fields, and holding at least temporary ETSU Graduate Faculty status. Of these five, at least two must be designated experimental psychology faculty, and at least one must be designated clinical psychology faculty within the Department of Psychology. A fifth member can be outside of the Department of Psychology.
3. Once a dissertation committee has been formed, any change in committee membership should be discussed with all involved parties; the graduate school committee form must be amended if changes are made. It is the student's responsibility to see that the formal changes are made.
4. The student should file a graduate school committee form with the departmental executive aide who will deliver it to the graduate school.
5. Faculty members reserve the right to decline to serve on graduate advisory committees. If a student has difficulty finding faculty to serve or must replace a committee member, the DET will provide assistance.

6. Dissertation defenses are expected to be:
 - a. Announced (time & place) to Psychology faculty and graduate students two weeks ahead of time. Notify the DET and post a notice on the "Psychtalk" listserv.
 - b. Open to all members of the university community;
 - c. Judged according to a reasonable standard of rigor;
 - d. Evaluated on a pass/fail vote by the Dissertation Committee members;
 - e. Restricted to a maximum of two occasions. A second failure may result in dismissal from the program.
7. As part of the completion of a successful defense of the dissertation project, each student's oral defense will consist of an examination oriented toward the student's dissertation research area and issues relevant to translational science.
8. After a successful defense, the student should get all forms signed and submitted to the departmental executive aide. It is the student's responsibility to bring appropriate forms to dissertation defense the following forms to avoid delays in securing signatures.
8. Specific guidelines on the typing, layout, and deadlines for presenting the final copies of the dissertation to the Graduate School are available in the Graduate School.

The Dissertation: Practical Considerations

1. "Dissertation" is broadly defined. Faculty members are willing to consider a wide range of options for a dissertation. Projects such as meta-analyses, analysis of archival data, organizational interventions, case studies, and experimental laboratory work, could all be considered appropriate, but must be empirical in nature, not just a theoretical or literature review paper. The dissertation should make an original contribution to psychological science. Preferably the student designs a study and collects original data for the dissertation. And, building on the premise of the preliminary project which demonstrates the student's ability to conduct research independently, the dissertation should originate from the student and be conducted and carried out accordingly.
2. Approval of the proposal is an implicit contract. The faculty is agreeing that if the student diligently and professionally completes the work in the proposal and satisfactorily analyzes the results and conclusions, that they will consider the project to be an adequate dissertation. The student is agreeing to carry out the work as proposed. Both parties agree that there should be no major changes after approval of the proposal.

3. Students should keep committee members informed of progress. Some chairs and committee members expect to follow the progress of the dissertation very closely. Others, particularly non-chair members, do not expect intermediate reports. Expectations should be clarified. Students should tailor the frequency of meetings with individuals or the whole committee to student and faculty needs.

4. After gaining the chair's approval of the final draft, a defense should be scheduled. A copy of the dissertation should be given to the committee members two weeks before the date of the defense. The defense should be announced publicly by the departmental executive aide, which typically should occur at least one week before the final thesis defense.

5. Students should check with the committee chair about bringing food to proposal and defense meetings. Some believe that it helps set a positive tone. Others strongly believe food should not be brought, because it can detract from an independent evaluation of the work and compromise the integrity of the process of judging the work on its merit. After the dissertation has been passed it is clearly a good time to celebrate and show appreciation.

6. Faculty may not be available during summers. There is no formal expectation that faculty will remain involved in thesis work at times when they are not under contract. The contract period for 9-month faculty ordinarily extends from 8/15-5/15. Students should clarify with the chair and committee members their availability during the summer. If faculty members are willing to help during the summer, they are doing it as a favor (they are not on contract with the university).

7. Students should review the additional practical information about theses provided earlier in the handbook (beginning on page 16), as similar issues apply to dissertations. Likewise, students should be sure to complete appropriate graduate school forms for dissertations and submit them to the departmental executive aide. Students also file an Application for Graduation with the departmental executive aide.

Oral Defense of Dissertations

The student, upon completion of the Dissertation, will be required to orally defend his or her project before the full committee. The purpose of the Oral Defense of the Dissertation is: 1) to evaluate the student's knowledge and understanding of subject matter covered in the dissertation document (emphasis may be placed on topics in which the student's responses are judged to be weak); 2) to evaluate the student's ability to respond, in a scholarly and professional manner, to a variety of verbal inquiries; 3) to evaluate the student's ability to address limitations of prior research

with future research ideas; and 4) to evaluate the student's application of theory and research to application through an emphasis on translational work; 5) to evaluate the student's level of ability to design and carry out independent research.

Alternative Multi-Paper Dissertation Format

In addition to the standard format for doctoral dissertations, the Department of Psychology allows for the use of an alternative format that consists of a series (three or more) of conceptually-coherent, publication-ready articles, in journal format, as the main basis for the dissertation. This format is rare, but can be proposed. A student in the Experimental Concentration wishing to pursue the alternative format dissertation must meet several criteria, including: 1) being in good-standing academically, having successfully progressed through all coursework and milestone projects according to the established Experimental Concentration timeline; and, 2) gaining the approval of his/her primary academic advisor, all members of the Dissertation Committee, and the DET at the time that doctoral candidacy form is filed. Importantly, prior to written approval, a majority vote by the Experimental faculty must be obtained. The student must submit the Application for Candidacy for the Doctoral Degree to the DET, who in turn will bring the form to the Experimental faculty for discussion. All Experimental faculty members will have the opportunity to provide any concerns about the student being able to complete the dissertation in a timely manner. The DET will make a decision based in part on this feedback. Because of the process involved with approval of the alternate dissertation format, the choice of which dissertation format to adopt should be decided well in advance of the dissertation proposal meeting. Moreover, should the student, in consultation with his/her advisor, decide that it would be preferable to alter the format of the dissertation from the alternative format to the regular format following the proposal meeting, the student is required to obtain approval for this change from all members of his/her committee and to document that change with a revision to the doctoral candidacy form.

In this alternative format, the packaged series of studies must be bounded by both a (1) substantial General Introduction section, comprising a comprehensive and critical review of the literature that sets the context for the thematic research, and (2) General Discussion section that synthesizes and critically analyzes the key issues which arise from these studies. These General Introduction and Discussion sections serve as "bookends" and are in addition to (not in place of) the specific Introduction and Discussion sections contained within each article. When preparing a

dissertation in the alternative format, a student must: 1) include a separate abstract for each paper of the series, in addition to the always-required general dissertation abstract; and, 2) separate reference lists for each paper, in addition to a master list of references for the entire dissertation document. Reference styles for the non-manuscript portions of the document, including the General Introduction, General Methods and General Discussion should adhere to the guidelines of the latest APA Style Manual; however, for the individual series papers, the structural and reference/citation styles should adhere to those of the journals selected for submission, which should be identified prior to, and identified at, the proposal meeting. When necessary and appropriate, supplementary supporting materials are to be presented in Appendices. If the student and advisor select the alternative format, the student must also provide summary overviews of each proposed article within the series at the dissertation proposal meeting. Each summary overview should include: 1) brief background and significance of the literature; 2) statement of the problem; 3) hypotheses; 4) methods, including the specific procedures, measures/techniques, and analyses for each proposed article; and, 5) intended target journal(s) for publication. The student should prepare these summary overviews with the intent to follow them through to completion. After the formal proposal, and as the dissertation process progresses, if changes are required to any of the article-series components, it is the expectation that the student will keep all dissertation committee members informed. If the Committee determines that the proposed changes represent a substantial alteration to the proposed project, a meeting of the Committee members may be necessary to approve the proposed changes. In some cases, a non-empirical paper may be desirable as a part of the series; in this case, it is acceptable, with the approval of the Dissertation Chair and Committee, if one of the three papers constitutes a critical review of the literature, theory development, case study, meta-analysis, or a policy paper. Although components may differ (e.g., there may not be a traditional Method section), the same type of summary overview as provided for an empirical series manuscript must be provided for these types of non-empirical manuscripts, prior to the proposal meeting. Only papers for which the student is the sole or primary contributor may be included. If the alternative-format dissertation is selected, secondary coauthors should be determined early in the process and documented in the Proposal meeting to avoid any conflicts of interest. If the dissertation chair will be a coauthor of any manuscripts from an alternative-format dissertation, a traditional advising role must be maintained to ensure that the manuscripts fulfill the dissertation requirements, with publication being a secondary goal. Neither the advisor nor any other coauthor who is a member of the student's dissertation

committee may compose any portion of the first draft of the dissertation or any of its component manuscripts for which the student is the first author. If a paper is co-authored, that should be acknowledged in a footnote to the chapter title(s) in the dissertation, and a release letter from each coauthor not on the dissertation committee must be included in an Appendix. In all cases, the majority of the work, taken as a whole, must be done by the student, and the student's contribution to each article must be clearly identified. Manuscripts within the proposed series must be previously unpublished work. As with the traditional format, an alternative format dissertation must meet all other Program and ETSU criteria. As with the traditional format, a committee of at least five members is formed, and a dissertation proposal and defense are held according to existing policies. The student must follow all of the steps for a traditional doctoral dissertation. Like the traditional doctoral dissertation, the manuscript based dissertation will be judged as: PASS, CONDITIONAL PASS, or FAIL.

Annual Evaluations

Students will be evaluated at least annually by the experimental evaluation committee in the areas of academic performance, research, teaching, and overall professional development. The annual student evaluation forms are in Appendix D.

1. Rationale

In order to monitor student progress, assess student competencies and developmental needs, and identify barriers to the timely and successful completion of program requirements, all graduate students will participate in an ongoing evaluation process. The process is characterized by faculty-generated evaluations that culminate in yearly evaluation feedback sessions with the faculty.

2. Faculty Evaluations of the Student and Feedback Sessions

- a. Rationale: The experimental psychology faculty is invested in the current and future success of students and is obliged to monitor student progress and critically evaluate the professional skill level of students on a regular basis.
- b. Process: First year experimental psychology graduate students will be formally evaluated by the experimental faculty after completing their first semester. All non-first year students will be formally evaluated by the experimental faculty during the spring semester.
- c. Procedures: Faculty will collectively complete an Experimental Psychology Faculty Evaluation of the Student form (see Appendix D). These evaluations allow the faculty to determine whether the

student is performing at the appropriate level given the student's stage in graduate school. Any student performing below the expected level in specific areas will be provided written feedback in those areas. The student will receive a copy of the faculty evaluation and a letter summarizing the results of the evaluation. Feedback sessions will then be scheduled between faculty (most likely the student's primary academic advisor and one other experimental faculty member) and students, during which the faculty evaluation will be reviewed. Students will return a signed copy for departmental records. Provision of the student's signature does not necessarily indicate student agreement with the faculty evaluation, but indicates only that the student received the feedback. Students refusing to sign the evaluation form after receiving the feedback may be placed on academic probation.

3. Additional Evaluations

- a. All students serving as instructors of record for their own courses will be evaluated by the students in the courses they teach.
- b. Each teaching supervisor will complete an evaluation of the student every semester and that evaluation will be used in determining the student's course grade in the teaching practicum.
- c. Students will complete annual evaluations of their primary academic advisors and the general program through an online survey mechanism.

Student and Professional Associations

Local Associations

Psi Chi

Psi Chi is the National Honor Society in Psychology. Its purpose is to encourage, stimulate, maintain excellence in scholarship, and advance the science of psychology. Students who have joined Psi Chi as undergraduates remain members. To be eligible for membership as a graduate student students must have completed 9 semester hours of graduate courses and have a 3.0 grade point average in all graduate classes. Membership in Psi Chi is encouraged and is a great chance to exercise leadership potential.

Graduate Student Association of Psychology (GSAP)

GSAP is the departmental graduate association. It is a student run association whose purpose is to give representation to the students in matters that need to be addressed to the department. In

addition, GSAP organizes activities to help promote community within the department. Membership in GSAP is automatic to graduate students and is another chance to exercise leadership, but is also an excellent source of valuable social support.

Graduate and Professional Student Association (GPSA) of East Tennessee State University

The Graduate and Professional Student Association (GPSA) of East Tennessee State University is a student-managed organization whose membership is open to all currently enrolled post-baccalaureate degree-seeking students. Their primary function is to improve the quality of graduate and professional education and student experience at ETSU. The primary goal of the GPSA is to provide support and informational services that will encourage all graduate or professional students to: 1) become involved in institutional governance and development; 2) participate in student-sponsored activities; and 3) maximize their potential as students, educators, and researchers. Membership in this organization is required in order to receive travel funding.

Regional Associations

Tennessee Psychological Association (TPA)

TPA is an association of professionals in Tennessee which offers resources to both students and professionals within the community. Its mission is to advance Psychology as a science, as a profession, and as a means of promoting human welfare. TPA holds annual conventions in Nashville, TN, where current research findings may be presented. Membership is open to all students studying psychology in Tennessee.

Southeastern Psychological Association (SEPA)

SEPA is a regional psychological association affiliated with the American Psychological Association (APA) and is represented by the southeastern states including: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, District of Columbia, and Puerto Rico.

Society of Southeastern Social Psychologists (SSSP)

Founded in 1978 by a group of social psychologists at the University of Georgia, SSSP boasts a membership of over 400 students, faculty, and professional psychologists throughout the United States. Most members hail from the southeastern states, including Maryland, Delaware, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Louisiana, Arkansas, Texas, and Florida. There are no membership dues for SSSP. An annual conference is held each fall.

National Associations

American Psychological Association (APA)

Based in Washington, DC, the APA is a scientific and professional organization that represents psychology in the United States. With 150,000 members, APA is the largest association of psychologists worldwide. Student affiliates get many benefits of full membership, including publications, special services, and substantial discounts on APA products, including electronic products. Annual membership is quite reasonable for graduate students. APA also offers additional membership in Divisions, which are organizations on specific sub-topics of psychology (e.g., Division 9, or the Society for the Psychological Study of Social Issues).

Association for Psychological Science

The Association for Psychological Science (previously the American Psychological Society) is a nonprofit organization dedicated to the advancement of scientific psychology and its representation at the international level. The APS mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare. Annual membership dues for graduate students are reasonable. Students get annual subscriptions to publications, electronic journal access, discounted convention rates, and are eligible for grant and funding opportunities.

Specialty Associations

Society for Personality and Social Psychology (SPSP)

SPSP promotes scientific research in personality and social psychology by publishing scientific journals, organizing an annual conference, sponsoring activities that foster professional development among students and faculty, and maintaining close ties with science advocacy offices in the American Psychological Association, the Association for Psychological Science, and the Federation of Associations in Behavioral and Brain Sciences. With over 7,000 members, SPSP is the largest organization of social and personality psychologists in the world. Student membership fees are extremely reasonable.

Society of Behavioral Medicine

The Society of Behavioral Medicine is a multidisciplinary organization of clinicians, educators, and scientists dedicated to promoting the study of the interactions of behavior with

biology and the environment, and the application of that knowledge to improve the health and well being of individuals, families, communities and populations.

SRCD

The Society is a multidisciplinary, not-for-profit, professional association with a membership of approximately 5,500 researchers, practitioners, and human development professionals from over 50 countries. The purposes of the Society are to promote multidisciplinary research in the field of human development, to foster the exchange of information among scientists and other professionals of various disciplines, and to encourage applications of research findings. Our goals are pursued through a variety of programs with the cooperation and service of our governing council, standing committees, and members.

The International Society on Infant Studies

The International Society on Infant Studies is a not-for-profit professional organization devoted to the promotion and dissemination of research on the development of infants through its official journal and a biennial conference where researchers and practitioners gather and discuss the latest research and theory in infant development.

Frequently Asked Questions

How long is the PhD program?

The PhD program is designed as a four-year program of study.

May I enroll in the program on a part-time basis?

No; students must matriculate as full-time students. Similar to medical school, one cannot complete this type of program on a part-time basis. Thus, it is our intent to support every student who enrolls with graduate assistantships and tuition waivers.

I do not have an undergraduate degree in Psychology. May I still apply?

Yes, students in related undergraduate degree programs are often interested in graduate work in psychology, and are welcome to apply. However, we do require at least 18 undergraduate hours in psychology, to ensure that at least some foundation work in psychology has been completed.

Is the program going to be offered online?

There may be components of courses that will be offered online, but the nature of psychology training requires face-to-face training experiences, in our opinion.

I took the GRE years ago, do I have to take it again?

GRE scores up to five years old may be used in the application. GRE scores older than five years cannot be submitted.

I have a master's degree in a related discipline; will I have to complete the entire program?

If you have an equivalent master's degree in Psychology, you can petition upon acceptance into the program to have that degree substituted for the master's degree requirements in this program, up to 42 credit hours. If you have a master's degree in a related discipline such as social work, counseling, or others, you may petition upon acceptance to have up to nine hours of graduate work transferred into this program.

If you have already completed an empirical master's thesis, you may petition to have the thesis requirement waived.

I want to do psychology research and teaching, but I'm not sure that I want to go all the way to the PhD. May I be admitted for just the master's portion and decide later?

No; there is no longer a terminal master's program in psychology at ETSU. All applicants must apply to the MA/PhD combined program with the expectation of completing the doctorate.

Policies and Procedures

APA Ethical Principles of Psychologists and Code of Conduct

Graduate students in the psychology program at ETSU are expected to conform to the ETSU guidelines, as well as the APA Ethical Principles and Standards of conduct. (APA, 2002). The APA Ethics Code can be accessed through this website: <http://www.apa.org/ethics/code/index.aspx>

Academic Honesty

Academic honesty and integrity are important characteristics for any institution. In accordance with ETSU's and the Psychology Department's commitment to integrity, policies regarding academic honesty have been adopted. For a more complete overview of the University's policies, students are encouraged to refer to the current *ETSU Student Handbook*. Copies are available online at: <http://www.etsu.edu/reg/catalog/graduate.aspx>

Included in the policies on academic honesty are statements about plagiarism, fabrication, cheating, and misconduct. Plagiarism is the use of another person's words, ideas or data as one's own. Work submitted for credit that includes another's words, ideas or data is to be appropriately referenced. Any work submitted certifies the originality of all work unless otherwise identified and acknowledged. Plagiarism covers both published and unpublished sources. Fabrication is the use of

invented or falsified research or findings. This includes citing material not contained in a source, listing sources in a bibliography that are not used, submitting fictitious data, and presenting work prepared by another as one's own. Cheating is the act or attempted act of deception by which a student misrepresents that they have mastered material or information on an academic exercise. This includes copying another's material, allowing someone to copy material, unauthorized use of notes and texts, unauthorized collaboration on assignments, and taking a test for another individual. Other misconduct includes: stealing test answers or questions; selling test answers or questions; bribing a person to obtain test answers, questions or information; changing or altering a grade on a test or in a grade book; and being an accessory to the previously stated actions. Academic misconduct is considered a grave offense by all faculty as it should be by all upright students, and its discovery will be treated accordingly; punishment may include dismissal from the program

Academic Performance

All graduate students must maintain a 3.0 GPA to remain in good standing with the ETSU School of Graduate Studies. In addition, the experimental program requires all students to obtain no less than a B in all coursework. If a student wishes to repeat a course all grades are used in computing grade point average. The grade earned on the repeat does not replace the original, but may be considered in faculty evaluations of students.

Academic departments are required to retain grade documentation for a period of one year. Specific student concerns regarding academic records must be addressed within one academic year from the date of posting of grades for the term in question.

Academic Probation

When the cumulative grade point average falls below 3.0, the graduate student will be placed on academic probation. If the student does not achieve a 3.0 cumulative grade point average at the conclusion of one probationary semester, the Dean of the School of Graduate Studies and appropriate college/departmental/program officials will determine whether the student should be dismissed from graduate study at ETSU or continued on probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study. A student will be removed from probationary status upon re-attaining a cumulative 3.0 grade point average. When an "I" grade converts to an "F" after one

calendar year, the GPA is adjusted retroactively; consequently, a student may be subject to dismissal without a probationary term.

Dismissal

Students may be dismissed from the program or the School of Graduate Studies for such reasons as academic misconduct; failure to meet conditions of admission; failure to meet a requirement of the program; exceeding the allowed number of probationary semesters; and recommendation from the Psychology Department for unethical or grossly unprofessional behavior. Students who have been dismissed from the School of Graduate Studies may submit a written request for reinstatement to the Chair of the Department of Psychology within 30 days of receipt of the dismissal notice. The request should include reasons why the reinstatement should be considered. The department will review the request for reinstatement and make recommendations to the dean of the ETSU School of Graduate School. If the request is denied at the departmental level, the student may then direct a written appeal to the dean of the Graduate School, and a final decision will be made in accordance with policies established by the Graduate Council.

Grievance Policy and Resolution of Conflicts

Student Complaint Policy and Procedure

ETSU Policy (from the Spectrum)

East Tennessee State University is committed to respecting all members of the university community and providing fair treatment regarding complaints by students. The objective of the Student Complaint Policy and Procedure is to ensure that concerns and complaints of undergraduate or graduate students are addressed fairly and are resolved promptly. Complaints usually involve actions affecting students that are alleged to be unjust, inequitable, or create unnecessary hardship. A student may pursue this complaint procedure if he or she believes a problem is not governed by other complaint or appeal procedures at the university (refer to Selected Appeal Policies, the Spectrum, and the ETSU catalogs for other examples). The Colleges of Medicine and Pharmacy have their own student complaint policies; complaints should be directed to appropriate personnel as identified by those colleges.

East Tennessee State University seeks to provide students, staff and faculty members with a safe and secure learning environment, free of crime and/or violations motivated by discrimination, sexual and

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other bias-related harassment. There are two important complaint policies not governed by the Student Complaint Policy and Procedure: Sexual, Racial, and Other Harassment and Hate Crimes and Bias-Related Incidents. These types of complaints should be filed with the Special Assistant to the President for Equity and Diversity/Affirmative Action Director or, when a charge is by one student against another student, with the Dean of Students according to the procedures described in those policies.

Procedure

When a concern occurs, the student is encouraged to discuss it with the appropriate faculty member or administrator. Often a resolution or an answer can be attained informally. If an informal approach is neither successful nor advisable, the student should use the Student Complaint Policy and Procedure. The procedure for filing student complaints governed by this policy is as follows:

Step 1:

To submit a complaint a student must complete the official **Student Complaint Form** and send it via email attachment, within ten working days of the date of the initiating event, to the chair or director most directly involved (if the complaint is directed against the chair or director, it should be referred to the dean of the college or next level administrator). The chair or director will attempt to determine the validity of the complaint, and in the case of a valid complaint, seek resolution, including administrative action. He or she will communicate his or her decision on the *Student Complaint Form* and make every effort to do so within ten working days from the conclusion of this process.

Step 2:

If a student wishes to appeal the decision made in Step 1, he or she must submit the **Student Complaint Appeal Form A** and the completed *Student Complaint Form* via email attachments to the appropriate dean or administrator within ten working days from the date of the decision. Undergraduate students submit the materials to the dean of the college where the issue(s) arose and

graduate students submit to the Dean of the School of Graduate Studies. In the case of a complaint involving a director, the student submits materials to the next level administrator.

The student will be invited to discuss the complaint with that individual, who will attempt to determine the validity of the complaint and, in the case of a valid complaint, seek resolution, including possible administrative action. He or she will communicate his or her decision on *Student Complaint Appeal Form A* and make every effort to inform the student within ten working days of the conclusion of the appeal.

Step 3:

If the student believes that he or she has not been afforded due process, the student must submit **Student Complaint Appeal Form B** together with *Student Complaint Appeal Form A* and the *Student Complaint Form* via email attachments to the vice president of the university division in which the complaint occurred within ten working days from the date of the decision. The vice president will make the final determination about the matter and communicate his or her decision on *Student Complaint Appeal Form B* and make every reasonable effort to submit his or her decision to the student within ten working days from the conclusion of this appeal. The determination will include reasons for the decision and direct a remedy, if any, to the student complaint.

Documentation

A record of all complaints and their resolution will be documented at each level of the review process by the appropriate administrator.

Revised March 2009

Progressive Remediation/Disciplinary Policies

(Modeled on the Progressive Disciplinary Policies of ETSU, PPP-70)

The purpose of this policy is to address misconduct or poor performance (other than coursework performance) in a manner that ensures:

- Prompt, consistent, and fair treatment

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- All legal requirements are met
- That the rights, benefits, and responsibilities of the student are articulated and protected
- That faculty supervisors/advisors follow standard remediation/discipline procedures

The Director of Experimental Training (DET) has the delegated authority to suspend, place on probation or terminate the student from the program. No supervisor/faculty advisor has the authority to suspend, terminate, place on probation without prior consultation and approval from the DET. During each phase of progressive discipline, the DET and Department Chair (Chair) must be notified. All supervisors/faculty advisors must maintain appropriate and adequate documentation.

Situations that may trigger progressive remediation/disciplinary policies include, but are not limited to the following:

- Violations of established Program, Department, University, affiliated training sites, and TBR policies and procedures;
- Failure to achieve and maintain standards of conduct;
- Unprofessional or unethical behavior;
- Unsatisfactory job performance;
- Non-compliance with training and graduate assistant contracts;
- Gross misconduct including, but not limited to:
 - Violations of the APA Code of Conduct;
 - Absence or habitual tardiness from duty (e.g., graduate assistant assignments);
 - Any act or omission which may seriously disrupt or disturb the normal operation of the training program;
 - Theft or dishonesty, including academic and scientific misconduct;
 - Gross insubordination;
 - Destruction of university property;
 - Falsification of records;
 - Acts of moral turpitude;
 - The illegal use, manufacture, possession, distribution, or dispensing of controlled substances or alcohol;

- Disorderly conduct;
- Provoking a fight;
- Incompetence resulting in ineffectiveness or public harm;
- Impairment due to stress, distress, psychological dysfunction, or substance use;
- Or other intolerable behavior.

I. Remediation Process

Formal remediation is not considered a punishment, but rather a tool to problem-solve and improve performance. Remediation can be used to address minor conduct or performance issues. The process should encourage student's understanding and concurrence on the issues and encourage student's participation in developing a solution. The DET and/or Chair will provide assistance in the identification of appropriate remediation options as necessary (e.g., counseling, coaching, and training options). The psychology department will keep a written record of all remediation discussions.

The remediation process should include:

- A memorandum to the student sent by the DET and/or the ETC informing the student of the need for remediation, the reason for remediation (e.g., date of incident, rule or standard violated), and the consequences of not following through with remediation;
- Development of a remediation plan which includes input minimally from the primary academic advisor and the student about the corrective action(s) to be taken;
- Acknowledgement of receipt of the remediation plan by the student;
- Documentation of the remediation plan and the student's acknowledgement of the remediation plan (maintained in the student's departmental file);

Possible remediation options include:

- Supervisory counseling;
- Behavioral contracts;
- Reflective papers;
- Informal discussions;
- Formal verbal warning;
- Referral for professional counseling;

- Continuing education (e.g., workshops)

II. Disciplinary Process

If remediation is not successful in solving the problem, then disciplinary processes may be initiated. Prior to any disciplinary step, the supervisor/faculty member must contact the DET before proceeding.

The disciplinary sequence may involve:

- A written warning;
- Probation for up to six months (which may include restriction of duties);
- Suspension of graduate assistantship;
- Suspension from the program;
- Termination from the program;

A. Written warning should include:

- Details and history;
- Rules or standards violated;
- Improvement required;
- Time table for improvement;
- Consequences of not improving;
- Signature of primary academic advisor;
- Student acknowledgement;
- A copy of the written warning will be placed in the student's official departmental file.

B. Probation for up to six months.

Failed remediation may result in additional remediation or the student being placed on probation. If the primary academic advisor believes that failed remediation should result in probation, she or he is expected to provide the DET with:

- The details and history of the student's failed efforts at remediation;
- The rules or standards violated;
- The improvement required;
- Supporting documentation.

The student will be notified in writing of a decision in favor of probation. A copy of the notification and supporting documents will be placed in the student's official departmental file. The primary academic advisor is expected to meet regularly with the student to gauge student progress during the probationary period.

C. Suspension of graduate assistantship or suspension from the program

For *conduct* violations only; not academic performance.

If the primary academic advisor believes that after failed remediation and failed disciplinary actions such as written warning and probation, the student should be suspended from the graduate assistantship responsibilities or the program, she or he is expected to provide the DET and Department Chair with:

- The details and history of the student's failed efforts at remediation;
- The rules or standards violated;
- The improvement required;
- Supporting documentation.

The student will be notified verbally and in writing of a decision in favor of suspension from the DET and signed by the Department Chair. A copy of the notification and supporting documents will be placed in the student's official departmental file. The primary academic advisor is expected to meet regularly with the student to gauge student progress during the probationary period. All students are entitled to a grievance hearing.

D. Termination from the Program

In cases in which students have failed to correct problems after previous attempts at remediation and disciplinary processes, and/or the problem is severe, termination from the program may be justified.

In the event of a decision for termination, a written request will be submitted to the Graduate Dean by the DET (signed by the Department Chair) and will include:

- The details and history of the student's failed efforts at remediation;
- The rules or standards violated;
- The improvement required;
- Supporting documentation (including prior discipline, counseling, training);

The request is reviewed by the Graduate Dean who consults as appropriate with legal affairs, disability services, etc. A formal termination letter to the student will be written by the DET and signed by the Chair and the Graduate Dean. A copy of the letter and documentation will be placed in the student's official departmental and Graduate School files. All students are entitled to a grievance hearing.

III. Primary Academic Advisor Investigations and Documentation

Primary academic advisors must investigate a problem or incident before determining what counseling or discipline is warranted. Primary academic advisors should investigate the facts and circumstances surrounding the problem, determine the rules broken, and the work practice not followed. Advisors, in their investigation, should review work products, interview witnesses, review timesheets, and attempt to directly observe the problem/violation.

IV. Right to Rebuttal

Students are permitted to submit a written rebuttal to their supervisors during each phase of the disciplinary process. Written rebuttals must be submitted formally to the DET. All documents will be reviewed and placed in the student's official departmental file. Documentation regarding disciplinary procedures remains a permanent part of the student's official departmental file.

V. To facilitate the process, faculty may:

- Gather examples of poor work product or misconduct;
- Observe firsthand the situation or misconduct, if possible, or quote sources of information;
- Determine what rule was broken or research which practice or policy was not followed;
- Plan a private meeting with the student;
- Have an additional faculty or staff member (committee member) meet with the student as a witness;
- Keep a record of problems, dates, correct behavior expected, time-line for correction;

- Develop a list of training opportunities for the student;
- Offer the student the help of the university's Employee Assistance Program or Student Counseling Center to assist with problems that may be affecting work performance and/or attendance;
- Ask for the student's perception and ideas;

- Explain that further disciplinary consequences may occur if the problem is not corrected;
- Document all meetings; save emails or other written/electronic communications; transcribe voice messages;

Faculty Grievances

Please consult the Faculty Handbook for the entire text relating to these matters of Complaints and Grievances <http://www.etsu.edu/senate/facultyhandbook/>

1.4 Employee Grievance/Complaint Procedures

1.4.1 Purpose

The purpose of these procedures is to provide a clear, orderly, and expedient method through which all employees of East Tennessee State University may process bona fide grievances or complaints.

1.4.2 Policy Statement

It is the intention of East Tennessee State University to provide an effective process for the resolution of problems arising from the employment relationship or environment. To this end, a formal grievance/complaint procedure has been established for the use and benefit of all employees. It is the responsibility of administrative, academic, and line supervisors to inform and make available to all employees information concerning these procedures. When an employee believes a condition of employment affecting him/her is unjust, inequitable or a hindrance to the effective performance of his/her employment responsibilities, he/she should seek resolution through this mechanism without fear of coercion, discrimination or reprisal. The objective of East Tennessee State University's Grievance/Complaint Procedures is to make every effort to resolve a grievance/complaint at the lowest possible step. Toward this end, faculty are encouraged to communicate openly with their immediate supervisors and to consult with a trained procedural consultant (so designated by the Faculty Concerns and Grievance Committee for the university and trained appropriately for the position) for clarity about definitions of grievances and complaints and procedures for advancing either.

1.4.3 Scope

These procedures apply to all employees and cover all employment related issues with the exception

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of Sexual Harassment, Affirmative Action Matters, and Tenure. The institution has a separate set of guidelines for the processing of Sexual Harassment complaints and matters involving Affirmative Action (i.e., unlawful discrimination on the grounds of race, religion, color, sex, age, handicap, nation origin, or veteran status). Sexual Harassment complaints should be filed with those individuals outlined in the Sexual Harassment Plan while Affirmative Action matter should be filed with the Affirmative Action Director. Furthermore, a separate Committee on Promotion/Tenure appeals exists for the disposition of matters involving tenure or promotion. Moreover, an employee may choose to utilize these procedures for review by the grievance committee (established pursuant to the within guidelines) in the following situations:

1.4.3.1 Actions relating to the suspension of employees for cause or termination in violation of an employment contract which fall under TBR Policy 1:06:00:05 (cases subject to TUAPA); or,

1.4.3.2 Actions related to TBR Policy 5:02:03:00, Section III. 16. b. (2)(suspension of tenured faculty). Furthermore, the University may choose to utilize these procedures for review by the grievance committee (established pursuant to the written guidelines) when resolving a matter initiated pursuant to TBR Policy 5:02:02:00 (faculty promotion).

1.4.4 Definitions

There are two (2) types of matters that may be addressed by these procedures:

- (1) grievances subject to committee review; and,
- (2) complaints that must be resolved without committee review.

a. Grievance - (committee review available)

An employee may only grieve those matters which result from any action the Institution has taken against the employee which:

- (1) Violates school or TBR policy, or involves an inconsistent application of those policies; or,
- (2) Violates any constitutional right including, but not limited to the First, Fourth, or Fourteenth

Amendments to the Federal Constitution and specifically, but again not limited to, actions that hamper free speech, freedom of religion, the right to association, personal and professional property rights, provides for improper search and seizure, or denies constitutionally required notice or procedures.

b. Complaints (committee review not available)

A complaint is a concern an employee wants to discuss with supervisory personnel in an effort to resolve the matter. Personnel actions such as performance evaluations, rates of pay, position reclassification, or position termination due to reduction in force are not defined as complaints. In effect, in order for a personnel action such as those described in the preceding paragraph to be formally challenged by an employee or faculty member, the action must be the result of an alleged violation of school or TBR policy, an inconsistent application of those policies, a violation of any constitutional right, et. seq. (Note: bases for challenges are listed in Section III [“Scope”] and Section IV[“Definitions”]). This section recognizes that the informal “give-and-take” traditionally associated with the employment process will not be altered and that an employee should feel free to express dissatisfaction with the working environment; however, there is an appropriate framework for expressing personal dissatisfaction, which this policy attempts to outline.

121.4.4.2 Employees

All references to the term “employee(s)” contained in these procedures only include administrators, faculty (full-time or temporary contracts), professionals, clerical, and support personnel.

Probationary employees are also included in the definition; however, student workers, graduate assistants, adjunct faculty, and temporary workers are not included in the definition of employee as it pertains to the grievance procedure.

1.4.4.3 Grievance Committee

There are two grievance committees utilized by the University. The two types are the

- (1) Faculty Concerns and Grievances Committee, and
- (2) Non-Faculty Grievance Committee.

a. Faculty Concerns and Grievances Committee

The Faculty Concerns and Grievance Committee shall

- (a) designate a panel of three faculty members to serve the university as procedural consultants;
- (b) participate with the University Attorney in training procedural consultants in the definitions, policies, and procedures related to filing both grievances and complaints;
- (c) serve, when asked by the faculty member, as a consultative body for the development of any grievance or complaint, subject to guidelines and restrictions of this process stated in 1.4.10 – Faculty Senate Policy for Faculty Grievances, Sections 1 & 2; and
- (d) shall only consider and forward recommendations to the President on those matters which meet the criteria for grievances—with those problems which are deemed complaints to have their ultimate resolution through the Office of the President of the University.

b. Non-Faculty Grievance Committee – omitted from this document; see ETSU, Human Resources for entire text)

1.4.5 Responsibility for Implementation and Compliance

The President of the University has ultimate responsibility for the implementation of these procedures and is the final decision maker in the resolution of complaints. The final decision making authority in any action involving a grievance, pursuant to TBR Policy 1:02:11:00, resides with the Chancellor of the Tennessee Board of Regents.

1.4.6 General Rules of Implementation

The primary responsibility for resolving grievable matters rests with the employee/faculty member and his or her immediate supervisor. Initial steps should always be taken to resolve disputes at this level before proceeding to the following rules of implementation. When a concern or issue has not been resolved informally, and the concern might be foreseen to result in a formal complaint or grievance, the immediate supervisor will refer the faculty member to an appropriate procedural

consultant or consultants for consultation and guidance by giving the faculty member a referral card developed and provided by Faculty Senate.

1.4.6.1 Employees using these procedures shall be entitled to do so without fear of retaliation, interference, coercion or discrimination.

1.4.6.2 A grievance which is the subject of an action filed with an external body shall not be processed through the University's grievance procedures. The term external body includes a court or federal or state administrative body such as the Equal Employment Opportunity, Office of Civil Rights, or Tennessee Human Rights Commission.

1.4.6.3 A grievance/complaint must be presented to the employee's immediate supervisor within ten (10) working days after the occurrence of the incident. Any claim not presented within the time frame provided shall be deemed to have been waived. For repetitive or ongoing incidents or circumstances, the grievance/complaint must be filed within ten (10) working days of the last occurrence of such incident or circumstance or of the discovery by the employee of the occurrence. This policy presumes that all employees or faculty members will use good faith and diligence in the discovery of grievable matters.

1.4.6.4 The grievant/complainant is entitled to be accompanied by an advisor a teach step of the procedure; however, the advisor may not act as an advocate on behalf of the individual

1.4.6.5 Employees shall be given the opportunity to pursue grievances/complaints during their assigned work time.

1.4.6.6 The President may grant reasonable extensions of the applicable time limits at each stage of the procedure upon the timely showing of good cause. The request for an extension must be in writing. The approval or denial of the request shall also be in writing.

1.4.6.7 Supervisors to whom a grievance is raised and the Grievance Committee may consult the Director of Human Resources for advice on resolving grievances (except for grievances involving an

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action taken against the grievant by the Director of Human Resources).

1.4.6.8 Copies of all written and associated documentation will be filed in the Office of Human Resources.

1.4.6.9 There shall be a one-semester time limit placed on all grievable matters. In essence, no grievance may be heard unless the grievable incident(s) occurred within the semester immediately preceding the current semester or within the current semester.

1.4.7 Grievance/Complaint Process

1.4.7.1 Steps for Filing a Grievance Only

1.4.7.1.1 Discussion with Immediate Supervisor

A grievance must be brought to the attention of the employee's immediate supervisor within twenty (20) working days after the employee becomes aware of the problem. The employee should state the basis for the grievance and the corrective action desired in temperate and reasonable terms. The employee and the supervisor shall discuss the grievance in an attempt to resolve the matter in a mutually satisfactory manner. The supervisor shall conduct any necessary or appropriate investigation and inform the employee of a decision based upon full and fair consideration of all the facts within five(5) working days of the initial discussion. The immediate supervisor will assure that the decision is clearly communicated to, and understood by, the employee. If the employee is satisfied with the decision, no additional action is required. If the employee is not satisfied, the employee may proceed to Step 2 and will be referred to an appropriate procedural consultant or consultants for consultation and guidance by giving the faculty member a referral card developed and provided by the Faculty Senate. If no decision is communicated to the employee within five (5) working days of the initial discussion, the employee may proceed directly to Step 2.

1.4.7.1.2 Discussion with Higher-Level Supervisor If the employee and the immediate supervisor are not able to reach a mutually satisfactory resolution to the grievance, the employee may proceed

to discuss the matter with the next-higher-level supervisor within ten (10) working days of the date of the decision of the immediate supervisor. Failure to comply with Step 2 in a timely manner shall be deemed a waiver by the employee for this particular occurrence and the grievance may not be raised again. The next-higher-level supervisor and the employee shall then follow the procedures required in Step 1. If the employee is satisfied with the decision reached by the next-higher level supervisor, no additional action is required. If the employee is not satisfied, the employee may proceed to Step 3; if the employee has not already seen a procedural consultant, she or he will be referred to an appropriate procedural consultant or consultants for consultation and guidance by giving the faculty member a referral card developed and provided by the Faculty Senate. If no decision is communicated to the employee within five (5) working days of the initial discussion between the employee and the next-higher-level supervisor, the employee may proceed directly to Step 3.

1.4.7.1.3 Written Grievance Statement

If the employee and the next-higher-level supervisor are not able to reach a mutually satisfactory resolution to the grievance the employee may file a written grievance with his/her vice president on the designated form, available online at

<http://www.etsu.edu/humanres/documents/FacultyGrievanceForm.pdf>

This form shall allow the employee to clearly indicate whether she or he is filing a formal grievance or complaint – or the university may choose to make available two different forms, one for a grievance and one for a complaint: It is the faculty member's responsibility to make her or his own case for the problem being addressed appropriately as either a grievance or a complaint as delineated in this policy. The grievance must be filed within ten (10) working days of the date of the decision of the higher-level supervisor. Failure to comply with Step 3 in a timely manner shall be deemed a waiver by the grievant for this particular occurrence and the grievance may not be raised again. A copy of the grievance, along with any supporting documentation, shall be given to the immediate supervisor and the next-higher-level supervisor. The vice president may request either or both supervisors to respond in writing to the grievance statement. If the employee is satisfied with the decision reached by the vice president no additional action is required. If the employee is not satisfied the employee may proceed to Step 4. If no decision is communicated to the employee within fifteen (15) working days after filing the grievance with the vice president, the employee may

proceed directly to Step 4.

1.4.7.1.4 Written Grievance Statement to be Received by the President and Grievance Committee
If the employee and the vice president are unable to reach a mutually satisfactory resolution the employee may file with the President of the institution. Any grievant, who may otherwise be entitled to a hearing before the grievance committee, may waive such a hearing and accept the findings of the President. Any faculty member considering such a waiver shall first be referred to an appropriate procedural consultant or consultants for a consultation on the advisability of signing a waiver of this right by giving the faculty member a referral card developed and provided by the Faculty Senate. Any such waiver shall be in writing and signed by the grievant. The waiver should state the matter involved and should expressly state that the right of the grievant to a formal hearing by the Grievance Committee is knowingly and voluntarily waived. If the grievant waives his/her rights to a hearing, the President shall within twenty (20) days after receipt of the grievant's file, advise the grievant of the decision. The President's decision will be final and shall be directed to the employee. If no decision is communicated to the employee within twenty (20) working days of filing the grievance the employee may file directly with the Chancellor of the Tennessee Board of Regents. If the grievant does not waive the right to a hearing, the President shall, within five (5) days of receipt of the grievant's file, refer the grievance and all relevant documentation to the appropriate grievance committee. Within twenty (20) days after receipt of the grievant's file the committee shall advise the President and the grievant of its decision. The recommendation shall be based on a full and fair consideration of all the facts and circumstances. The report shall also contain a summary of the committee's investigation and findings.

1.4.7.1.5 Appeal of Grievance to the Chancellor, Tennessee Board of Regents

In any case where the President makes a decision adverse to the grievant, the President shall advise the grievant of his/her right to appeal the decision to the Chancellor. The employee's appeal to the Chancellor must be filed within fifteen (15) working days of the date of notification of the President's decision.

1.4.7.2 Steps for Filing a Complaint Only The steps involved in the resolution of complaints follow the same procedures as those outlined for the resolution of grievances with the following

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exceptions: a. Complaints do not include a right to a hearing or adversarial proceeding before the grievance committee; and, b. The President is the final decision maker involving complaints; that is, the complainant does not have the right to appeal to the Chancellor of the Tennessee Board of Regents.

1.4.8 Maintenance of Records

Copies of all written grievances/complaints and accompanying responses and documentation will be maintained with the Office of Human Resources for at least three(3) years.

1.4.9 Committee Membership and Selection

1.4.9.1 A Faculty Concerns and Grievances Committee shall serve as an advisory body to advise the Senate and, through the Senate, either the Vice President for Academic Affairs or the Vice President for Health Sciences on matters arising from either a concern or a grievance filed by a faculty member or members. The committee shall consist of one faculty senator from each college and school. An alternate may be asked, by the Senate president, to sit in place of a regular committee member in those cases in which the regular committee member is unable to serve or cannot be present for one or more scheduled meetings. A committee member who has a particular interest in the case outcome will excuse him or herself from the committee and be replaced by an alternate for that hearing.

1.4.9.2 The committee will be appointed by the Faculty Senate, as a committee of the Senate. The chair shall be elected by the committee members at their first meeting of each academic year.

1.4.10 Faculty Senate Policy for Faculty Grievances

All formal complaints and grievances by faculty are now governed by the East Tennessee State University's Employee Grievance/Complaint Policy and Procedure(1.4).

Any faculty member wishing to formally challenge an administrative decision should carefully follow the procedures outlined there and it is recommended that she or he consult with an appropriate procedural consultant or consultants with regard to policy, procedures, and rights. However, faculty members occasionally want an opportunity to discuss their concerns with their

peers and to obtain their peers' advice, without becoming mired in formal grievance procedures.

East Tennessee State University provides two avenues for such discussions/consultations—either or both of which are available to all faculty members: The first is a consultation with a trained procedural consultant or consultants, and the second is through a formal consultation (specified and limited) with selected members of the Faculty Senate Committee on Faculty Concerns and Grievances. Members of the Committee on Faculty Concerns and Grievances who provide formal consultation on a case will not sit on a formal grievance hearing of that case. Therefore, we recommend that the Senate Committee on Concerns and Grievances will serve two functions in addition to those specified in the Senate By-Laws 1.5.1.3.

1. The Committee will discuss concerns filed by individual faculty members. A concern is defined as any matter that could be subject to a complaint or grievance as outlined under the University's Complaint and Grievance Policy. In addition, the committee will have the discretion to discuss any other matter it deems appropriate.

Prior to meeting with the committee, the faculty member will submit a brief statement of her/his concern. In discussing such matters, the Committee will not function as an adversarial hearing board. Rather the committee members will listen to the faculty member's/members' complaint and advise her/him as they see fit. They will advise the faculty member about the proper way to proceed. However, the committee's deliberations, since they are merely advisory, cannot become part of any formal grievance the faculty member chooses to file. Deliberations will be confidential, unless all parties agree otherwise. The committee will maintain no records .

2. If the faculty member chooses to file a formal grievance, the committee, in conjunction with the President of the Faculty Senate, will select a five-member committee who will formally hear the grievance in accordance with university

Teaching Experience

Overview and Responsibilities

Teaching experience provides students with communication and instructional skills appropriate for a variety of professional positions. The program recognizes that teaching requires a synthesis and understanding of the discipline and its methodologies, which are uniquely afforded by this pedagogical experience.

Students are given the opportunity to engage in a variety of teaching experiences. As part of their curricular requirements, students will initially teach laboratory sections of courses; and as they progress through the program students will teach their own sections of courses. Responsibilities of teaching include preparing and presenting lectures, assigning and grading homework, and proctoring and grading of exams. Students with teaching responsibilities are expected to make themselves available to students in their courses by maintaining weekly office hours. These hours should be arranged at the start of the term and announced during the first week of classes. In addition, students may be expected to assist faculty members in teaching assignments as part of their general graduate assistantship responsibilities. Meetings should be arranged between graduate assistants and faculty members at the beginning of each term to discuss mutual expectations.

Teaching Course (PSYC 5800) and Practicum I and II (PSYC 5801 and PSYC 6801)

PSYC5800, Teaching in the Psychological Sciences, can be taken simultaneously with Practicum I, and is a prerequisite of Practicum II. The purpose of this course is to review the literature pertaining to teaching in the psychological sciences, to develop pedagogically sound techniques through which to present psychological material, and to gain hands-on experience in psychological instruction.

Practicum I is designed to provide guidance and supervision to Psychology graduate students who are teaching undergraduate lab sections in Psychology. Specifically, the goals of the course are to train students in how to develop and plan a course, and to actually teach a lab-section of a course in the Psychological Sciences. Some of the course topics include: preparing a syllabus for the lab, preparing class session plans, preparing lectures, dealing with classroom management and problem students. Students will meet regularly with the practicum supervisor.

Practicum II is designed to provide guidance and supervision to Psychology graduate students teaching 3-credit hour undergraduate courses in Psychology. Goals and topics of this second course are similar to the first practicum, but also expand to include teaching and technology, testing, and cultural diversity in the classroom. In this second practicum students will have their teaching observed by the practicum supervisor.

Supervision and Evaluation

The overarching goal of supervision of student teaching by faculty is to offer an ongoing dialectic for students on issues related to teaching and the science of teaching. The specific goals of supervision include (1) providing a forum where students and faculty can communicate their teaching experiences; (2) providing information about literature on the teaching of psychology; (3) discussing ethical issues that arise during the practice of teaching; and (4) providing students opportunities to learn from their peers through peer supervision and discussions.

Supervision by faculty will take place within the context of the PSYC 5800, PSYC 5801, and PSYC 6801 courses. When the number of students is limited (e.g., below 6), it is possible that supervision will be conducted through a series of individual meetings with individual faculty. In addition, students may be expected to participate in group teaching sessions (e.g., brown bags) during which time they can interact with other students who are teaching, in order to share experiences and learn from each other. Students will be assigned a faculty teaching supervisor by the Experimental Training Committee. This supervisor, when possible, will be the student's primary academic advisor or another core faculty member in the Experimental program.

Professional Ethics

Teaching assistants are considered employees of the university and so are expected to adhere to the same ethical standards as ETSU University faculty and staff. Students should be clear, consistent, and objective in developing classroom policies and assigning grades to students, and

must maintain strictly professional relationships with students at all times. Moreover, students in psychology are expected to adhere to the APA ethical code of conduct.

Research Experience

Graduate Assistantship

A major expectation of the Experimental Program is student research productivity. In particular, students are expected to remain active in research projects with their primary academic mentor throughout their time in the program. Research experience in the form of studies, conference presentations, publications, and grant proposals is a main focus of academic psychology and this translational psychology program. Typically research and scholarly activity are the main tasks associated with the graduate assistantship, where students are required to work formally for 20 hours per week in exchange for tuition remission and a stipend. Students and faculty also are highly encouraged to participate in regular groups meetings (e.g., brown bags), which offer a rotating schedule of presenters of student-faculty research. Research productivity will be one way in which faculty based students' annual evaluations.

Research Facilities

A variety of resources are available to all graduate students when conducting research during their training at ETSU. Specific facilities vary by faculty member.

Institutional Review Board (IRB)

Any study, research, or investigation utilizing data collected from human participants (directly or indirectly) by graduate students in the department must be approved by the ETSU IRB and approval documentation must be kept and available. Approval must be completed prior to the commencement of the investigation and approved protocol must be adhered to rigidly, unless modifications are submitted and approved by the IRB. The ETSU IRB also requires all persons involved in research to complete the online CITI Training Program. The tutorial can be found at the following website: www.citiprogram.org and relevant information is provided below.

Once approved by the IRB, the research to be conducted is recognized by ETSU and subsequent steps in the research process may be followed. Additional information regarding the correct forms and procedures to be followed may be obtained from the following website:

<http://www.etsu.edu/irb/>

First Time Users of CITI Training Program

1. Go to www.citiprogram.org and click on “ Register for the CITI Program”, then submit
2. Under ALL OTHERS, Choose “East Tennessee State University” and submit
3. Select your Username and Password, then submit. This is what you are going to use to go in and out of the program
4. Fill out Registration Page, then submit information
5. Select your group (**IRB Members, see section B below**)and submit :
 - Group 1- Biomedical not affiliated with VA
 - Group 2- Biomedical affiliated with VA (ETSU/VA members)
 - Group 3- Social and behavioral not affiliated with VA (ETSU Campus members)
 - Group 4- Social and behavioral affiliated with VA
6. On the Learners Menu, click on “Basic Course (required; Status Incomplete)”
7. Complete the Required modules (top of page).
8. To get access to the optional modules (not part of required training unless requested), click on “View the Grade Book” after completing the test on the last module. Scroll down. This will give you all the score of the modules you have completed and give you access to the optional modules.
9. Print the certificate by clicking on “Print a certificate of completion” after finishing the test on the last module. This will trigger an email to the IRB, letting us know you completed the training.
And complete: “The IRB Member Module-What every New IRB Member Needs to Know,” located in the Optional Section. You can access this module after you have completed the required modules for your group under “View Grade Book” (see # 8 above). After completing the required modules and the IRB member module, then you can print a certificate.

Resources and References

The following are important and useful resources for all students involved in research:

American Psychological Association. (2001). Publication Manual of the American Psychological Association (5th ed.) Washington, DC: American Psychological Association Press.

Cone, J. D. & Foster, S. L. (1993). Dissertations and Theses from Start to Finish. Washington,DC: American Psychological Association.

ETSU Thesis/Dissertation Materials: http://www.etsu.edu/gradstud/forms/thesis_materials.asp

Other Employment and Experience Outside of the Department

As detailed above, students are expected to maintain high levels of research productivity, perform well in coursework and teaching responsibilities. From time to time, students may be interested in seeking extracurricular activity in the form of outside employment or teaching opportunities at other colleges or universities. Any student wishing to obtain such employment or experience must seek approval from the department to do so. The student's proposal will go through several levels of review, beginning with the primary academic advisor, moving to the Experimental Training Committee, the Director of Experimental Training, and finally the Department Chair. If students seek employment without prior approval it may jeopardize the student's program funding. Any student granted approval to obtain outside employment or experience is required to go through a continuing review process each year during the annual review process. If the Experimental Training Committee believes the student's academic progress is adversely affected by the outside employment the continuing review may occur earlier than the annual review process. One approval is not a blanket statement for all outside employment and activity; students must seek approval for each employment and/or teaching opportunity. Students should take extreme caution in proposing and accepting outside employment.

Appendices

Appendix A: Matriculation Timeline

	Year 1			Year 2			Year 3			Year 4		
	Fall	Spring	Summer									
Connect informally with faculty about thesis research ideas												
Identify thesis committee chair												
Work on thesis research topic and develop outline of literature review for proposal												
Form thesis committee												
Complete forms: Appointment of Advisory Committee, Program of Study, Application for Candidacy*												
Actively write and revise literature review and methodology for thesis												
Propose thesis												
Collect data for thesis												
Analyze data and write up thesis												
Complete forms: Notification of Oral Defense, Intent to Graduate*												
Defend thesis*; complete all Masters degree requirements												
Propose preliminary project												
Complete and defend preliminary project												
Identify dissertation chair and research question; outline of literature review												
Form dissertation committee												
Complete PhD forms: Appointment of Advisory Committee, Program of Study, Application for Candidacy*												
Actively write and revise literature review and methodology for dissertation												
Propose dissertation												
Collect data for dissertation												
Analyze data and write up dissertation												
Complete forms: Notification of Oral Defense, Intent to Graduate*												
Defend dissertation*; complete all Doctoral degree requirements												

Appendix B: Appointment of Primary Academic Advisor Form

EAST TENNESSEE STATE UNIVERSITY
PHD IN PSYCHOLOGY: EXPERIMENTAL CONCENTRATION
APPOINTMENT OF PRIMARY ACADEMIC ADVISOR

Student Name _____ E# _____

The Primary Academic Advisor as indicated below was designated during a conference with the student

on _____
Date Name of Primary Academic Advisor

Student Signature

Primary Academic Advisor Signature

Director of Experimental Training Signature Date

CHANGE OF ACADEMIC ADVISOR

I hereby request the following change in academic advisor:

From: _____
Advisor Name Advisor Signature and Date

To: _____
Advisor Name Advisor Signature and Date

Student Signature and Date

Director of Experimental Training Signature and Date

Appendix C: Graduate School Forms

EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
 Program of Study for the Master's Degree

Office Use Only Input on SIS: _____ Initials: _____ Catalog of Record: _____

Name: _____
 Student's Name (please type or print) _____ E # _____

Field of Study: **Psychology** Concentration: **Experimental**
 Program Level: **Masters**

(Please Type or Print)

Course ID Number	Course Title	Grade	Credit Hours	Semester Completed or to be Completed	Transfer * Credit	Substitute For Course #	Office Use Only
PSYC5210	Statistical Methods		3				
PSYC5220	Personality & Psychotherapy Models		3				
PSYC5410	Correlation & Multiple Regression		3				
PSYC5610	Topical Seminar in Developmental Psychology		3				
PSYC5620	Topical Seminar in Social Psychology		3				
PSYC5630	Topical Seminar in Cognitive Psychology		3				
PSYC5650	Topical Seminar in Applied Psychology		3				
PSYC5707	Advanced Behavioral Neuroscience		3				
PSYCH5717	Advanced Behavioral Neuroscience Lab		1				
PSYC5800	Teaching in Psychological Sciences		3				
PSYC5801	Teaching in Psychological Sciences: Practicum I (1 hr. repeated 2 times)		2				
PSYC5825	Psychopathology		3				
PSYC5950	Methods of Research		3				
PSYC5960	Thesis		6				
Total number of hours required for degree-----			42				

* Non-ETSU transfer credit must be approved before it can be shown on the program of study.

Student's Signature: _____ Date: _____

Approved: _____ Date: _____
 Advisory Committee Chair

Approved: _____ Date: _____
 Graduate Program Coordinator

Approved: _____ Date: _____
 Additional signature(s) if required by program

Office Use Only Input on SIS: _____ Initials: _____ Catalog of Record: _____

**EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Application for Candidacy
For the Master's Degree

I, _____, hereby
Student's Name (please type or print) E#
apply for admission to candidacy for the Master of _____
degree at East Tennessee State University. To the best of my knowledge, I have completed all of the
prerequisites for admission to candidacy.
I intend to do my graduate work under the _____ Option.
Thesis or Coursework

Graduate Major: _____ Catalog of Record: _____
Concentration: _____
Conditional Admission: Yes: _____ No: _____ Conditions Met: Yes: _____ No: _____
(Conditions for admission must be met before student can be admitted to candidacy).

The attached program of study has been planned with the guidance of the chair of my advisory committee or
with the graduate coordinator in my program. In addition, I have met all the conditions of my admission.
_____ Second Master's Degree. An approved program of study for the other degree is on file.

Signature of Applicant

Signature of Committee Chair

Graduate Coordinator

-For Graduate School Office Use Only-

Program checked against catalog requirements _____ Graduate grade point average _____
Date

Approved by: _____ Date _____
Graduate Analyst

Approved by: _____ Date _____
Dean, School of Graduate Studies

Reset Form

Updated 07/30/08



EAST TENNESSEE STATE UNIVERSITY

School of Graduate Studies

Box 70720
Johnson City, TN 37614-1710
(423) 439-4221 phone or (423) 439-5624 fax

MEMORANDUM OF ORAL DEFENSE

TO: School of Graduate Studies
FROM:
SUBJECT: Notification of Oral Examination for Thesis or Dissertation and Graduate Faculty Representative

DATE:

Student's Name: ID#:

Degree: Dept. Campus Box:

Date of Exam: Time:

Building: Room #:

Chair, Advisory Committee Phone Fax Number

Important Information

The department is responsible for sending a copy of the student's abstract to Graduate Faculty Representative (Outside Observer) at least ten days before the defense. In case of cancellation, the department is responsible for notifying the Graduate Faculty Representative and the appropriate Graduate Studies Liaison.

The Graduate Faculty Representative is not considered a part of the examining committee, does not vote, but must complete the NARRATIVE REPORT form and return it to the School of Graduate Studies immediately upon completion of the exam.

- For Graduate Studies Use Only -

The Graduate Faculty Representative is:

Department:

Phone: Box: Fax

Graduate Program Liaison Phone E-Mail

Scheduled By: Date:

**EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Office Use Only
Revd: _____
Initials: _____

RESULTS OF EXAMINATION, REPORT, AND/OR CULMINATING
EXPERIENCE

Student's Name (please type or print) _____ E# _____

Field of Study _____ Concentration _____

Degree _____

The above candidate has completed the required examination(s) as checked below:

	<u>Date Held</u>	Passed	Failed
1. Written Comprehensive Examination	_____	_____	_____
2. Oral Comprehensive Examination	_____	_____	_____
3. Master's Thesis Defense	_____	_____	_____
4. Doctoral Defense	_____	_____	_____
5. Doctoral Qualifying Examination	_____	_____	_____
6. Doctoral Preliminary Examination	_____	_____	_____
7. Report: (explain)	_____	_____	_____

8. Culminating Experience: (explain)	_____	_____	_____

Signatures of Examining Committee

Chair, Advisory Committee	_____
Committee Member	_____

Remarks or Conditions:

Return Original to School of Graduate Studies

RESULT

Updated 07/31/08

**EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Notice of Intention to Graduate

****Notice of Intention to Graduate will not carry over to the next semester****

On line below, clearly type or print your name as you wish it to appear on your diploma.

E# _____

Your present local address. This should be the address at which you wish to receive correspondence relating to your graduation from ETSU. If this address changes before you graduate, please give us your new local address.

Street _____ City _____ State _____ Zip _____

Campus Box Number _____ Telephone number _____ E-mail _____
(Number where you can be reached concerning graduation.)

Include parents' name(s) and address below if you would like them to receive an invitation to your graduation. (optional)

Parents' Name(s) _____

Street _____ City _____ State _____ Zip _____

Check Relevant Degree or Certificate:

GRADUATE DEGREE

- _____ Master of Accountancy
- _____ Master of Allied Health
- _____ Master of Arts
- _____ Master of Arts in Liberal Studies
- _____ Master of Arts in Teaching
- _____ Master of Business Administration
- _____ Master of City Management
- _____ Master of Education
- _____ Master of Fine Arts
- _____ Master of Physical Therapy
- _____ Master of Professional Studies
- _____ Master of Public Administration
- _____ Master of Public Health

- _____ Master of Science
- _____ Master of Science in Environmental Health
- _____ Master of Science in Nursing
- _____ Master of Social Work
- _____ Specialist in Education
- _____ Doctor of Audiology
- _____ Doctor of Education
- _____ Doctor of Environmental Health Science
- _____ Doctor of Philosophy
- _____ Doctor of Public Health
- _____ Doctor of Physical Therapy
- _____ Doctor of Science in Nursing

GRADUATE CERTIFICATE

Note: Certificate earners do not participate in the graduation commencement ceremony

- _____ Archival Studies Certificate
- _____ Biostatistics Certificate
- _____ Business Certificate
- _____ E-Business Certificate
- _____ Economic Development Certificate
- _____ Emerging Tech. Certificate
- _____ Entrepreneurial Leadership Certificate
- _____ Epidemiology Certificate
- _____ Gerontology Certificate
- _____ Healthcare Management Certificate
- _____ Post Master's Nursing Certificate
- _____ Rural Health Certificate
- _____ Teaching English as a Second Language Certificate
- _____ Urban Planning Certificate

Semester in which requirements for the degree will be completed: _____, 20____
(Semester) (Year)

GRADUATE MAJOR: _____ **CONCENTRATION:** _____

I have read the Notice of Intention to Graduate and understand that if I do not satisfy the degree requirements for the above stated semester, I must submit a new form in the next term and every applicable term thereafter.

Signature Date

Office Use Only	
Input on Banner	_____
Initials	_____
College	_____
Program	_____
Concentration	_____
Grad Prog Specialist	_____



Electronic Theses and Dissertations

School of Graduate Studies at East Tennessee State University

Checklist of Requirements

- [] Defend your manuscript successfully to your graduate advisory committee.
 - [] Get agreement from your committee to release your manuscript for review by the School of Graduate Studies.
 - [] Fill out a Manuscript Review Form.
 - [] Have your committee members sign the authorization section of the Manuscript Review Form.
 - [] Fill out an ETSU ETD Release Form and a UMI ETD Release Form.
 - [] Give the Manuscript Review Form and the two release forms to the Graduate School.
 - [] If your research was reviewed by the IRB, turn in a copy of the compliance letters from the IRB.
 - [] Pay your microfilming fee to the Business Office, 2nd floor, Dossett Hall (\$63.51 for theses, \$74.46 for dissertations).
 - [] Give a copy of the receipt for the microfilming fee to your Program Specialist in the Graduate School.
 - [] Connect to the ETD Manager web site (<http://etd-submit.etsu.edu>) and create your activity account.
 - [] Login to your account and complete the online profile.
 - [] Convert your manuscript into PDF format using Adobe Acrobat software.
 - [] Login to your account and submit your converted manuscript file by the initial review deadline (listed in the *ETSU Graduate Catalog* and the *Schedule of Classes*.)
- If you have done all this, you have met the requirements for the initial review deadline. The Graduate School readers will review your manuscript and either recommend its approval or return it to you via email, with comments.
- You may correct your original manuscript, convert to PDF, and resubmit as many times as are needed. You must, however, meet the approval deadline or your graduation will be delayed. When it is approved, you will be notified via email.
- [] Resubmit your manuscript as many times as needed, but earn approval before the approval deadline.
 - [] If you are a doctoral candidate, fill out and turn in to the Graduate School the *Survey of Earned Doctorates*.
 - [] Celebrate.

EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
Experimental Psychology
Departmental Application for Candidacy for the Doctoral Degree

I, _____, hereby apply for admission to candidacy
Student Name (Type or Print) E#

for the Doctorate in Psychology with a concentration in Experimental Psychology at East Tennessee State University. To the best of my knowledge, I have completed all of the prerequisites for admission to candidacy, graduate as well as undergraduate, including completion of the masters degree in Psychology based in part on an empirical thesis and the Preliminary Examination Project. My transcripts of undergraduate and graduate credits are on file with the Dean of the School of Graduate Studies.

In consultation with my Primary Academic Advisor and all members of my dissertation committee, I have decided to utilize the following format for completion of my dissertation:

Traditional Form or Alternate Form

Please note that the use of the Alternate Format for dissertations must have prior approval by the Primary Academic Advisor, all members of the student's dissertation committee, the Experimental Faculty, and the Director of Experimental Training.

The proposed title for my doctoral dissertation is

Signature of Student Date

Signature of Primary Academic Advisor Date

Signature of Director of Experimental Training Date

-For Graduate School Office Use Only-

Summary (includes hours from Master's Degree that are applicable)	Minimum Required
Total credit hours in area concentration _____	_____
Total credit hours in other departments _____	_____
Total credit hours in dissertation _____	_____
Total credit hours required for program _____	_____
Total credit hours required at 6000/7000 level _____	_____

Program checked against catalog requirements _____ Grade Point Average _____

Approved by: _____
Graduate Analyst Date

Approved by: _____
Dean, School of Graduate Studies Date

EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
 Program of Study for the Doctoral Degree

Office Use Only Input on SIS: _____ Initials: _____ Catalog of Record: _____

Name: _____
 Student's Name (please type or print) _____ E # _____

Field of Study: **Psychology** Concentration: **Experimental**
 Program Level: **Doctoral**

(Please Type or Print)

Course ID Number	Course Title	Grade	Credit Hours	Semester Completed or to be Completed	Transfer* Credit	Substitute For Course #	Office Use Only
PSYC6660	Grant Writing in the Psychological Sciences		3				
PSYC6801	Teaching in Psychological Sciences: Practicum II (1 hr, repeated 3 times)		3				
PSYC7000	Doctoral Preliminary Project		3				
PSYC7500	Cultural Anthropological Applications		3				
PSYC7550	Community Assessment and Intervention		3				
PSYC7770	Diversity in the Psychological Sciences		3				
	Advisor Approved Elective		3				
	Advisor Approved Elective		3				
	Advisor Approved Elective		3				
	Advisor Approved Elective		3				
	Advisor Approved Elective		3				
PSYC7960	Dissertation		12				
Total number of hours required for degree-----			45				
--							

* Non-ETSU transfer credit must be approved before it can be shown on the program of study.

Student's Signature: _____ Date: _____

Approved: _____ Date: _____

Advisory Committee Chair

Approved: _____ Date: _____

Graduate Program Coordinator

Approved: _____ Date: _____

Additional signature(s) if required by program

**EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EXPERIMENTAL GRADUATE CONCENTRATION
FORM TO DOCUMENT APPOINTMENT OF THE
DOCTORAL DISSERTATION ADVISORY COMMITTEE**

STUDENT: _____ ID#: _____
(Print)

NOTE: See Student Handbook for Full Requirements.

Signatures affixed below constitute acceptance of the advisory committee assignments.

Chair, Advisory Committee (Print)	Signature	Phone number	Date
Member (Experimental) (Print)	Signature	Phone number	Date
Member (Experimental) (Print)	Signature	Phone number	Date
Member (Clinical) (Print)	Signature	Phone number	Date
Member (Experimental, Clinical or) (Print) Outside Department) (Print)	Signature	Phone number	Date
Student (Print)	Signature	Phone number	Date

Approval Granted: Yes No If No, reason: _____

Director of Experimental Training (Print)	Signature	Phone number	Date
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EAST TENNESSEE STATE UNIVERSITY

School of Graduate Studies

Box 70720
Johnson City, TN 37614-1710
(423) 439-4221 phone or (423) 439-5624 fax

MEMORANDUM OF ORAL DEFENSE

TO: School of Graduate Studies
FROM:
SUBJECT: Notification of Oral Examination for Thesis or Dissertation and Graduate Faculty Representative
DATE:

Student's Name: ID#:
Degree: Dept. Campus Box:
Date of Exam: Time:
Building: Room #:
Chair, Advisory Committee Phone Fax Number

Important Information
The department is responsible for sending a copy of the student's abstract to Graduate Faculty Representative (Outside Observer) at least ten days before the defense. In case of cancellation, the department is responsible for notifying the Graduate Faculty Representative and the appropriate Graduate Studies Liaison.
The Graduate Faculty Representative is not considered a part of the examining committee, does not vote, but must complete the NARRATIVE REPORT form and return it to the School of Graduate Studies immediately upon completion of the exam.

- For Graduate Studies Use Only -
The Graduate Faculty Representative is:
Department:
Phone: Box: Fax
Graduate Program Liaison Phone E-Mail
Scheduled By: Date:

**EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Office Use Only
 Revd: _____
 Initials: _____

RESULTS OF EXAMINATION, REPORT, AND/OR CULMINATING
EXPERIENCE

Student's Name (please type or print) _____ Et _____

Field of Study _____ Concentration _____

Degree _____

The above candidate has completed the required examination(s) as checked below:

	<u>Date Held</u>	Passed	Failed
1. Written Comprehensive Examination	_____	_____	_____
2. Oral Comprehensive Examination	_____	_____	_____
3. Master's Thesis Defense	_____	_____	_____
4. Doctoral Defense	_____	_____	_____
5. Doctoral Qualifying Examination	_____	_____	_____
6. Doctoral Preliminary Examination	_____	_____	_____
7. Report: (explain)	_____	_____	_____

8. Culminating Experience: (explain)	_____	_____	_____

Signatures of Examining Committee

Chair, Advisory Committee _____

Committee Member _____

Committee Member _____

Committee Member _____

Committee Member _____

Remarks or Conditions:

Return Original to School of Graduate Studies

RESULT

Updated 07/31/08

**EAST TENNESSEE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Notice of Intention to Graduate

****Notice of Intention to Graduate will not carry over to the next semester****

On line below, clearly type or print your name as you wish it to appear on your diploma.

E# _____

Your present local address. This should be the address at which you wish to receive correspondence relating to your graduation from ETSU. If this address changes before you graduate, please give us your new local address.

Street _____ City _____ State _____ Zip _____

Campus Box Number _____ Telephone number _____ E-mail _____
(Number where you can be reached concerning graduation.)

Include parents' name(s) and address below if you would like them to receive an invitation to your graduation.
(optional)

Parents' Name(s) _____

Street _____ City _____ State _____ Zip _____

Check Relevant Degree or Certificate:

GRADUATE DEGREE

- _____ Master of Accountancy
- _____ Master of Allied Health
- _____ Master of Arts
- _____ Master of Arts in Liberal Studies
- _____ Master of Arts in Teaching
- _____ Master of Business Administration
- _____ Master of City Management
- _____ Master of Education
- _____ Master of Fine Arts
- _____ Master of Physical Therapy
- _____ Master of Professional Studies
- _____ Master of Public Administration
- _____ Master of Public Health

- _____ Master of Science
- _____ Master of Science in Environmental Health
- _____ Master of Science in Nursing
- _____ Master of Social Work
- _____ Specialist in Education
- _____ Doctor of Audiology
- _____ Doctor of Education
- _____ Doctor of Environmental Health Science
- _____ Doctor of Philosophy
- _____ Doctor of Public Health
- _____ Doctor of Physical Therapy
- _____ Doctor of Science in Nursing

GRADUATE CERTIFICATE

Note: Certificate earners do not participate in the graduation commencement ceremony

- _____ Archival Studies Certificate
- _____ Biostatistics Certificate
- _____ Business Certificate
- _____ E-Business Certificate
- _____ Economic Development Certificate
- _____ Emerging Tech. Certificate
- _____ Entrepreneurial Leadership Certificate
- _____ Epidemiology Certificate
- _____ Gerontology Certificate
- _____ Healthcare Management Certificate
- _____ Post Master's Nursing Certificate
- _____ Rural Health Certificate
- _____ Teaching English as a Second Language Certificate
- _____ Urban Planning Certificate

Semester in which requirements for the degree will be completed: _____, 20____
(Semester) (Year)

GRADUATE MAJOR: _____ **CONCENTRATION:** _____

I have read the Notice of Intention to Graduate and understand that if I do not satisfy the degree requirements for the above stated semester, I must submit a new form in the next term and every applicable term thereafter.

Signature Date

Office Use Only	
Input on Banner	_____
Initials	_____
College	_____
Program	_____
Concentration	_____
Grad Prog Specialist	_____

Appendix D: Departmental Preliminary Project Forms

***note: preliminary project forms do not go to the graduate school**

**EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EXPERIMENTAL CONCENTRATION
FORM TO DOCUMENT APPOINTMENT OF THE
PRE-DOCTORAL PRELIMINARY PROJECT ADVISORY COMMITTEE**

STUDENT: _____ ID#: _____
(Print)

NOTE: See Student Handbook for Full Requirements.

Signatures affixed below constitute acceptance of the advisory committee assignments.

Chair, Advisory Committee (Print)	Signature	Phone number	Date
Committee Member (Print)	Signature	Phone number	Date
Committee Member (Print)	Signature	Phone number	Date
Committee Member (Print)	Signature	Phone number	Date

If needed, an additional consulting (non-voting) committee member may be named (see above and Handbook).

5 th Committee Member (Print)	Signature	Phone number	Date
Student (Print)	Signature	Phone number	Date

Approval Granted: ___ Yes ___ No If No, reason: _____

Director of Experimental Training (Print)	Signature	Phone number	Date
---	-----------	--------------	------

**EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EXPERIMENTAL CONCENTRATION**

PRE-DOCTORAL PRELIMINARY PROJECT PROPOSAL MEETING OUTCOME

STUDENT: _____ ID#: _____
(Print)

PROPOSAL MEETING RESULTS

Note: See Student Handbook.

Chair, Advisory Committee (Print) Signature Phone number Date

Student Name (Print) Signature Phone number Date

Results Accepted: ___ Yes ___ No If No, reason: _____

Director of Experimental Training (Print) Signature Phone number Date

**EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
EXPERIMENTAL CONCENTRATION**

RESULTS OF THE PRE-DOCTORAL PRELIMINARY PROJECT DEFENSE

STUDENT: _____ ID#: _____
(Print)

DEFENSE MEETING RESULTS

The Student ___ PASSED ___ CONDITIONALLY PASSED ___ FAILED the Written Component.

The Student ___ PASSED ___ CONDITIONALLY PASSED ___ FAILED the Oral Component.

Notes:

Chair, Advisory Committee (Print) Signature Phone number Date

Committee Member (Print) Signature Phone number Date

Committee Member (Print) Signature Phone number Date

Committee Member (Print) Signature Phone number Date

Results Accepted: ___ Yes ___ No If No, reason: _____

Director of Experimental Training (Print) Signature Phone number Date

Appendix E: Annual Student Evaluation Form

ETSU Experimental Psychology PhD Program
Annual Graduate Student Evaluation Form

Student Name (print) and Cohort Year:

Primary Academic Advisor Name (print):

Semester (circle specifics): Spring Summer Fall Year (write in): _____

**Program Year
(circle proper level):**

Year 1

Year 2

Year 3

Year 4

INSTRUCTIONS for ADVISORS (IMPORTANT, PLEASE READ CAREFULLY):

***Ratings should reasonably reflect their actual time in the program to date. The purpose of the evaluation process is to show accurately the development which occurs across time as a result of experience, education, and training.** Mark N/A if an item is not applicable, and fill out all other item as follows:

Scale/Rating Definitions:

Beginning Student Level: Possesses basic skills. For example, ratings reflect knowledge, understanding, and application of fundamental research methods and analyses. Students are most likely to consistently achieve this level during their first year in the program.

Intermediate Student Level: Possesses intermediate skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an intermediate student status. Intermediate criteria in the area of research include, but are not limited to, accomplishments such as: ability to formulate hypotheses and articulate methods to test research questions; understanding and use of advanced techniques of statistical analyses with faculty supervision; competently designing and conducting research projects with faculty supervision; engagement in at least one opportunity annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); assists faculty in developing grants appropriately; etc. Students are most likely to consistently achieve this level during their second year in the program.

Advanced Student Level: Possesses advanced skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an advanced student status. Advanced criteria in the area of research include, but are not limited to, accomplishments such as: acquisition of skills needed to execute sophisticated techniques of statistical analyses without faculty supervision; independence in competently designing and conducting research projects; engagement in multiple opportunities annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); primary authorship on small grants and/or advanced assistance of faculty on large grants; etc. Students are most likely to consistently achieve this level during their third year in the program.

Professional Level: Possesses entry-level doctoral professional skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an entry-level professional with a doctoral degree. Students at this level in the area of research exceed advanced standing in competently designing and conducting research projects by identifying gaps in previous literature and applying theory. Research design and analysis skills are doctoral level. Students are most likely to consistently achieve this level during their fourth year or during dissertation completion.

Please be as objective and honest as possible so that we may deliver the most accurate feedback to the student, and if needed, create a competency-based remediation plan with specific, clear goals. Please discuss your ratings with the student researcher, during which time you may adjust the ratings as you see fit and sign the form. Your time and effort is greatly appreciated!

Research

At what level does the student demonstrate substantial understanding or competence in...

1...research design (e.g., between and within designs, correlational and experimental designs).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
2...understanding and use of appropriate methods and instrumentation (e.g., surveys, imaging techniques, tests, observation).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
3...dissemination of research results (e.g., professional conference presentations, manuscript submissions to peer-reviewed outlets).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
4...use and interpretation of statistical tests and analyses (e.g., descriptive statistics, correlation, t-tests, ANOVA, ANCOVA, MANOVA, regression, SEM, evaluations of mediation/moderation, power/effect size estimations).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
5...use of professional-grade software (e.g., SPSS/PASW, SAS) to accomplish statistical analyses. B.2 1-2b, B.3a8					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
6...translation of psychological research (bench to bedside; how basic findings can be translatable to applied settings and situations; conducting research in applied areas; collaborating on actual translation or intervention)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
7...issues of cultural and individual diversity as applied to research.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
8...effective supervision and leadership of lab personnel.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

_____positive attitude toward research in psychology

Teaching

At what level does the student demonstrate substantial understanding or competence in...

1...mechanics of teaching (e.g., syllabus and class preparation, classroom or online presentation and management, testing and grading)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

2... issues of cultural and individual diversity in the classroom.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

3... knowledge of content in courses taught					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ professionalism in the classroom (e.g., starts class on time, doesn't cancel class often, returns papers in a timely fashion, keeps regular office hours, responds to students outside of class)
- _____ appropriate encouragement of student interaction in the classroom
- _____ responsiveness to student comments/questions in the classroom
- _____ positive attitude toward teaching of psychology

Description: _____

Professionalism/Colleagiality

At what level does the student demonstrate substantial understanding or competence in...

1... initiative and seeking out professional development opportunities and growth (e.g., attending talks and defenses, applies for awards, initiates ideas for conferences, mentors peers)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ interpersonal communication with faculty and peers (friendly, helpful, socially appropriate)
- _____ responsibility and strong work ethic (e.g., does what is expected or assigned, attends meetings on time)
- _____ prompt responsiveness (e.g., drafts, assignments, emails, revisions)
- _____ appropriate contribution and presence in the ETSU Department of Psychology and primary lab

Description: _____

Academics

At what level does the student demonstrate substantial understanding or competence in...

1... integration and accumulation of knowledge					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

2... translating the science of psychology					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ diligence in coursework (e.g., comes to class prepared, completes assignments on time)
- _____ positive attitude toward learning psychological science

Description: _____

General Comments by Advisor:

Student Strengths:

Student Areas for Improvement:

Advisor's Signature

Date of Signature

Student's Signature

Date of Signature