

**Graduate Student Handbook**

**School of Psychology**

**Florida Institute of Technology**

**2016-2017**

**Table of Contents**

**Faculty Research Interests.....3**

**Communication.....5**

**Mission Statement.....6**

**Registration .....6**

**Drop/Withdrawal.....7**

**Seminars and Intensive courses.....7**

**Colloquia.....7**

**Audit.....7**

**Textbooks and other Required Course Materials.....7**

**Technology Equipment.....7**

**Master of Science Program Plan .....8**

**Transfer Credit and Exemption from Required Courses.....8**

**Permission to Study at Another Institution.....8**

**Grades .....8**

**Appeal of Grades or Instructor Conduct.....9**

**Thesis.....9**

**Dissertation.....10**

**Doctoral Research Project .....10**

**Final Program Examination .....13**

**Comprehensive Examination.....13**

**Petition for Graduation .....13**

**Academic Dismissal .....13**

**Professional Behavior and Conduct of Students.....14**

**Other Areas of Importance.....19**

**Professional Conduct of Students.....20**

**Title IX Sexual Discrimination Plicy.....21**

**Student Faculty Complaint Resolution Process.....22**

**Policy on Outside Employment  
With Florida Full-Time and Adjunct Faculty.....22**

Full-time faculty and their research and teaching interests are:

Patrick Aragon, Psy.D. Nova Southeastern University, Assistant DCT. Empathy in the process of forgiveness and therapeutic necessity; chronic mental health with inpatient and homeless individuals; substance abuse prevention & intervention

Demara B. Bennett, Psy.D., Florida Institute of Technology. Assistant Professor of Psychology. Director- Family Learning Program, Clinical Supervisor - ASD Team. Pediatric and adult neurodevelopmental and psychological evaluation and treatment; child and family systems; autism spectrum, developmental, mood, anxiety, and behavioral disorders; abuse and neglect issues, child advocacy and dependency evaluations.

Xinxuan Che, Ph.D., University of South Florida, Assistant Professor. Work stress, employee health and well-being, workplace safety, safety culture/climate, leadership/leadership in teams, teamwork, organizational citizenship behaviors.

Felipa T. Chavez, Ph.D., SUNY at Buffalo. Assistant Professor of Psychology and Director of Building Blocks/Parent-Child Interaction Therapy. Multiculturalism, parenting, child development, family dysfunction, impact of substance abuse on child maltreatment in different sociocultural contexts, social support networks as a buffer to stress and family dysfunction.

Travis W. Conradt, Ph.D., University of Toledo. Assistant Professor of Psychology. Child development and law, forensic interview procedures with children, eyewitness memory and suggestibility in children, effects of emotion on memory and suggestibility, and eyewitness memory and suggestibility in children with ASD.

Patrick D. Converse, Ph.D., Michigan State University. Associate Professor of Psychology. Work motivation, personnel selection, self-regulation, personality measurement.

Julie Costopoulos, Ph.D., New York University, Assistant Professor and QEP Director (Undergraduate Internship Director). Criminal aggression and treatment, psychopathology, sanity, deceit, psychoanalytic theory.

Vanessa A. Edkins, Ph.D., University of Kansas. Undergraduate Program Chair. Associate Professor of Psychology, Forensic Psychology Program. Plea bargaining, discrimination in the justice system and employment discrimination, juror decision-making, attitudes toward the legal system, legal entrapment.

Katrina M. Ellis, Ph.D., Michigan Technological University. Assistant Professor. Applied Cognitive Science and Human Factors, Risk Communication with Decision Aids, Medical Decision Making, and STEM education.

Richard T. Elmore, Jr., Ph.D. Georgia State University, Associate Professor of Psychology and Director, Center for Traumatology Studies, Marital and Sex Therapy, combat-related PTSD, Clinical Hypnosis.

Philip D. Farber, Ph.D., University of Wisconsin-Milwaukee. Associate Professor of Psychology. Existential/humanistic approaches to therapy, psychological assessment, clinical training issues, psychopathology.

Victoria M. Follette, Ph.D. University of Memphis. Professor of Psychology, Clinical Psychology Program Chair and Director of Clinical Training (DCT). Trauma, Acceptance and Commitment Therapy, culture and context, psychotherapy outcome research.

William K. Gabrenya, Ph.D., University of Missouri. Professor of Psychology. Cross-cultural competency, Chinese culture, social class and modernization, sojourner adjustment, indigenous psychologies.

Richard L. Griffith, Ph.D., University of Akron. Professor and Director of the Institute for Cross Cultural Management. Response distortion on non-cognitive selection procedures, advanced measurement issues, organizational innovation, cognitive process of work teams.

Mark T. Harvey, Ph.D., BCBA-D. University of Oregon. Associate Professor of Psychology. Evidence-based education, technology and learning, autism, social skills, and the integration of physiological and behavioral indices.

Marshall Jones, M.S. University of Alabama. Instructor of Forensic Psychology. Law enforcement leadership, recruiting and retention, training technology, and promotional assessment.

Mary Beth Kenkel, Ph.D., Miami University. Professor and Dean of Psychology. Clinical/Community psychology, rural mental health, gender issues, telehealth, prevention, future of professional psychology.

Radhika Krishnamurthy, Psy.D., ABAP, Virginia Consortium for Professional Psychology. Professor of Psychology. Personality assessment of adults and adolescents using the MMPI-2/MMPI-A, PAI, MCMI and Rorschach; therapeutic assessment and feedback; diversity/women's issues; development of professional assessment competencies.

Maria J. Lavooy, Ph.D., Miami University, Oxford, OH. Associate Professor, Applied Psychology Program Chair. Online teaching and learning, diversity, gender issues, confronting behavior.

Barbara M. Paulillo, Psy.D., Florida Institute of Technology. Associate Professor and Director of Community Psychological Services, Scott Center. Use of outcome measures in psychology clinics, training outcomes, community mental health.

Darby Proctor, Ph.D., Georgia State University. Assistant Professor of Psychology. Animal behavior, Nonhuman primate behavior and cognition, evolution of human cognition, behavioral economics, comparative psychology.

James Reynolds, Master of Public Administration, University of Central Florida. Instructor in Criminal Justice. Law enforcement selection and training, leadership, management and supervision, human resource issues in criminal justice,

Erin Richard, Ph.D., Louisiana State University. Associate Professor of Psychology. Nature of emotional display rules, emotion regulation in the workplace, individual differences in workplace motivation, perception and communication of emotion in email, aggression in computer-mediated communication.

Lisa Steelman, Ph.D., University of Akron. Associate Dean COPLA, Associate Professor of Psychology, and Chair of the Industrial/Organizational Psychology Program. Job performance feedback processes, performance appraisal, multirater feedback, organizational survey research, employee commitment and engagement.

Kristi Sands Van Sickle, Psy.D., Florida Institute of Technology. Associate Professor of Psychology. Community health, integrated behavioral health in primary care, clinical health psychology, health policy and legislative advocacy, and professional competence.

Vida L. Tyc, Ph.D., State University of New York. Professor of Psychology. Health promotion; pediatric behavioral health issues; risk perceptions; tobacco control with an emphasis on second hand smoke exposure reduction.

Frank M. Webbe, Ph.D., University of Florida. Professor of Psychology. Assessment and management of Alzheimer's disease, sport neuropsychology, sport concussion assessment and management.

Jessica L. Wildones, Ph.D., University of Central Florida. Assistant Professor, Industrial/Organizational Psychology Program. Cross- and multi-cultural performance, interpersonal trust in the workplace, team processes and performance, cultural competence.

Zhinging Zhou, Ph.D., University of South Florida, Assistant Professor, Workplace mistreatment, employee health and well-being, organizational climate, organizational citizenship behaviors, cross-cultural issues

Part-time faculty and their research and teaching interests are:

Virginia Savage, Ph.D., University of Utah, Adjunct Professor of Psychology. Sport Psychology, Factors contributing to human potential.

## COMMUNICATION

The School of Psychology faculty and staff will communicate with you in two ways. The most common way will be through your Florida Tech email account. All graduate students are required to keep their @fit.edu email address active and check it regularly. All graduate students will be issued a mailbox at the beginning of the fall semester. These mailboxes are located in the far south hallway of the psychology building and will be utilized by faculty staff and other students who need to leave hard copy materials for students.

Listed below is contact information for faculty and staff in the School of Psychology

### FACULTY:

---

Patrick Aragon	<a href="mailto:paragon@fit.edu">paragon@fit.edu</a>
Demara Bennett	<a href="mailto:dbennett1986@fit.edu">dbennett1986@fit.edu</a>
Felipa Chavez	<a href="mailto:chavezf@fit.edu">chavezf@fit.edu</a>
Xinxuan Che	<a href="mailto:xche@fit.edu">xche@fit.edu</a>
Patrick Converse	<a href="mailto:pconvers@fit.edu">pconvers@fit.edu</a>
Travis Conratt	<a href="mailto:tconratt@fit.edu">tconratt@fit.edu</a>
Julie Costopoulos	<a href="mailto:Costopoulos@fit.edu">Costopoulos@fit.edu</a>
Vanessa Edkins	<a href="mailto:vedkins@fit.edu">vedkins@fit.edu</a>
Katrina Ellis	<a href="mailto:kellis@fit.edu">kellis@fit.edu</a>
Richard T. Elmore	<a href="mailto:relmore@fit.edu">relmore@fit.edu</a>
Philip D. Farber	<a href="mailto:pfarber@fit.edu">pfarber@fit.edu</a>
Victoria Follette	<a href="mailto:vfollette@fit.edu">vfollette@fit.edu</a>
William K. Gabrenya	<a href="mailto:gabrenya@fit.edu">gabrenya@fit.edu</a>
Nicole Gravina	<a href="mailto:ngravina@fit.edu">ngravina@fit.edu</a>
Richard L. Griffith	<a href="mailto:griffith@fit.edu">griffith@fit.edu</a>
Mark Harvey	<a href="mailto:mharvey@fit.edu">mharvey@fit.edu</a>
Marshall Jones	<a href="mailto:mjones@fit.edu">mjones@fit.edu</a>
Mary Beth Kenkel	<a href="mailto:mkenkel@fit.edu">mkenkel@fit.edu</a>
Radhika Krishnamurthy	<a href="mailto:rkrishna@fit.edu">rkrishna@fit.edu</a>
Maria Lavooy	<a href="mailto:mlavooy@fit.edu">mlavooy@fit.edu</a>
Barbara M. Paulillo	<a href="mailto:Paulillo@fit.edu">Paulillo@fit.edu</a>
Darby Proctor	<a href="mailto:dproctor@fit.edu">dproctor@fit.edu</a>
James Reynolds	<a href="mailto:jreynolds@fit.edu">jreynolds@fit.edu</a>
Erin Richard	<a href="mailto:erichard@fit.edu">erichard@fit.edu</a>
Lisa Steelman	<a href="mailto:lsteelma@fit.edu">lsteelma@fit.edu</a>
Kristi Van Sickle	<a href="mailto:kvansickle@fit.edu">kvansickle@fit.edu</a>

All faculty may be reached by calling:

(321) 674-8104

(321) 674-8106

Robyn Tapley [rtapley@fit.edu](mailto:rtapley@fit.edu)  
Vida Tyc [vtyc@fit.edu](mailto:vtyc@fit.edu)  
Frank M. Webbe [webbe@fit.edu](mailto:webbe@fit.edu)  
David A. Wilder [dawilder@fit.edu](mailto:dawilder@fit.edu)  
Jessica Wildones [jwildman@fit.edu](mailto:jwildman@fit.edu)  
Zhinging Zhou [zzhou@fit.edu](mailto:zzhou@fit.edu)

#### STAFF:

---

Jani McCray [jmccray@fit.edu](mailto:jmccray@fit.edu) 321-674-8142  
Administrative Assistant to the Dean

Suzanne Philbeck [sphilbeck@fit.edu](mailto:sphilbeck@fit.edu) 321-674-8104  
Administrative Assistant II, Undergraduate program, School of Psychology

Lori Sorum [lsorum@fit.edu](mailto:lsorum@fit.edu) 321-674-8105  
Administrative Assistant II, Office of Clinical Training and Psychology Graduate Admissions,  
Industrial/Organizational Psychology

#### MISSION STATEMENT

The mission of the School of Psychology is to enhance the human condition through education, research, scholarship, and the delivery of psychological services within an environment that develops, supports, and rewards excellence in these endeavors. This mission statement, developed by the full faculty, is based upon the following beliefs and values:

1. A healthy, participatory environment maximizes faculty and student potential. This environment is based on respect for individuality and diversity, is sensitive to individual and organizational needs and is receptive to change.
2. Our training programs are based on integrity in all their components, and are responsible to the public at the university, local, and national level for quality and excellence in training. We are committed to excellence in both process and product.
3. We have the opportunity to set new standard and model for the Schools of Psychology, one that combines the strong professional training model upon which we have earned our reputation with a strong research/scholarly model through which we advance the frontiers of knowledge in professional psychology.

#### REGISTRATION

New psychology students will be assigned an academic advisor in the School of Psychology. Students will be scheduled to meet with their advisor during orientation prior to the start of classes. At this meeting, the student and advisor will discuss courses for the Fall semester, and develop a plan for the courses that the student will take during the year. Career goals and courses relevant towards attaining those goals will also be discussed. The student will receive and begin preparing a Master of Science Program Plan at this time.

The academic advisor has an important role and is the person who will be most familiar with the student's academic record and development. Thus, it is important to keep the advisor informed of any career goal changes. Should the student desire to take a course at another institution for credit, the advisor should be consulted prior to filing the papers that are necessary for permission.

During the pre-registration period, the student and advisor discuss the courses that will be taken in the next semester. The student completes and signs a registration form and the advisor signs the registration form after all necessary permissions are obtained. The registration form may be taken to the registration center by the student for processing or students may process their registration online through the PAWS system. With each registration and completed course, a notation is made on the student's permanent program plan maintained by the School of Psychology. A copy of this program plan is distributed to faculty advisors prior to each registration. Thus, at the time of advisement the student and advisor have an up to date record of progress, and a clear idea of the requirements that remain. Samples of the registration form and other forms may be found in the back of this handbook.

## DROP/WITHDRAWAL

Change in Registration/Status forms are available in the Psychology Main Office or online. They must be signed by the advisor in order for them to be official. After the advisor signs the form, it must be signed by the Program Chair. It is the student's responsibility to process the form at the Registration Center. If enrollment in the course requires special permission, the student must secure it before the advisor will sign the form.

When students withdraw from a course after the first week of classes, they will receive a partial refund of tuition if withdrawal is prior to the fifth week of classes. The rate of refund is listed in the Florida Tech Catalog. Students who withdraw after the first week of classes will receive a grade of "W" on their academic transcript.

## SEMINARS AND INTENSIVE COURSES

Each semester the School of Psychology's PsyD program typically offers one or two credit special topics courses. These are announced in the schedule of classes for the semester and course descriptions are available at the time of registration. At times, instructor's written permission or permission of the program chair will be required before a student may enroll. Some of these courses are for advanced students only. Students should discuss the courses of interest with their advisor.

Certain elective courses are sometimes offered in an intensive format, with pass-fail grading. These courses meet for one, two or three consecutive days, usually a Friday and/or Saturday and/or Sunday. The purpose of these courses is to introduce students to faculty who are nationally visible as well as to supplement our regular curriculum.

## COLLOQUIA

The School of Psychology schedules several colloquia every semester for the students and faculty. These usually occur on Friday. The purpose of colloquia is to broaden the knowledge of students by providing prominent speakers on a variety of topics.

## AUDIT

In general, the university permits students to audit courses with permission. In these approved cases, a student pays an audit course fee, is expected to do all the work, but does not earn a grade or credits. (for Psy.D. students audit fees are charged in addition to the flat rate of tuition.) Further, it is university policy that students who have audited a course may not take it for credit at a later time. Under no circumstances are students who have not completed their course requirements permitted to enroll in a course for CEU (continuing education units) credit. Requests to audit a course or enroll in a course for CEU must be approved by the student's advisor, the instructor of the course the student wishes to audit, and the CoPLA Dean of the School of Psychology. Auditing will not be allowed if, in the judgment of the instructor or the dean, the presence of students not taking the course for credit will negatively affect the course process. No changes in registration from credit to audit or from audit to credit will be permitted after the first week of classes.

## TEXTBOOKS AND OTHER REQUIRED COURSE MATERIALS

All students are expected to have the textbooks and other materials that are required for each course. Because many of the books are printed by professional publishing houses, they tend to be more expensive than other textbooks. Clinical students are expected to have some of their own testing materials when they take the testing courses. The clinical training office will help students purchase these materials.

## TECHNOLOGY EQUIPMENT

All School of Psychology classrooms and conference rooms are equipped with multi-media stations. These stations carry standard connection equipment so that PC users may connect their personal computers to the media station for PowerPoint presentations, video, etc. Macintosh users should be aware that their equipment may not easily connect to our media stations without the use of a VGA or HDMI (Dongle). These cables are computer model specific and students should investigate which model they need to purchase to make their personal laptop or iPad compatible with psychology multi-media stations. Tech Support (321-674-7284) will be happy to assist you in determining the best products for your needs.

## MASTER OF SCIENCE PROGRAM PLAN

All students (except clinical students who enter with an acceptable master's degree) need to file a "Master of Science Program Plan" before completing 9 semester hours of work. The form will be completed by staff and given to new students at orientation. The student will discuss the Master's program plan at the first meeting with the academic advisor. This lists all of the courses a student must complete to earn the master's degree. The plan must be signed by the student, the advisor and the Chair of their program. The form is then returned to program staff who place the form in the student's permanent file. Copies of this form are available in the Psychology Main Office or online at <http://www.fit.edu/grad-programs/forms.php>. Students who desire to change their program plan once it is approved must file a "Change in M.S. Program Plan" form (also available in the Main Office) which is signed by the advisor and the Chair of their program. Failure to file the form may result in a delay in the awarding of the M.S. Degree.

## TRANSFER CREDIT AND EXEMPTION FROM REQUIRED COURSES

Students who enter Florida Tech after doing graduate work at other institutions (whether or not an advanced degree has been obtained) may have taken courses that are equivalent to some of the required and elective courses in the graduate programs of the School of Psychology. Transfer credit may be granted for a maximum of 12 semester hours of previous course work for the M.S. degree and 18 semester hours of previous course work for the Psy.D. or Ph.D. The 18 semester hours that may be transferred toward the Psy.D. includes any credit transferred toward the M.S. degree. Core clinical courses, ethical and professional issues courses, and practica may not be transferred or exempted. All transfers are made on a course-by-course basis.

Written requests for transfer credit must be made to the student's program chair and must be supported by documentation, including course name, catalog description and/or syllabus, official transcript indicating grade received, number of credit hours, and the Florida Tech course offering believed to be equivalent.

## PERMISSION TO STUDY AT ANOTHER INSTITUTION

Students wishing to request permission to take a course at another institution for transfer towards their course work at Florida Tech must request permission for such transfer credit prior to taking the course. As a part of the request, the student should complete the form titled "Request to Study at Another Institution" which is available in the Psychology Main Office. The request should include the course description from the catalog of the university that the student is requesting permission to attend, as well as a statement of the reasons for wanting to take the course elsewhere. Permission is not automatic, but rather depends upon the proposed course and the dean's judgment of the adequacy of the student's justification. The course must be graduate level, be completed with a grade of A or B, and be from a regionally accredited university. Workshops, institutes, seminars, and continuing education courses are not acceptable for transfer credit. A maximum of 12 or 18 semester hours of transfer credit is allowed, dependent upon the student's program (see Transfer Credit section above). Transfer credit request forms are also available in the Psychology Main Office.

## GRADES

This University uses a grading system of A, B, C, D, F with corresponding quality points of 4, 3, 2, 1, and 0 respectively. The School of Psychology considers that graduate students performing acceptable work should receive grades of B and those doing exceptional work grades of A. To receive a master's degree in Industrial/Organizational a student must have at least a 3.0 grade point average, and in the Master of Science in Clinical Psychology, a student must have at least a 3.2 grade point average. To receive a doctoral degree, a student must have at least a 3.2 grade point average. Graduate School policy states that in graduate courses, grades of D and F are failing grades and must be repeated at the earliest opportunity if they are required classes. An elective course in which a D or F is received must either be repeated or an additional course taken with approval of the program chair. Any student receiving a grade of C in a required course may be required to repeat the course and receive a grade of B or better. Students in the PsyD Clinical program must remediate any grade of C in a required area of study (see SOP PsyD addendum for options). In accord with the rules of the graduate school, all grades received are used in computing the grade point average, but only the last set of credit hours for the course count toward graduation. Therefore, when a course is repeated

the C (or lower) grade from the initial course is included in the overall average but does not provide credits toward graduation.

The University permits awarding a grade of "Incomplete" only when there are extenuating circumstances which prevent the student from completing the course requirements within the designated times. Such extenuating circumstances might include: hospitalization from either illness or accident, personal tragedy in the family, or some other catastrophe. Incomplete grades will not usually be given for reasons other than these. Grades of incomplete stand out on an academic record, and are often evaluated negatively. It is therefore important for the student to complete all the requirements for each course within the semester it is offered. An Incomplete automatically becomes an "F" if the final grade is not reported by the instructor prior to the beginning of the seventh week of classes of the following semester.

## APPEAL OF GRADES OR INSTRUCTOR CONDUCT

Only the instructor may recommend grade changes to the program chair and Dean. Grade changes are permitted only when the instructor finds that an error was made in the computation or reporting of the final grade. Grades cannot be changed as a result of additional work performed by the student.

If the student believes the grading or conduct of an instructor to be inappropriate, and if, after specifically discussing this dissatisfaction with the instructor the problem is unresolved, the student should meet with the program chair, if the problem is still unresolved, the student should meet with the dean.

## THESIS

### Thesis Requirements

Students in the Industrial/Organizational Psychology Master's program may choose from the thesis option or the practicum option. Those who select the thesis option are subject to the guidelines listed in this section. Thesis is a requirement for PhD. students in the I/O program.

The thesis should represent original research performed under the direction of a committee composed of a minimum of three members of the Graduate Faculty of Florida Institute of Technology. The chairperson and one other member must be from the faculty of the School of Psychology, and a minimum of one member must be selected from outside of the School of Psychology. Final choice of committee members rests with the chair. Details of the thesis format and the preparation process are in the University Thesis Manual and on the graduate school web page. <http://www.fit.edu/grad-programs/thesis.php>. The thesis involves a review of the literature, data collection, and data analysis. It may be empirical or evaluative in nature. It is presented to the University electronically and placed as part of the collection in the Library. The chair of the committee and the other members will certify to the Dean of the School of Psychology and the Director of the Graduate Programs that the committee has accepted the thesis. The student must have an oral defense of the thesis at a designated time and place, open to all members of the Graduate Faculty of the University. Two weeks notification to the Graduate School is required before a defense can be held. Students should confer closely with their thesis advisor concerning the scheduling of the defense and other deadlines relevant to completing the thesis. Scheduling a defense during the summer months may require special care since some faculty may not be available.

As Stated in Policy 1.5.1 of the Graduate Policies and Procedures Manual, "Students shall not initially register for thesis unless their grade point average is at least 3.0. Exceptions require the approval of the graduate faculty for the academic unit, the Academic Unit Head and the Dean of the Graduate School. Students involved in thesis work must register for at least three hours of thesis each semester until the thesis is successfully defended and is accepted by the Office of the Graduate School (See Policy 4.13 for special instructions regarding final semester registration for fewer than normal minimum three hours)." An interruption in registration is permissible only if the student is not making any use of university facilities or personnel, and must be approved in advance by the Dean of the School of Psychology CoPLA and Dean of the Graduate School. For each thesis course registration, the master's student receives either an S (Satisfactory Progress) or U (Unsatisfactory Progress) grade. Grades of U may not be changed and will remain in the transcript; however, they will not be used in computing the student's cumulative average. Except for the first course, an S will be given for satisfactory progress. Standards for thesis grading are based upon 5 principal criteria:

1. Difficulty and level of sophistication of the thesis topic judged against the prevailing standards of the discipline.

2. The degree of success with which the goals of the thesis/research project were met.
3. The competence, level of effort, and ingenuity displayed in working out the project.
4. The quality of the thesis judged as a research document.
5. The capability of the student displayed in the oral examination of the thesis.

During the semester of thesis completion students must be registered as stated in Policy 4.13 of the Graduate Policies and Procedures Manual. This policy reads as follows:

"Students may register for fewer than the normal number of thesis/dissertation credits in the semester of graduation if the minimum required total number of such credits specified for the degree to be awarded is met. However, it is important to ensure that students are registered at all times to assure insurance coverage, maintenance of student/visa status, etc."

## DISSERTATION

### Dissertation Requirements

The Doctor of Philosophy degree in Industrial/Organizational Psychology is a research degree. Dissertation research is begun immediately after successful completion of the comprehensive exam. The dissertation must be an original work that makes a significant contribution to the body of knowledge in Industrial/Organizational psychology, and demonstrates the student's ability to develop and carry out independent research. Students are required to follow the formatting instructions specified in the Florida Tech Thesis Manual and Style Guide. The student's dissertation performance is evaluated in each term of registration, and grades of S (Satisfactory) or U (Unsatisfactory) are assigned.

Doctoral Committee: Doctoral students in the Industrial/Organizational psychology program are responsible for forming a dissertation committee. This committee must be comprised of a chair from the department of psychology, as well as two other School of Psychology faculty. In addition, a faculty from a department outside the School of Psychology must be included in the composition of the committee. Prior to the award of the doctoral degree the candidate must present the completed dissertation manuscript and defend the research results to the Dissertation committee. Copies of the dissertation must be submitted to the Doctoral Committee at least two weeks prior to the proposed date of the dissertation defense.

All graduate students who are pursuing a degree requiring a thesis/dissertation must be continually registered for thesis/dissertation credit from the time they begin their project until the time of graduation. Students should refer to Graduate Policy 4.1.3 for detailed information concerning any exception to this policy.

The Graduate School has publications concerning the procedures, format, and binding of theses. Details are available on the graduate school web page <http://www.fit.edu/grad-programs/thesis.php>. All students who are required to complete a Thesis or Dissertation Project should obtain the thesis manual and refer to it often throughout the thesis/dissertation process. It is strongly suggested that the final draft of the thesis be presented to the Graduate School for review prior to the defense meeting. After receiving approval from the Graduate School, copies may be made for the binding process. Tutorials and templates for the submission process are available on the graduate school website <http://www.fit.edu/grad-programs/thesis.php>.

## DOCTORAL RESEARCH PROJECT

### Doctoral Research Project Requirements

The doctoral research project (DRP) required of candidates for Florida Tech's Doctor of Psychology (Psy.D.) degree serves as one of the culminating educational experiences toward the doctoral degree. The trend in our field is for clinicians to be accountable in their work, have an empirically based practice involving collecting data on their practice (whether seeing clients, giving workshops, teaching, consulting, or doing administrative work), and to utilize the results to demonstrate and improve their practice. This often entails sharing their knowledge in written form with others. The DRP is a research project that generally involves an empirical investigation of a specific area within the field of clinical psychology. A range of topics and approaches are suitable as DRPs. Among these are systematic evaluation of community needs for services; the design, implementation, and evaluation of services; studies of the technical properties of assessment procedures; studies of the process of assessment or intervention; studies of specified client populations or client variables influencing psychological outcomes. These may include treatment and assessment efficacy studies, psychometric evaluations, studies of specified client populations or

client variables in relation to psychological processes and outcomes, and program evaluations. The DRP may consist of original research or replication/extension of previous research. Strategies of inquiry and models of presentation will vary to suit the topics chosen. However, in all cases the inquiry must be conducted following the most rigorous and disciplined procedures the subject matter and practical circumstances allow, and should be consistent with or rationally build upon prior research procedures in the area of inquiry. The expectation common to all DRPs include addressing a meaningful question in the field via empirical investigation, expanding the student's understanding of the knowledge base of psychology, and demonstrating the student's scholarly competence and knowledge of research design and analysis, data interpretation, and ability to express ideas and conclusions effectively in written form.

### Overview of the DRP process

The DRP prospectus and initial proposal results from one-on-one collaboration with a School of Psychology faculty member, the DRP chair. The DRP will be conducted under the direction of a committee composed of a minimum of three members of the Graduate Faculty of Florida Institute of Technology. The chair and one other member must be from the faculty of the School of Psychology, and a minimum of one member must be selected from outside of the School of Psychology. Final choice of committee members rests with the committee chair. The DRP chair will provide a syllabus for the DRP, outlining general expectations and parameters of research work supervised by the Chair.

The DRP must be chaired by a core clinical faculty member. If a non-clinical faculty member is designated as the chair for a Psy.D. DRP in extenuating circumstances, it must first be approved by the Psy.D. Program Chair.

In general, the DRP process involves eight steps: (1) the prospectus, which is a short outline or document (2-3 pages) used as an organizing tool that represents the initial ideas and preliminary hypotheses of the study, developed in conjunction with the chair of the research project; (2) the DRP proposal, which is a written document that contains an extensive literature review and a research plan. The proposal contains a title page, introduction, literature review, purpose of the study and hypotheses, proposed method (participants, instruments, procedure, data analysis), references, and appendices. This is submitted to committee members at least two weeks prior to the proposal meeting to allow them to review and provide feedback to the student; (3) the proposal meeting with the DRP committee (two faculty from the School of Psychology and one from another college/school at Florida Tech) and approval of the proposal; (4) approval by Florida Tech's Institutional Review Board; (5) the actual conduct of the research including data collection or analysis of archival data; (6) the completed DRP manuscript (including results, discussion, tables and figures) written in APA manuscript style and provided to committee members at least two weeks prior to the oral defense; (7) the DRP oral defense meeting with the committee and approval of the completed DRP; (8) acceptance of the final DRP manuscript by the Graduate School. The final DRP manuscript will include all revisions requested by the committee and all relevant appendices. In addition, students are encouraged to revise and submit their DRPs for presentation at professional meetings as well as for journal publication.

The DRP committee will certify to the Dean of the College of Psychology and Liberal Arts and the Dean of the Graduate School that the committee has accepted the DRP. The student must have an oral defense of the DRP at a designated time and place, open to all members of the Graduate Faculty of the University. Two weeks notification to the Graduate School is required before a defense can be held. Students should confer closely with their DRP chair and committee members concerning the scheduling of the defense and other deadlines relevant to completing the DRP. Scheduling a defense during the summer months may require special care since some faculty may not be available. The final DRP manuscript will be submitted to the Graduate School for review. The Graduate School has publications concerning the procedures, format, and binding. Details are available on the graduate school web page <http://www.fit.edu/grad-programs/thesis.php>. All Psy.D students should obtain the thesis manual and refer to it often throughout the DRP process. It is strongly suggested that the final draft of the DRP be presented to the Graduate School for review prior to the defense meeting and making final bindable copies. After receiving approval from the Graduate School, copies may be made for the binding process. Tutorials and templates for the submission process are available on the graduate school website <http://www.fit.edu/grad-programs/thesis.php>. The college requires one bound copy of the DRP for the DRP chair.

### Registration for DRP and Grading Standards

All Psy.D. students must be continually registered for DRP credit from the time they begin their project (i.e., Summer of the second year) through the term in which the DRP is successfully defended and accepted by the Graduate School.

As Stated in Policy 3.2.3 of the Graduate Policies Manual, students involved in DRP work “must register for at least three hours of doctoral research project each semester until it is successfully defended and the doctoral research project manuscript is accepted by the office of Graduate Programs” (See Policy 4.10 for special instructions regarding final semester registration for fewer than normal minimum three hours). An interruption in registration is permissible only if the student is not making any use of university facilities or personnel, and must be approved in advance by the Dean of the College of Psychology and Liberal Arts and Dean of the Graduate School. For each DRP course registration, the student receives either an S (Satisfactory Progress) or U (Unsatisfactory Progress) grade. Grades of U may not be changed and will remain in the transcript; however, they will not be used in computing the student's cumulative average. The student is expected to submit and defend the DRP proposal within the first two semesters of DRP registration. If the proposal is not submitted and defended within the first two semesters of DRP registration, a grade of U will be given unless, in the judgment of the DRP chair, circumstances beyond the student's control prevented completion of the proposal. When the DRP is completed, an appropriate number of S grades will be changed to Pass or Fail grades, not to exceed twelve (12) semester hours. Grades of S that have not been changed will remain on the transcripts but will not be used in computing the student's cumulative average. The DRP committee shall assign final DRP grades upon completion of the oral DRP defense. Standards for DRP grading are based upon 5 principal criteria:

1. Difficulty and level of sophistication of the DRP topic judged against the prevailing standards of the discipline.
2. The degree of success with which the goals of the DRP/research project were met.
3. The competence, level of effort, and ingenuity displayed in designing and carrying out the project.
4. The quality of the DRP judged as a research document.
5. The capability of the student displayed in the oral examination of the DRP.

### Completion Requirements

The DRP must be completed by the end of the Fall semester preceding the internship year. Failure to do so may result in rescission of certification of academic preparedness for the internship by the Director of Clinical Training. If there is a cogent reason why the DRP has not been completed by this time, the reason must be provided in writing by the student along with appropriate documentation, and attested to in writing by the DRP chair. These documents must be submitted to the Program Chair/Director of Clinical Training, and decisions on exceptions will be made by the Program Chair/Director of Clinical Training in consultation with the faculty of the Clinical Psychology program.

### Format and Presentation of the Doctoral Research Project

Details of the DRP format and the preparation process will be consistent with APA manuscript style and those outlined in the University Thesis and Dissertation Manual, which are available on the graduate school web page <http://www.fit.edu/grad-programs/thesis.php>. All students should obtain the thesis manual and refer to it often throughout the DRP research process. It is strongly suggested that the final draft of the DRP be presented to the Graduate School for review prior to the defense meeting making final bindable copies. After receiving approval from the Graduate School, copies may be made for the binding process. Tutorials and templates for the submission process are available on the graduate school website <http://www.fit.edu/grad-programs/thesis.php>. Students are encouraged to obtain these resources and utilize them from the beginning of the DRP process. The final, committee-approved draft of the DRP must be presented to the Graduate School for format review prior to submitting it for binding and electronic storage.

### Other Policies and Procedures Related to the Doctoral Research Project

Areas not covered above will be subject to the policies and procedures of the Graduate School for Doctoral Students, and policies for the Doctoral Committee and Doctoral Dissertation Defense will apply to the Doctoral Research Project.

## FINAL PROGRAM EXAMINATION

### Master's Degree in I/O

A final program examination is required for all graduate degrees earned at Florida Institute of Technology. For master's degree programs in which a thesis is completed, the thesis defense fulfills this requirement. For master's degree programs that have no thesis requirement or that include a practicum option the examination is written, at the discretion of the department, and must be taken no earlier than the last full semester (not including Summer Terms) in which the student is registered for courses. A student is permitted only three attempts to pass the master's final program examination.

## COMPREHENSIVE EXAMINATION

### Ph.D. Degree in Industrial/Organizational

After the completion of all formal coursework included in the doctoral program of study, the student is required to pass a comprehensive examination administered by the Doctoral Committee. The examination will be conducted in two phases. The first phase will be written. After successful completion of the written phase, doctoral candidates must pass an oral examination. A student who does not pass the examination may be allowed one opportunity to retake the examination after a suitable period of study.

### Psy.D. Degrees

#### A. Purpose

To serve as a measure of the psychological knowledge acquired during the first three years of the program and the ability to articulately communicate this knowledge in written format. The Exam will focus on various areas in clinical psychology as the core knowledge domains in the field of psychology inform them.

#### B. Format

The structure of the Comprehensive Exam will be as follows: An on-site exam, composed of ten short answer essays, administered during a five-hour block of time (e.g., 8:00 a.m. to 1:00 p.m.) during the first three weeks of the Summer Semester of the third year. Students will sign a statement acknowledging that they will not access the Internet or files on the computer used during the examination. Students will not be able to participate in the internship match process if the exam is not passed on the second attempt. Those students who fail the retake can take the exam a third time during the next regular administration of the exam (i.e., during the first three weeks of the summer semester of the next academic year) and following a period of remediation which will be coordinated by the SSRC. Those who do not pass the exam on the third administration will be denied candidacy and will be dismissed.

Additional details can be found under the description of the "Comprehensive Examination" within the Psy.D. Program Addendum.

## PETITION FOR GRADUATION

Students must petition for graduation by appropriate deadlines. Students who petition after these deadlines will be subject to any and all late fees imposed by the Graduation Office. Deadline dates are posted in various locations across campus, are printed in the catalog and registration schedule booklets, and may be found on line. Graduation fees differ across programs. To obtain the most current fee information students should contact the Graduation Office. Information regarding deadlines can be found on the graduate school website: <http://www.fit.edu/grad-programs/deadlines.php>.

## ACADEMIC DISMISSAL

We never anticipate that students will be dismissed. However, certain circumstances can result in dismissal. These are listed in the catalog, and are summarized below. Some of the circumstances apply to all programs while others are specific to the Doctor of Psychology Program.

### GENERALLY APPLICABLE

1. Two or more grades of D or F are earned in graduate level courses.
2. The student's grade point average does not meet the standard for the total credit hours attempted.
3. The academic faculty judges that the student is not making satisfactory academic progress.
4. The student fails to abide by the standards of professional conduct required by the program.
5. The presence of the student hampers the academic efforts of other students.

6. Dismissal for Misconduct: Student conduct which violates the legal or ethical standards of the University may result in mandatory withdrawal from all classes and denial of permission to register in future terms, for either a definite or indefinite period of time. Examples of misconduct that could result in these actions include cheating, plagiarism, knowingly furnishing false information to the University, or forging, altering, or misusing University documents or academic credentials.

#### ADDITIONAL DISMISSAL CRITERIA APPLICABLE TO PSY.D. PROGRAM

7. The student's cumulative grade point average falls below 3.0 at the conclusion of any semester. (Dismissal may occur if the average is below 3.2 for two successive semesters.)
8. The student is not admitted to doctoral candidacy.
9. The student receives an unsatisfactory grade for one semester (nine credit hours) of internship.
10. Failure on the Clinical Proficiency Examination or the Comprehensive Examination (see Psy.D. Graduate Policies Program Addendum for additional details).

### PROFESSIONAL BEHAVIOR AND CONDUCT OF STUDENTS

#### Rationale

It is important that students of the School of Psychology (SOP):

- \* Recognize the importance of conducting themselves honorably, professionally, and in a manner that reflects the standards of the profession of psychology.
- \* Be sensitive to how they may be perceived by others, including clients, peers and the general public, and the manner in which their conduct, attitudes and personal appearance may shape others' perception of them and of the profession.
- \* Understand that their clients must be able to trust them to provide care that meets the standards of the profession.

#### Policy

It is the expectation of the faculty that students will conduct themselves in accordance with the ethical standards of the profession as established by the American Psychological Association and guidelines outlined in the SOP graduate student handbook(s). The APA Principles of Psychologists and Code of Conduct, including 2010 amendments, are available at: <http://www.apa.org/ethics/code/>.

Students are advised to read the above referenced materials carefully, to consult them whenever questions arise about some aspect of their conduct, and to seek faculty for clarification of any part of the documents that they do not understand.

#### Annual Review of Professional Behavior and Conduct of Students

Students' professional behavior and conduct is considered a fundamental aspect of academic performance and, as such, will be reviewed annually by the faculty. As noted above, a student's professional or ethical conduct may be subject to review at other times as matters of concern are brought to the attention to the program chairs or the academic affairs committee.

#### Procedures for Confronting Unprofessional or Unethical Conduct

It is the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of Principle B (Fidelity and Responsibility) of the Ethical Principles of Psychologists and Code of Conduct that explicitly assigns psychologists the responsibility to monitor peer conduct and confront unethical behavior.

Standard 1 (Resolving Ethical Issues) of the Ethical Principles of Psychologists and Code of Conduct grants the student some latitude in dealing with situations of known or suspected unprofessional or unethical conduct. If the violation is of a minor nature and seems to have resulted from lack of sensitivity, knowledge or experience, faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the unethical or unprofessional

nature of the behavior. Alternatively, the student or faculty may choose to bring the incident (either academic or field placement setting) to the attention of the Program Chair.

Making a formal charge of unethical or unprofessional conduct with the Program Chair is an appropriate initial action when the violation does not seem amenable to an informal corrective action or if the violation is of a more serious nature. It is also possible for the students or faculty to employ both informal and formal approaches. For example, a faculty member or student who intervenes informally in an instance of suspected unethical or unprofessional conduct and is not satisfied with the results of that intervention may decide to proceed to formal action.

Faculty or students who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from the Program chair.

### Procedures for Dealing with Formal Charges of Student Misconduct

Formal allegations of student misconduct will be reviewed by the Program Chair and where necessary by subcommittees of the SOP program faculty. Psy.D. students will be referred to the Clinical Psychology Program's Student Special Review Committee (SSRC), described in the Psy.D. Program Addendum. The Program Chair will first evaluate the allegations and determine if an investigation is warranted. If the Program Chair chooses to move forward with allegations, the following process will apply:

1. The student accused of misconduct will be notified in writing of the allegations and the behavior(s) under question.
2. The committee will engage in a fact-finding, review and assessment of all evidence supporting the alleged misconduct.
3. Based on the information above and, if necessary, consultation with some or all core faculty, the committee determines whether there is sufficient cause of the alleged misconduct is sufficiently serious to refer, along with appropriate recommendations, to the Dean of the College.
4. If there is not sufficient cause or the alleged misconduct is not sufficiently serious to warrant referral for a formal hearing, the Committee will resolve the matter with the person(s) involved in the allegation. Written notification of the committee's decision will be forwarded to the dean for final approval. A copy of the memo will be provided to the person(s) involved in the allegation.

### Consequences of Unprofessional or Unethical Conduct

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for a course. Additional penalties recommended by the Committee and imposed by the Dean may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

### Student Impairment Policy and Procedure

#### Policy

#### Rationale

Accountability to the public and the maintenance of professional standards are responsibilities of organized psychology. These two duties are invoked when psychologists become aware of colleagues whose performance has been impaired by or in association with psychiatric/psychological disorders, distressful personal conflicts, severe situational issues, emotional problems, alcoholism, or drug abuse.

The American Psychological Association (see Ethical Principles of Psychologists and Code of Conduct, Standard 2.06: Personal Problems and Conflicts) discusses this issue.

Similar to practicing psychologists, students of graduate/professional psychology have a responsibility to address personal issues which may impair their performance in academic and/or clinical training, or may jeopardize the well-being of clients. Students who come to the attention of the administration as experiencing impairment issues will be treated with compassion, support, dignity, and respect for privacy. It is the primary goal of SOP to help all students successfully complete program requirements.

While it is clearly preferable for impairment to be dealt with through prevention or voluntary intervention, at times, the School is called upon to intervene and assist in a student's remediation of impairment issues. Thus, in recognition of its commitment to professional standards, to society, and to its students, SOP has developed the following policy and procedure for handling student impairment. Psy.D. student impairment will be addressed by the Clinical Psychology program's SSRC (see Psy.D. Program Addendum).

## Definitions

### Student

The term "student" will be used in this policy to refer to any graduate student or intern participating in any program administered by SOP.

### Impairment

While there is no single seminal definition of impairment at either the independent level of practice or at the student/trainee/resident level, for the purposes of the School of Psychology, student impairment will be defined as significant interference in functioning at the academic or professional training level due to or associated with a health or mental health condition.

More specifically, such health or mental health conditions often include, but are not limited to, the following:

- \* alcohol/chemical abuse and/or dependency
- \* stress, burnout, and difficulties in coping
- \* extreme personal/relationship difficulties
- \* emotional and mental disorders

Finally, it is important to point out that impairment is not equivalent to incompetence or problematic behavior. Although individuals experiencing impairment may display problematic or incompetent behavior, such actions are closely linked with a health or mental health condition. Further, a person may experience health or mental health difficulties without being considered impaired. Thus, a definition of the term impairment must include both a deterioration in functioning and an associated health or mental health condition.

### Examples

The following examples serve to illustrate some, but not all, possible forms of student impairment:

1. A student is witnessed by his peers to be drinking alcohol during class breaks. He is falling behind in his academic work, and often falls asleep in class. Both faculty and students have noticed a drastic change in his behavior over the past few months.
2. A student who is typically known to be quite competent and organized gradually begins to fall behind academically. At first, she works with her instructors to make up the work. Then, after several weeks of sporadic attendance, she no longer attempts to get caught up. Other students notice that she is tearful and withdrawn whenever they see her. When they express their concern, she tells them she thinks she has become severely depressed.
3. A clinical supervisor begins to notice that a student has been arriving on site later and later over the past several weeks. When she asks the student about this behavior, he makes an excuse and promises to improve. Not only does he continue to arrive late, he also begins to make significant mistakes on paperwork and to miss appointments with clients. Meanwhile, he tells several classmates that he is considering divorcing his wife of 10 years. He appears visibly distraught and distracted to his peers.

## Procedure

### Deciding on a Course of Action

Students may elect to deal with impairment concerns regarding themselves or other students by talking with the Program Chair, advisor, or with another faculty member. Often, it is possible for

questionable situations to be handled discreetly and informally by the Program Chair. Please remember that faculty who are called on for support or advising in instances of possible impairment cannot assure strict confidentiality of information shared with them; however, they will exercise discretion and professional judgment in the handling of sensitive information of this sort.

### Reporting Impairment

#### Regarding Self

Students are welcome to come forward on their own to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students who wish to discuss such difficulties can contact the Program Chair, advisor, or another faculty member.

#### Regarding Others

Faculty, clinical supervisors, students, or staff who are concerned about possible impairment in an SOP student should proceed according to the following guidelines:

1. First, if possible, talk directly with the student to express your concern about possible impairment and to encourage the student to remediate the problem. Provide the student with specific behavioral examples that support your concerns.
2. Encourage the student to approach the Program Chair, advisor, or another faculty member directly to discuss the issues involved.
3. If the student is unwilling to do so or you are unable to talk to the student, you may report your concerns by speaking with the Program Chair. Be prepared to provide specific behavioral examples that indicate a change in previous functioning.

#### Student Follow-Through

If a student chooses to comply with the recommendations made by the Committee, the student will continue to be enrolled in SOP during the restoration period even if a leave of absence is taken. Continued contact with the administration of the School will ensure that the student returns to active student status in a timely manner.

However, the committee may revise its recommendations if a student fails to:

1. Comply with the original remediation recommendations;
2. Successfully complete remediation;
3. Regains and maintains fitness after remediation.

It is typical in cases of noncompliance that the committee recommends dismissal from the School of Psychology. A similar sanction will be expected if the student drops out of the recommended remediation plan or fails to maintain fitness after remediation.

#### Appeals Process

Students may make an appeal directly to the Dean of CoPLA at any point in this process. Students wishing to appeal the Committee's recommendations, including recommendation of termination from the program, must submit a written appeal to the Dean within fourteen working days of receipt of the recommendation(s). Failure to appeal within the above time frame renders the Committee's recommendations final. The written appeal must state the reason(s) why the Committee's recommendations are inappropriate. The Dean will review all information regarding the student's appeal and will inform the student of the final decision. The Dean's decision will be final in the matter.

#### Policy on Academic Integrity

Florida Tech and the School of Psychology are committed to academic excellence and to the highest standards of academic integrity. All students and faculty have the responsibility to foster an atmosphere conducive to academic excellence and academic integrity. Academic dishonesty undermines the accurate evaluation of students' knowledge and performance. In addition, it undermines the bonds of trust and honesty among members of the academic community, constitutes taking unfair advantage of other students, and defrauds those who may eventually depend upon the student's knowledge and integrity, most notably future clients. Moreover, academic dishonesty in the context of professional psychology education constitutes a serious violation of the Ethical

Standards governing psychologists. It is the responsibility of both students and faculty to intervene immediately in any situation in which academic dishonesty is suspected.

### Definition of Academic Dishonesty

The following is a list of behaviors that constitute academic dishonesty. While not exhaustive, this list represents the more common types of academic dishonesty.

#### A. Examination Behavior

Any use of external assistance during an examination, including a take-home examination, will be considered academically dishonest unless expressly permitted by the instructor.

The following are considered unacceptable examination behaviors:

- Communicating with another student during an examination.
- Copying material from another student's examination.
- Allowing another student to copy from your exam.
- Using notes, tables, diagrams or other resources during an examination unless expressly approved by the instructor.
- Making unauthorized copies of testing materials or projects

#### B. Fabrication

Any intentional falsification or invention of data, assessment results or citations in an academic or clinical assignment will be considered a violation of academic integrity.

The following are examples of academic dishonesty involving fabrication:

- Inventing or altering data or client information collected as part of a research or evaluation project, coursework, or practicum or internship work experience.
- Inventing or falsifying reference citations in an academic, clinical or scholarly report or paper.

#### C. Plagiarism

Plagiarism is the appropriating and subsequent passing off of another person's work as one's own. If the work of another is used, acknowledgement of the original source must be made using a recognized referencing practice. If another's words are borrowed in whole or in part and merely recast in the student's own words, proper acknowledgement must, nonetheless, be made.

#### D. Other types of Academic Dishonesty

- Submitting materials, a paper, or report written by or obtained from another as one's own.
- Using a paper, report or other assignment in more than one class or field experience without the instructor's expressed permission.
- Obtaining a copy of an examination in advance or an examination from a previous year without the knowledge and consent of the instructor.
- Using another person to complete classroom or field assignments or take-home exams without the knowledge and consent of the instructor.
- Falsifying or altering official academic or clinical records.
- In classes in which attendance is required or monitored, signing an absent student's signature on an attendance sheet as if he or she were present.

### Steps to Avoid Academic Dishonesty

1. If you are tempted to engage in a dishonest academic practice, remember that discovery and the subsequent judgment that you have done so will be much more damaging to your academic career at SOP than a low grade in a course or academic or field work assignment.
2. If you are in doubt about what the course instructor or field work supervisor considers appropriate for completion of an assignment or examination, immediately clarify this with the instructor. If there is disagreement amongst members of your class as to what is or is not appropriate seek clarification from the instructor, not your classmates.

## Procedures for Confronting Academic Dishonesty

It is the responsibility of each student and faculty member to uphold the highest standards of academic integrity and to confront and question instances when academic dishonesty is suspected. To have knowledge of academic dishonesty and not confront it places one in violation of Principle C (Integrity) of the Ethical Principles of Psychologists and Code of Conduct which explicitly assigns psychologists the responsibility to monitor peer conduct and confront inappropriate behavior.

Principle C of the Ethical Principles of Psychologists and Code of Conduct grants faculty members and students some latitude in dealing with situations of known or suspected academic dishonesty. If the violation is of a minor nature and seems to have resulted from lack of sensitivity, knowledge or experience, the faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the dishonest nature of the behavior. Alternatively, the student or faculty may choose to bring the incident to the attention of the course instructor or the Program Chair. Generally speaking, allegations of academic dishonesty associated with academic courses should be directed to the Program Chair.

Making a formal charge of academic dishonesty with the Program Chair is an appropriate initial action when the dishonesty does not seem amenable to an informal corrective action or if the dishonesty is of a more serious nature. It is also possible for the students or a faculty member to employ both informal and formal approaches. For example, a faculty member or student who intervenes informally in an instance of suspected academic dishonesty and is not satisfied with the results of that intervention may decide to proceed to formal action. On the other hand, some dishonest behaviors are better dealt with through immediate formal action. For example, a student who observes another engaging in cheating during an examination is encouraged to report this immediately to the course instructor or examination proctor.

Faculty or students who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from a faculty member, or Program Chair.

## Procedures for Dealing with Formal Charges of Academic Dishonesty

Formal allegations of academic dishonesty will be dealt with by the Program Chair as follows:

1. The student accused of dishonest behavior will be notified in writing of the person(s) making allegations and the behavior(s) under question.
2. The Program Chair will engage in a fact-finding, review and assessment of all evidence supporting the alleged academic dishonesty.
3. Based on the information above and, if necessary, consultation with some or all core faculty, the Program Chair determines whether there is sufficient cause or the alleged dishonesty is sufficiently serious to refer to the Academic Affairs Committee for a formal hearing and possible disciplinary action.
4. If there is not sufficient cause or the alleged dishonesty is not sufficiently serious to warrant referral or a formal hearing the Program Chair will resolve the matter with the person(s) involved in the allegation.

## Consequences of Academic Dishonesty

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for a course. Additional penalties recommended by the SSRC or the Dean's Committee and imposed by the dean may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

## OTHER AREAS OF IMPORTANCE

Areas that involve administration, such as how to obtain official transcripts, financial aid, diplomas, and graduation fees are covered in the Florida Tech Catalog. Students should consult the catalog for information on these topics and on the mission and purpose of the university, program,

academic calendar, and course requirements. It is the student's responsibility to be aware of deadlines, dates, programs, etc. that relate to their academic progress. For example, advanced skills or therapy courses are limited to a small enrollment. If the student always puts off registering until the very start of the next term, he/she may always find these courses full, and progress may then be delayed.

We suggest that students retain good records of their studies at Florida Tech. We have found that the things most needed by students during the internship application process and the state licensing process are course syllabi, course descriptions (seminars and 1 hour courses), instructor information, and practicum reports. It is also important to retain a copy of the Florida Tech catalog that describes course requirements for the year in which the student began his/her studies. These items will be very useful in filling out various applications later in the student's academic career and after graduation.

## PROFESSIONAL CONDUCT OF STUDENTS

As stated in the catalog, The School of Psychology of Florida Institute of Technology subscribes to the American Psychological Association Code of Ethics and all students are bound by the principles enumerated in the Code. Deviation from the code may result in disciplinary action including dismissal from the School.

### Professional Values

It is expected that all students in the School of Psychology will aspire to the highest ideals associated with the field of Psychology. The following list describes some of the values, attitudes, and beliefs which are essential for optimizing the training and education mission of the School.

<b>Value</b>	<b>Description</b>	<b>Examples</b>
Integrity	A commitment to ethical and professional behavior.	Adheres to APA's code of ethics and standards; refuses to spread rumors.
Honesty	Honesty with oneself, peers, faculty, and staff	Tells the truth; admits errors and mistakes when they occur.
Respect	An overriding respect for colleagues, faculty, and staff as reflected in verbal and nonverbal interactions	Acts courteously to others; treats others as they would wish to be treated.
Work Ethic	A commitment to learning.	Completes all assignments on time without conflicts; strives to improve with each effort.
Initiative/Self-Motivation	Taking responsibility for one's own education.	Does more than just what is minimally required; engages in additional educational experiences, activities, and readings.
Thirst for Knowledge	Demonstration of a constructively inquisitive and challenging mind.	Appropriately challenges ideas and views presented; seeks out truths beyond the classroom.
Trust	Belief that the faculty has the expertise and ability to educate the student well.	Allows faculty to get to know them; directly shares concerns with faculty, and gives feedback to and receives it from them openly.
Openness to Experience	Entering the educational environment with receptivity to what is new and different.	Seeks out a variety of learning and practicum experiences; delves into experiences and ideas once felt to be unacceptable.

Endorsement of Diversity	A willingness to affect and be affected by diversity as it is defined in its broadest sense.	Is open to diverse viewpoints; able to see the world from another's point of view.
Good Citizenry	A willingness to be part of something larger than just oneself.	Involves oneself with activities that benefit others; helps others learn and improve

## TITLE IX SEXUAL DISCRIMINATION POLICY

The federal law prohibiting sex discrimination in educational institutions is Title IX of the Educational Amendments Act of 1972. Title IX prohibits discrimination on the basis of sex under any education program or activity operated by an institution receiving or benefiting from federal financial assistance. Sexual harassment, which includes sexual violence, is a form of sex discrimination.

Here's what you need to know about Title IX:

Gender or sex-based discrimination comes in a variety of forms including:

Sexual harassment  
Sexual misconduct  
Sexual assault  
Relationship violence  
Sexual exploitation  
Stalking

Sexual harassment, including sexual assault, is banned by Title IX.

### Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status.

Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.

Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member.

### Stalking

A pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical or mental health, or life or property of that person, or creates a reasonable fear of such a threat or action.

Signs that it could be stalking:

- Following you, with or without your knowledge
- Calling or texting excessively
- Knowing your schedule and/or showing up at places you go
- Threatening to hurt you, your friends, family, pets, or themselves
- Damaging your property
- It can even look romantic or non-threatening, like cards, flowers, emails, etc, but if this behavior is unwanted, it could be stalking.

## Gender-Based Harassment

Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The administration, faculty, and staff of Florida Tech work together to achieve a safe campus through educational programs and campaigns, policy development and enforcement, promoting healthy social norms, and involving multiple stakeholders in prevention efforts. Anyone who believes he or she has been harassed or discriminated against or who is aware of harassment or discrimination of others should report this information to the Program Chair, the Dean of CoPLA or the Title IX director. The university will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible, consistent with a thorough investigation. Our Title IX coordinator is listed below:

Joni F. Oglesby, Ph.D.  
Vice President of Support Services  
Title IX Coordinator  
Florida Tech Commons Bldg., Room 327  
Melbourne Campus  
(321) 674-8700  
joglesby@fit.edu  
<http://www.fit.edu/title-ix/>

More information is available at the FIT Title IX website: <http://www.fit.edu/title-ix/>

## STUDENT FACULTY COMPLAINT RESOLUTION PROCESS

### Purpose

1. To promote prompt resolution of perceived wrongs and/or injustices that may arise between students and faculty members.
2. To assure that the rights of privacy for all parties are maintained.
3. To develop a higher sense of community among all persons at Florida Tech.

### Complaint Resolution Process

1. Occasions may arise in which a student feels that he/she has a legitimate basis for complaint. It is the policy of the university to promptly resolve these complaints. The normal process for resolution of an academic complaint is as follows:
  - a. When a student feels that he or she has a complaint, it should be taken by the student directly to the other party(s) involved. Those involved should attempt to resolve the matter informally and without the need to establish a record.
  - b. If the student and the other party are unable to resolve the matter, or if for any reason the student does not feel at ease in going to the other party, he or she should go (alone or with friends) to the department head or program chair for assistance. Department heads are able to achieve a fair and equitable solution to most problems. If the student would rather not discuss the matter with the department head, he or she may choose to go to the school or college dean and/or if deemed necessary, to the Provost
2. Complaints involving sex discrimination or equal opportunity can be resolved by using the procedures outlined above. However, if the student is not at ease with these procedures or feels them to be ineffective, he or she may seek the aid of the director of human resources or the Title IX coordinator
3. To promote prompt and equitable resolutions of student complaints, complaints should be made as soon after the incident as possible. Every effort should be made by all parties concerned to resolve the grievance within 90 days.

## POLICY ON OUTSIDE EMPLOYMENT WITH FLORIDA TECH FULL-TIME AND ADJUNCT FACULTY

In general the use of students in the for-profit practice of professors is problematic because it violates the ethical principle regarding dual roles and has the potential to violate the ethical principle which protects students from being exploited. However, in some cases, allowing students to work with faculty could actually enhance their training, a desirable outcome. In an attempt to

reconcile these two points of view, we have generated specific guidelines regarding the use of students in private practice.

Use of students in for-profit clinical practice, consultation or program evaluation may be allowable under the following conditions:

1. The experience students receive will enhance their training.
2. The students work for an organization (i.e., agency, hospital, practice group) which pays them a stipend and are not directly paid by the professor.
3. The professor provides supervision which is not counted toward faculty load; any profit made by the professor is considered compensation for supervision which is above and beyond departmental load.
4. Use of students is acknowledged by the professor/supervisor and accepted by recipient of the service (i.e., reports are signed by both students and professor; students are certified as therapists for service contracts).
5. There is a mechanism through which students are able to register concerns and complaints in the event the arrangement is uncomfortable for them, (i.e., sharing their concerns with the Clinical Program Chair or the Dean or a separate ombudsman who can serve as an advocate for the student and if necessary shut down the practicum experience).
6. A letter of agreement is drawn up which specifies the details of the arrangement.

A committee consisting of the appropriate program head an independent faculty member and a student will review all faculty/student financial reimbursement proposals on a case-by-case basis as they arise to ascertain whether they meet the above guidelines. The Dean will also review all proposals. All arrangements approved will be disclosed to the faculty.