You may download this form as a .doc file (honors.wcu.edu, click on Honors Forms and Resources) and fill it out electronically. Print the completed form and deliver the signed document to the Honors College by the deadline. Please complete all handwritten entries legibly and in PEN. Incomplete forms will not be accepted.

(Student's Legal Name)  
@catamount.wcu.edu  
(Email)  
(ID 920...)  
(Phone Number)

I certify that I am an Honors College student in good standing: ☒ yes  
I will be graduating at the end of this semester: ☐ no

The Honors student, in consultation with the faculty member, is responsible for proposing the contract idea, completing the form, and submitting the signed original Honors Contract form to The Honors College. The Honors Contract must be completed for students to receive Honors College credit for the course. It should create a partnership of mutual benefit to the student and faculty member. The contract should involve a project or activity that takes one deeper into the course subject and results in an experience relevant to one’s preparation as a professional. When the student and the faculty member sign the contract, they are establishing an agreement to pursue the project described during the contracted semester. As a result of the successful completion of the work, the designation “Honors” will be affixed to the course as it appears on the student’s official transcript.

Typically, an Honors contract project will engage the student in higher levels of thinking and performance (i.e. synthesis, creation, evaluation, analysis) over a sustained period of time or over the course of the entire semester, especially for advanced courses (at the 200, 300, or 400 levels). In introductory courses (at the 100 or possibly 200 levels), an appropriate project or activity for Honors credit may involve lower cognitive domains (i.e. recall, understanding, application) and/or may require a shorter amount of time.

For the faculty member, the contract work should be an opportunity to try innovative or professionally interesting projects or activities that would be difficult to do for an entire class. The scope of the project or activity should be commensurate with the number of credits earned (e.g. a contract in a 4 credit hour course should be more involved than a contract in a 3 credit hour course). The contract may be achieved in many ways but should have demonstrated relevance to the subject of the course. Under NO CIRCUMSTANCE should the contract be proposed for work already accomplished. Questions regarding the nature of a specific contract are welcome and should be directed to the Dean of The Honors College (x7383).

<table>
<thead>
<tr>
<th>PREFIX and COURSE NUMBER</th>
<th>SECTION</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 393</td>
<td>03</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Course Type (circle one):  
- face-to-face  
- online  
- hybrid

Instructor’s Name  
Instructor’s Campus Address  
KL  
Dept. Psychology  
Phone#  
Email  
@wcu.edu

This contract is best described as (please check at least one):

☐ X an additional project or activity, above and beyond the regular course syllabus, designed for Honors

☐ an extension of a regular course assignment, going deeper into the course subject at the Honors level

☐ OTHER:

This project will provide the student with a professionally relevant experience (please check at least one):

☐ X in terms of the discipline or content area

☐ in terms of general professional experiences

☐ OTHER:

Signed  
(Student’s Name)  
2/15/16  
(Date)

Signed  
(Instructor’s Name)  
2/15/16  
(Date)

Honors College Dean’s Approval:  
2/29/16  
(Date)

Revised 12/15
I. The GOAL of our project:

Conduct a quasi-experimental evaluation of changes in attention processes in individuals using prescribed psychostimulant medications for attention disorders.

II. OUTCOMES/DELIVERABLES (Complete only the sections relevant to the project AND include student deadlines):

A. If this project will include a research expectation, describe the underlying inquiry or research question, describe the type of research (e.g. library, archives, laboratory, survey, data analysis, project design analysis, etc.), and describe the scope of the work to be accomplished (i.e. the extent or range, aim or purpose, or length of work).

Many young adults are prescribed psychostimulant medications for attention disorders. A fundamental question in pharmacology concerns the time course of a medication's efficacy. This project will measure changes in attention at the peak of the medication's purported efficacy and at the least efficacious time. This will be a quasi-experimental procedure because we will not randomly select or assign participants to the medicated condition. Instead individuals who are already taking prescribed psychostimulants for attention disorders will be tested at various times during the regular daily dose cycle for the drug.

The procedure, other than participant selection and assignment, will be a quantitative, experimental methodology. Participants will be tested in at least two sessions during which measure both their baseline attention and an experimentally fatigue level of attention. The hypothesis is that attention will show greater levels of fatigue if the participant is near the end of a dose cycle for the drug.

The students working on this project must collect data from at least 30 participants. Each test session will require about 30 minutes and each participant must complete two sessions. Thus the project group will conduct 30 hours of data collection.

IRB submission approval by March 18.

B. If this project will include a creative production, describe the expectations or aims for the final work, and describe the scope of the project (i.e. the extent or range of work, aim or purpose of the work, or length of work).

n/a

C. If this project has a reading list, please provide full citations for all required references. Please attach.

n/a

D. If the student is to create a bibliography as part of the project, provide a description of the expectations for that process (e.g. primary or secondary sources, number of sources, particular journals or sources to include, etc.)

As part of the project, beyond recruiting participants and collecting data, the student will identify several relevant papers and work with project collaborators to produce an appropriate though brief literature review for the project. The typical format for a conference submission of a paper of this type allows for only a very brief literature review. The total bibliography may be 5 to 10 papers.

E. If this project will have, as one of its outcomes or deliverables, a paper or written product (e.g. a journal, a blog), provide a description of the expectations and/or guidelines for work (e.g. number of pages, number of entries, use or type of sources, etc.).

The students working on this project will complete two written products.
First, they will draft a proposal to be submitted to the IRB for review. This proposal will be considered complete once the project is approved for data collection. This should be complete by March 18.

Second, the students will prepare a draft submission for next year’s Southeastern Psychological Association (SEPA) conference. This paper will be considered complete when it is appropriate for submission. This should be complete by April 22.

Ultimate favorable review and acceptance will have no bearing on completion of this honors project.

F. If this project will have, as one of its outcomes or deliverables, a public presentation, describe where, when, and to whom you expect to present the results of the work. Estimated Date for the presentation: ______________________
   ___ WCU Research and Scholarship Celebration (Undergraduate Expo)
   ___ NCUR (National Council Undergraduate Research, http://www.cur.org/conferences_and_events/)
   ___ Classroom. If the presentation could be open for guests, please provide the location: ______________________

Other venue: SEPA annual meeting research poster presentation.

G. If this project will have other outcomes or deliverables, please describe in an attachment.

III. If this project involves team or group work, describe the expectations, roles, and/or responsibilities for the individual student and how his/her success at the Honors level will be determined for the group work. (Attach an additional page.)

IV. Provide additional information, attached as needed, to describe your project and expectations for the student’s successful completion of the project to earn Honors credit. If you have a rubric for expectations at the Honors level, please attach.

This is described in the attached page as part of the individual versus group roles for the two students.
Appendix 1
Expectations, roles, and/or responsibilities for the individual student
and
How his/her success at the Honors level will be determined for the group work.

At present there are two students planning to work on this project, Gianna White and Caroline Snyder. These students will collaborate on drafting the IRB proposal. They will work together to produce a single document. They will not divide the document into separate sections. The expectation is that the IRB proposal will be revised, if needed, and submitted until the project is approved and data collection may proceed.

Each student will have succeeded once the IRB proposal is accepted.

Each student will be responsible for collecting data from 15 participants. Data collection will require 15 hours from each student. The individual performance in data collection can be measured.

Each student will have her own roster of participants and the student will have succeeded when the data collection is complete for her roster.

These students will collaborate on drafting a SEPA submission. They will work together to produce a single document. They will not divide the document into separate sections. The expectation is that the submission will be revised, if needed, until it is appropriate for submission to a professional conference.

Each student will have succeeded once the submission is appropriate for submission.