College of Humanities and Social Sciences
Department of Psychology

George Mason University

Cognitive and Behavioral Neuroscience Masters and Doctoral Graduate Programs

Student/Faculty Handbook

2013-14 Edition
Last Updated: 8/23/13

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2 COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES

2.1 About the College

The College of Humanities and Social Sciences (CHSS) is composed of 11 departments and 10 major interdisciplinary programs. The college is also home to New Century College, which offers an innovative interdisciplinary major as well as Mason Cornerstones, a first-year program for students in all majors. Together with the College of Science, the college administers the university-wide Honors Program in General Education, the academic program of the Honors College. This is open to qualified students from all majors in the university. The college has a distinguished faculty of more than 400, including recipients of the Pulitzer Prize and Guggenheim Fellowship.

At the undergraduate level, all programs emphasize challenge, opportunity, and success. They challenge students to think critically and creatively and to go beyond what is required by pursuing research experiences, minors, double majors, honors in the major, and accelerated master's degree programs, which enable them to earn both an undergraduate and a graduate degree, often within five years. They provide many opportunities beyond the classroom including study abroad programs, service learning, internships, and career-enhancing courses and minors, all of which will help prepare them for success beyond college.

At the graduate level, programs of study provide opportunities for career development and advancement, professional education, participation in research, and personal fulfillment.

All programs encourage the exploration of contemporary issues through a dynamic curriculum that fosters an informed understanding of real world problems. The college provides students with an education that enables them to think critically, adapt to the changing conditions of society, and provide informed leadership to future generations.

2.2 Policies for All Students

The requirements for each academic program offered by the college are described in the sections for the sponsoring departments and programs. All students are subject to the policies stated in the Academic Policies section of this catalog. Additional policies and procedures for students in the college are presented in this section.

Mason uses only Mason e-mail accounts to communicate with enrolled students. Students should activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important information.

2.3 Registration and Degree Audit

Students are responsible for correctly registering for courses and paying all tuition and fees by the official university registration and payment deadlines. Instructors do not have the authority to add students to courses, and students may not sit in on classes for which they are not registered. All students should verify the accuracy of their enrollment before the end of the add

period and should check Patriot Web to verify that they are registered for the classes that they think they are.

All students are responsible for reviewing their own transcripts and degree audits regularly to ensure that they are correct and that they are on track to meet all their requirements.

2.4 Withdrawal

Students are responsible for all courses in which they remain officially enrolled once the drop period has ended. Instructors do not have the authority to withdraw students from classes. Withdrawals after the published deadlines require the approval of the relevant dean (undergraduate academic affairs or graduate academic affairs) and are allowed only for full semesters at a time (a withdrawal from all enrolled courses). Withdrawals are only permitted for non-academic reasons; no withdrawals can be approved for academic reasons. When submitting a withdrawal request, students must provide verifiable, third-party documentation for the reason for the withdrawal. Requests for withdrawals should be submitted as early in the semester as possible; withdrawal requests submitted after the last day of classes are rarely approved.

2.5 Grade Appeals

Grade appeals should be made to the department or program following the process specified in the Academic Policies section of this catalog. If they are resolved within the department or program, that unit is the final level of appeal. The departmental decision may be appealed to the dean only on the basis of procedural irregularity. Undergraduate students should address such appeals through the Office of Undergraduate Academic Affairs and graduate students through the Office of Graduate Academic Affairs. If the grade appeal is not resolved within the department or program, the chair makes a recommendation to the dean, who makes the final determination. The decision of the dean is not subject to review or further appeal.

2.6 Accommodations for Students with Disabilities

Students with documented disabilities should contact the Office of Disability Services to open a file and learn more about accommodations that may be available to them.

2.7 Policies for Graduate Students

The college offers 16 master's degrees plus a master of arts in interdisciplinary studies (MAIS), master of public administration (MPA) and a master of fine arts in creative writing (MFA), and 11 doctoral degrees.

2.8 Graduate Admission

Admission decisions are made by the faculty committee of the respective graduate program. Denial of admission is not subject to appeal. Applicants denied admission to a program are not permitted to enroll in courses in that program.

If an applicant is offered graduate admission, the college reserves the right to withdraw that offer of admission if:

- During his or her academic studies, the admitted applicant has a significant drop in academic performance or fails to graduate with a degree prior to the first day of classes for the term admitted.
- There has been a misrepresentation in the application process.
- Prior to the first day of classes for the term admitted, the college learns that the admitted applicant has engaged in behavior that indicates a serious lack of judgment or integrity, irrespective of the outcome of any disciplinary process related to such behavior.
- For students admitted to an accelerated master's program, the student does not maintain satisfactory progress in his or her undergraduate program, does not receive a minimum grade of 3.00 in the graduate classes taken as an undergraduate, or otherwise does not meet the conditions specified on the application and admission letter.

The university further reserves the right to require the applicant to provide additional information (and/or authorization for the release of information) about any such matter.

2.9 Provisional Admission

Students provisionally admitted to their graduate degree program are not eligible to enroll in consortium course work or study at another institution until the conditions of the provisional contract have been met. Provisionally admitted students are also not eligible to participate in any study abroad programs until the conditions of the provisional contract have been met. Transfer of credit requests for course work taken in non-degree status at Mason or from another institution prior to admission will not be considered until the provisional contract has been fulfilled.

2.10 Academic Load

Graduate students can enroll in up to 12 credits of course work each semester. Non-degree students can enroll in up to 10 credits of course work each semester.

2.11 Non-degree Enrollment

Applicants who have been denied admission to a graduate certificate, masters or doctoral program are not permitted to take graduate courses in that discipline as a non-degree student.

Graduate non-degree students may enroll in 500-, 600-, and 700-level courses. In exceptional cases graduate non-degree students in the College of Humanities and Social Sciences may request to enroll in an 800-level course if they have an appropriate academic or professional background and have the written permission of the course instructor, director of the graduate program offering the course, and the graduate dean.

2.12 University Consortium

Students should review university policies regarding the University Consortium under Special Registration Procedures in the Academic Policies section of this catalog.

Eligible students may enroll in courses at any of the institutions in the Consortium of Universities in the Washington Metropolitan area. Students are limited to one consortium course per semester, with a career maximum of 6 credits. To register for a consortium course, students must have an overall GPA of at least 3.00 and be in good academic standing. Students with grades of IN on their record or who earned grades of C or F in the most recent semester are not eligible to register for a consortium course. Students who have received a grade less than 3.00 in a consortium course are not permitted to enroll in additional consortium courses. Newly admitted graduate students are not permitted to enroll in consortium courses during their first semester of graduate study. Students who wish to enroll in consortium courses during their second semester of study must wait until the grades for the previous semester have been posted.

2.13 Transfer of Credit

To be eligible for transfer, credits must have been earned at an accredited graduate degree-granting institution (and applicable to a graduate degree at that institution) or at Mason while in non-degree status. Courses accepted for transfer credit must have been completed within six years of the admission term and with a minimum grade of 3.00. Courses with grades of P or S are not accepted for transfer unless the official transcript indicates that the grade is equivalent to a 3.00 (B) or better. Some programs have more stringent standards on transfer of credit; students should contact their graduate program for specific information.

2.14 Credit from Other Institutions

Students must obtain all approvals, including course equivalencies, prior to enrolling in any course work at another institution. All appropriate paperwork must be submitted to the Office of the University Registrar by the last day to add during the academic term the course meets. Students enrolling in courses at other institutions with different drop/add timetables must still abide by Mason's drop/add deadlines in terms of acquiring necessary approvals.

2.15 Dissertation Committee

The college follows university policies regarding dissertation committees. See Dissertation Committee in the Requirements for Doctoral Degrees section of the Academic Policies section of this catalog.

2.16 Dissertation (999) Registration

Doctoral students must be advanced to candidacy before they may enroll in 999. Students must register for 999 before the add deadline published in the Academic Calendar by the Office of the University Registrar. Once doctoral students begin registering for 999, they must enroll in at least 3 credits of 999 each semester (excluding summers) until they have completed the total

number of dissertation credits required on their individual program of study. Once enrolled in 999, all doctoral students must maintain continuous enrollment in 999 until they deposit their approved dissertation in the University Library. If they have completed the number of dissertation credits required on their program of study, they may maintain continuous enrollment by registering for only 1 credit of 999. See Dissertation Registration in the Requirements for Doctoral Degrees section of the Academic Policies section of this catalog.

2.17 Time Limit for Doctoral Students

Total time to degree will not exceed eleven (11) calendar years from the time of first enrollment as a doctoral degree-seeking student in a program of the college. Doctoral students are expected to advance to candidacy in no more than six years and to complete all other degree requirements for graduation in no more than five years from the time of advancement to candidacy.

Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Extensions to the time limit for advancement to candidacy may be granted for a maximum period of one calendar year. The one-year extension granted to advance to candidacy will run concurrently with the five years provided to complete the dissertation so that the total time limit to degree will not exceed eleven (11) years even for those students granted a time extension for advancement to candidacy.

Students who are given permission to re-enroll following an absence from Mason may not count the time limits as beginning on the date of re-enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program. International students attending in F-1 or J-1 status have more restrictive limits. Such students should contact the Office of International Programs and Services for further information.

Requests for extension of time limits must be submitted to the graduate dean in writing. They should explain the extenuating circumstances that prevented a timely completion of the degree and a timeline for completing the work within the limits of the extension. The request should include a letter from the student's graduate program director indicating program support for the extension and confirmation that the work can be completed within the limits of the extension.

2.18 Graduate Appeals of Dismissal or Termination

All graduate students should be familiar with the university polices on dismissal and termination as stated in Graduate Academic Standing section of the Academic Policies section of this catalog. Students who meet the criteria for dismissal or termination may submit a written appeal to the Office of Graduate Academic Affairs. Appeals should include all relevant information on the basis for appeal, as well as any appropriate documentation. Appeals of termination and dismissal are reviewed at the beginning of each semester by a faculty committee. The ruling of that committee represents the final decision of the college.

2.19 Accelerated Master's Degree Programs

Many graduate programs in the College of Humanities and Social Sciences offer highly-qualified undergraduates the opportunity to apply to accelerated master's degree programs. Students accepted into an accelerated master's degree program obtain both a bachelor's and a master's degree after satisfactory completion of 144 - 150 credits (number of required credits depends on the degree program).

Students admitted to an accelerated master's degree program may use up to six graduate credits (courses at the 500 or 600 level) in partial fulfillment of requirements for the undergraduate degree. Upon completion and conferral of the undergraduate degree with satisfactory performance in graduate courses (minimum grade of 3.00 in each), students are given advanced standing in their master's program.

Undergraduates may take a maximum of six additional graduate credits while undergraduates and mark them for reserve graduate credit. These credits are not used to fulfill undergraduate degree requirements but can be applied to the master's degree. See the section on Graduate Course Enrollment by Undergraduates in Academic Policies. Courses taken for reserve graduate credit must be approved in advance by the Office of Undergraduate Academic Affairs and the appropriate paperwork filed with the Office of the University Registrar.

Students must fulfill all other master's degree requirements. For more information see Accelerated Master's Degree Programs.

3 COGNITIVE AND BEHAVIORAL NEUROSCIENCE

3.1 What We Do

The Cognitive and Behavioral Neuroscience graduate program emphasizes training in the neurobiological bases of behavior in animals and humans. Students are prepared for work in research settings, such as academic, government or industrial labs. Areas in which theses are encouraged include: neurobehavioral effects of drug exposure in pregnancy and adolescence, neural bases of learning and memory, the role of metals in learning and memory and in Alzheimer's Disease, cognition and aging, and animal models of addiction, including neural bases of addiction and related behaviors. The recent expansion of the program adds human studies using noninvasive imaging techniques [especially fMRI and electrophysiology] to study issues such as cognitive aging; neural systems involved in perception, attention, and other cognitive processes, especially those related to human performance; and imaging clinical problems. Some students also work with advisors outside of the core CBN faculty, and conduct theses that include computational modeling of neural function, other aspects of basic neuroscience, or genomic work.

PhD students are also prepared for faculty positions. Generally, all students will teach at least one course under faculty supervision while in the PhD program.

3.2 Research Resources

3.2.1 For data collection in animals.

The Department maintains approved rat and mouse colonies. Experimental equipment includes behavioral testing equipment and histological/histochemical facilities. Behavioral equipment includes a number of video-based systems [Morris water maze for rats and mice, rat and mouse radial arm mazes, novel object recognition, open field, elevated plus maze], a fear conditioning system, and Skinner boxes for self-administration studies. The histological equipment includes a Neurolucida system for morphological quantitation, two state of the art cryostats, and a humidity chamber for Golgi work. Various other histological stains and techniques [optical and fluorescent] are also supported, including in situ hybridization histochemistry and PCR . The program has collaborative arrangements with the Center for Biomedical Genomics, at the Prince William campus, allowing for genetic analyses.

3.2.2 For data collection using human subjects.

Cognitive neuroscience equipment includes 40-, 64-and 128-channel EEG recording systems, functional near infrared and ultrasound imaging devices, and a MRI-guided transcranial magnetic stimulation system. The George Mason MRI Center is housed in the Krasnow Institute. A 3 Tesla Siemens Allegra head MRI scanner (Siemens AG, Erlangen, Germany) optimized for best image quality and fast imaging of the brain is available for neuroimaging studies. This MRI scanner is equipped with a bird-cage coil to conduct neurocognitive functional MRI research including advanced neuroimaging applications such as T1-, T2- weighted, diffusion, multi-directional diffusion imaging, perfusion, and spectroscopy sequences. The fMRI stimulus delivery includes an FDA approved visual system.

Neuroscience work is supported by an extensive collection of behavioral equipment for testing humans, ranging from a driving simulator and flight simulator to a number of computer-based simulations and other human performance test capabilities.

A good deal of work in cognitive neuroscience is supported by the Center of Excellence in Neuroergonomics, Technology, and Cognition (CENTEC), recently established with extensive support from the Air Force, which focuses on Neuroergonomics: the study of the human brain in relation to performance at work, transportation, and other everyday settings.

The Department, and individual faculty, now have a variety of up-to-date equipment for use in research. Please bear in mind that some of it was purchased by individual faculty from research grants [and thus requires permission of the owner], that some of it is hazardous, that most of it is used by more than one person, that many items are rather expensive, and that a number of items are somewhat delicate. Your rule of thumb should be that you never use a piece of equipment, or perform an experimental process, unless you have been trained properly and have permission of the equipment owner. Violation of this may result in serious injury, charges for repair of damaged equipment, and loss of use of equipment - if the owner of a piece of equipment bans you from use of it, there is no appeal. Our students are now benefiting enormously from these recent purchases, but you must use them responsibly.

3.2.3 Resources outside the Psychology Department.

Some CBN students may also wish to take advantage of other resources outside of the Psychology Department. The department works closely with other Neuroscience faculty. Three of the faculty of the new Molecular Neuroscience department [Ascoli, Butler, Blackwell] were CBN faculty until formation of the new department, and working relationships with these faculty and recent additional hires in Molecular Neuroscience continue to be cordial. More information on neuroscience assets at Mason outside of CBN can be found at the Krasnow http://krasnow.gmu.edu/ and Neuroscience http://neuroscience.gmu.edu/ websites. Other neuroscience resources include faculty in Molecular and Microbiology, and Bioengineering.

Some students also take advantage of local area resources outside of Mason. Thesis and dissertation work has been done at various NIH laboratories, for example. We encourage students to conduct research on campus when feasible, but work at off-campus sites may be permitted with approval of the advisor and program director.

3.2.4 Approval of Research Projects

All research [including pilot studies] involving human subjects must be approved by the University's Institutional Review Board, and all animal studies must be approved by the Institutional Animal Care and Use Committee (IACUC). Forms and procedures may be found on the website of the Office for Research Subject Protection.

Detailed information on applying for approval for research and using the Department's PSYC 100 subject pool can be received from the office manager in the Chair's office.

3.3 Lab Safety

Most research in the CBN program involves laboratory equipment, and some involves animals. Environmental Health and Safety (http://ehs.gmu.edu) conducts safety training in a number of areas, which are required before beginning to work in a laboratory. These should be completed as soon as possible after arriving at Mason. In Psychology, the prime safety rule is that you should not operate a piece of equipment, or conduct a laboratory procedure, if you have not yet been trained on it.

3.4 Computer Facilities

The university has numerous computer labs around campus that access to the Web. Visit Patriot Pass NetID to activate your account. If you have any questions, please call the ITU Support Center at 703-993-8870. Most GRAs have space and access to computers within the lab. GTAs may conduct their office hours either within department adjunct/GTA space [currently located in Thompson Hall] or in their advisor's research space if available. Please bear in mind that computer access does not include print support for personal uses [you can print work related to your GRA or GTA assignment, but not materials for courses in which you are registered].

3.5 Financial Support

A detailed description of financial support available and procedures for applying are listed later in this handbook. In general, PhD students are given priority for support, and most PhD students receive three-year support guarantees as part of their admission offer. Many, but not all, MA students receive GTA or GRA support – the exact distribution varies as a function of resources available. Some MA students who initially accept admission without a support offer receive offers later as new grants arrive; all students seeking support should stay in touch with Dr. Mike Hurley, who administers GTA support and is knowledgeable about support available in other offices/departments on campus, and with their advisors, who may be able to provide GRA support.

3.6 Student Resources

Information for students on University and Colleges policies, registration services, financial aid, supportive services, thesis/dissertation policy and graduation can be found on the Graduate Student Information webpage. Additionally, Program Handbooks, Programs of Study (POS), commonly used forms as well as other useful resources can be located here. Students are encouraged to bookmark this link and visit it often.

3.7 FAQs for Graduate Students*:*

How do I get a TA or RAship?

PhD students are usually guaranteed three years of support on admission, contingent on satisfactory progress through the program and satisfactory performance in assignments. Assignments are done annually, and you must respond to emails in order to get an assignment and retain your support. MA students do not have guarantees of support, but may be appointed to a TA or RA position.

TA assignments are handled by the department administrator, Mike Hurley, who consults with faculty. RA assignments are handled directly by the person with the money for an RA position – typically the individual faculty member. Faculty with grants, and brand new faculty, are usually the only ones who have these positions available. You can also seek TA and RA positions in other departments by applying directly to them. More senior students, and Mike Hurley, are good sources of leads on these. Support offers are always conveyed in writing from the person responsible for the account; do not rely on verbal statements from anyone.

How do I get tuition remission and health insurance coverage?

Tuition must be paid from some account. PhD students get a commitment of tuition coverage for three years in their award letter. Out-of-state PhD students who are appointed to an on-campus GRA/GTA position with a stipend of $10,000 or more are billed at the instate rate. It is rare for MA students to get tuition coverage for TA appointments, but grant-funded RAs often carry tuition for MA students. For health insurance, all graduate students with on-campus appointments carrying an academic year stipend of $10,000 or more receive paid health insurance.

What happens if my interests change?

You can generally switch advisors, with assent of the new advisor, except that we expect all students to complete a project once that project has been started with a particular faculty member. With approval of the program director, advisors may be outside of the CBN program [e.g., Molecular Neuroscience, Bioengineering, or Molecular/Microbiology]. Caution: if your financial support is from your advisor's grant, check to make sure that your new advisor can provide support. If you don't have a guarantee of support, make sure any changes don't cost you your support.

If your interests are closer to that of another program, you must apply for admission to that program and be considered with all other applicants.

How do I get money to attend a convention?

Generally, you need to present your research at a convention in order to be eligible for support. Much of our travel support comes through the Graduate Student Travel Fund and various grad student clubs, so join SIN [Students in Neuroscience] to maximize travel support. As of the fall 2013 term, financial support from the Graduate Student Travel Fund will only be awarded to those presenting at conferences. Research grants to advisors are also a prime source of travel support.

How do I get money for research?

Most research is supported by grants. Start by talking to your advisor. If your advisor has grant money, that's your first source of support. For thesis and dissertation, the department has some support available on application, but that is generally not enough for CBN work. We strongly encourage more senior students to apply for outside grants [such as NIH and NSF predoctoral fellowships] and the various internal GMU research support mechanisms. These change too rapidly for a handbook to be current, so see your advisor, talk to more senior students, and see the program director. Student applications for external funding from a variety of resources are strongly encouraged.

Can I take time off?

Yes, with limits. MA students cannot go more than two consecutive terms (excluding summers) without registering, or you must apply for readmission. PhD students must apply for a leave of absence if they are not going to complete 15 or more credits within a given year, and are generally limited to no more than a year's absence during the entire program. In addition, students should pay attention to the expectations of their advisor for satisfactory progress. If an advisor is unhappy with a student's commitment to the program, the advisor is allowed to resign. While that's rare, a student cannot complete the program without an advisor, and the department does not compel a faculty member to advise a particular student – that's by mutual agreement, and partly dependent on the faculty member's perception of the student's motivation and progress. Consult your advisor regularly, even if you are taking time off. Please note that leaves of absence do not extend the various time limits [time to complete MA program, advance to PhD candidacy, etc] required by the university or college.

What happens if the program requirements change while I'm in the program?

You are always allowed to graduate under your original requirements or the requirements in effect when you graduate. In some cases, it makes sense to allow a bit of mixing, and faculty have sometimes allowed substitutions of requirements. Always check with your advisor if you are in a situation like this.

Can I do thesis or dissertation work with an advisor not in the Cognitive and Behavioral Neuroscience program?

We generally admit students based in large part on the match between the student and a faculty member in the CBN program, but, if your research interests change, you can do work with a faculty member outside the program. Thesis or dissertation research has to generally lie within the purview of CBN [implications for both behavior and its mechanisms], but work can be done in other labs, even [rarely] outside of Mason. Consult your advisor and the program director, and consult the program director as a co-advisor if your work involves an outside mentor.

How bad are comps?

PhD comprehensive exams are designed to allow the faculty to assess a doctoral student's broad knowledge of the methods and findings within his/her field, as well as your ability to address significant questions, and to approach research issues. Some of the questions will be designed to address your thinking about your dissertation topic, although you are not expected to have a specific proposal before taking comps. Comps are not supposed to be easy, and we give you a take-home exam with 30 days to complete it to allow you to show us how well you can think and integrate. We have recently reduced the number and length of questions to reduce the time commitment required for comps.

The oral portion of comps is basically to allow you to 'fill in the gaps' that faculty see in your written comps. Excellent written comps may result in a fairly short oral exam, but borderline written comps generally insure a longer series of oral questions.

What do students do after graduation?

I have the best information for students in my lab [BS]. Of the 9 PhD students I have graduated from my lab, 6 got good postdoctoral positions, 1 went immediately to work for a government contractor, 1 retained an existing government research position and has now moved to a stronger position, 1 took time off to raise kids and now heads a national foundation. Of the 6 who took postdocs, 2 are recent and still in them, 1 is tenured and now a past chair of a Psychology department, 2 just got a faculty position, and 1 spent years teaching part-time while raising kids and is now in a tenure-line faculty position.

More than half of Dr. Bob Smiths' MA students have gone on to PhD programs, either at Mason or other universities. Several have gone on to senior technical positions in research in government or industry. One went into pharmaceutical sales, and a couple raised families and did not remain professionally active.

To a large extent, the future is determined by your performance in grad school. Motivated and able students [and that's all we admit these days] have done well in finding employment after grad school. While in the program, your performance should include dedication to research, strong performance in any assignment, conference presentations, and journal publications to maximize your competitiveness for jobs after graduation.

4 COGNITIVE AND BEHAVIORAL NEUROSIENCE MASTERS PROGRAM

4.1 Degree Requirements

(Catalog year 2013-14)

Two courses (5 credits) of specialized content
PSYC 527 - Introduction to Neurobiology Credits: 2
PSYC 558 - Neuronal Bases of Learning and Memory Credits: 3

One chemistry course (3 credits) chosen from:
PSYC 556 - Chemistry and the Brain Credits: 3
PSYC 559 - Behavioral Chemistry Credits: 3
PSYC 592 - Special Topics Credits: 1-6 (when topic is Biological Bases of Mental Illness and Drug Abuse)

Two quantitative methods courses (8 credits)
PSYC 611 - Advanced Statistics Credits: 4
PSYC 612 - Advanced Statistics Credits: 4

Professional seminar (1 credit)
PSYC 890 - Seminar in Professional Psychology Credits: 1-3

Electives (at least 9 credits)

Students complete the 32 credits required for the degree through additional credits of course work or research. They can choose from courses below or other courses with the approval of their advisor. Students intending to pursue a doctorate are strongly advised to take PSYC 531.

BIOL 583 - General Biochemistry Credits: 4
PSYC 531 - Mammalian Neurobiology Credits: 3
PSYC 552 - Histology/Histochemistry of the Brain Credits: 5
PSYC 561 - Behavioral Biology of Substance Abuse Credits: 3
PSYC 702 - Biological Bases of Human Behavior Credits: 3
PSYC 704 - Life-Span Development Credits: 3

Thesis (6 credits)

A thesis is normally required, but 6 credits of PSYC 792 - Practicum may serve as a substitute if approved by the advisor and program coordinator. Students should be aware of the policies governing theses. They must follow the thesis enrollment policy of the university and once enrolled in PSYC 799, maintain continuous enrollment.

PSYC 798 - Thesis Proposal Credits: 1-6
PSYC 799 - Master's Thesis Credits: 1-6 (Students must enroll in 3 credits in their first term of enrollment in PSYC 799)

Total: 32 Credits

Requirements may be different for earlier catalog years. See the University Catalog archives.

Students normally take 558, 527 and /or 611 in the first semester, in addition to the Professional Seminar.

Students intending to pursue the PhD are strongly advised to take PSYC 531.

Students in the MA program must maintain continuous registration until completion of the degree. Students must get approval from their advisor before registering for classes each semester. An e-mail to the advisor with a list of proposed courses for the semester is the most efficient way to request approval.

The curriculum will evolve from time to time as new courses and faculty are added. Students who have questions about melding different sets of requirements, or including courses not on our suggested lists, should consult their advisor and/or the program director.

Students are also responsible for insuring that they adhere to catalog requirements, and should remain familiar with requirements of the catalog under which they intend to graduate.

4.2 Master's Thesis

A thesis is required in the CBN program; in unusual circumstances the student may petition to be allowed to substitute a practicum for a thesis. Students seeking this option should consult their advisor regarding procedures. Please note that advance approval of this option is required; in no case will approval be granted after the fact. Please note that faculty discussions are occurring to make the practicum an option as appropriate for students; this change cannot be included in this handbook without faculty approval, but would take effect upon vote of the faculty.

A thesis reflects the student's ability to conceptualize, design, carry out, analyze, and formally write up a research project appropriate to the student's interests. Students should begin discussion with their advisors about possible thesis topics early in their graduate career. Please bear in mind that most CBN theses are costlier than the department guidelines for thesis support, and that your project must typically be close enough to your advisor's interests that your advisor can provide some financial support.

The following guidelines are to provide assistance in preparing for thesis deadlines. More specific guidelines may be found in the Guide for Preparing Graduate Theses, Dissertations, and Projects.

Students working on a thesis proposal enroll in PSYC 798. Continuous registration in PSYC 798 is not required. Students who have an approved proposal and are conducting the research enroll in PSYC 799. Continuous registration in PSYC 799 is required until the student graduates – regardless of whether they need the credits. Per the University Catalog, students must register for at least 3 hours of PSYC 799 in the first term they are eligible to do so. Credits earned for Directed Readings will not be converted to thesis credits. Contact Darby Wiggins for enrollment procedures.

4.2.1 Thesis Advisor and Committee

The thesis advisor works closely with the student in developing and focusing the research problem or question; writing the thesis proposal; collecting, analyzing, and interpreting the data; and writing the final version of the thesis. Generally, especially if the advisor is providing funding for the thesis, the topic must be within the interest area of the advisor. The thesis advisor will also help to choose the members of the Thesis Committee. The list of faculty interests at the end of this handbook may be of assistance in identifying an advisor and/or thesis advisor.

The Thesis Committee consists of three persons, including the thesis advisor. The thesis advisor must be a full-time faculty member, usually in the Department of Psychology. At least one of the other two members must also be full-time faculty in the Department of Psychology. The task of this group is to provide advice and consultation at all stages of the thesis, particularly in the development of the proposal. The point at which this committee is formed is left to the discretion of the thesis advisor. It is the student's responsibility to request faculty to participate on the committee.

Students must complete and submit the Dissertation/Thesis Committee Composition Form to the Graduate Programs Coordinator before they may begin their thesis.

4.2.2 Thesis Proposal

The thesis proposal consists of the following:

1. Thesis Proposal Signature Sheet
2. A substantial, critical review of the literature as background to the problem you are investigating, a statement of specific hypotheses, a detailed methods section, and a plan for statistical analysis.

The thesis proposal must be approved by the thesis committee, the Program Coordinator, and the Associate Chair for Graduate Studies. It must then be submitted to the Dean of the College Humanities and Social Sciences (CHSS) before registration for thesis credit (PSYC 799).

4.2.3 Thesis Proposal Presentation

The thesis proposal must be presented to the thesis committee for approval. The student should discuss the procedure for this presentation with his/her thesis advisor.

4.2.4 An approved proposal signifies the following:

The proposal contains a clear, focused literature review germane to the dissertation. The committee approves the experimental design, choice of variables investigated, procedures, and the rationale behind the proposal. There is a clear set of hypotheses, and enough detail on planned statistical analysis for the committee to be clear on the planned procedures; the

committee is satisfied that the procedures are appropriate to the design, hypotheses, and variables investigated.

a. After proposal approval, the committee may NOT require: additional dependent measures and a significant modification to the design

b. The committee MAY require: a few additional statistical analyses if outcomes of planned analyses, upon reflection, indicate this would be appropriate; updated literature review when the dissertation is final; and extended discussion based upon data and analysis

4.2.5 Writing the Thesis

The thesis is to be written to conform to the standards of the American Psychological Association as published in the third edition of the Publication Manual of the American Psychological Association. Before a draft is submitted to the thesis committee, the student and his/her advisor should have perfected the paper as much as possible in terms of content, grammar, and format. The members of the Thesis Oral Examination Committee should receive a draft in sufficient time for them to read and critique the paper, and for the student to make any necessary revisions prior to the submission deadline. The final draft must be approved by the Thesis Oral Examination Committee, the Program Coordinator, and the Associate Chair for Graduate Studies, with an original and one approved copy submitted to the Dean (via the Graduate Program Office) by the date announced on the CHSS website. Deadlines are strictly adhered to and students should be certain to visit the following CHSS Graduation Checklist Website for deadline details.

4.2.6 Manuscript-Style Thesis

This style is an alternative to a traditional thesis style. The faculty strongly encourage students to use this style, as it expedites publication of the thesis work. The thesis proposal provides a focused literature review, well-developed rationale, a research design, and a data analysis plan. The deliverables are an Introduction in the form of a Psych Review-style paper that synthesizes previous research and theory and leads to the specific question(s) to be addressed, and a detailed Methods and Analysis Plan.

The final form of the thesis should be a journal-length manuscript. This should include a sharply focused literature review, well-grounded hypotheses, a clear description of the method and relevant results, and a discussion of theoretical and practical implications of the research. In order to be acceptable, the committee must judge the manuscript to be of publishable quality. The thesis proposal (which represented a broader presentation of relevant theory and research) as well as any additional results not directly relevant to the journal manuscript, or discussion of implications beyond that which a journal would accept, should be included as an appendix. Manuscript-style theses are not intended to reduce the scope of question suitable for a thesis, knowledge of the literature and methods required of the candidate, or the expectations for data analysis and interpretation. They are intended to facilitate publication of the thesis work, as the thesis is essentially ready for submission without having to rewrite and reformat, as would be required in the traditional format.

4.2.7 Thesis Oral Examination

An oral defense of the final thesis to the Thesis Committee is required. The defense is concerned with the problem, design, method, interpretation, and knowledge in the general area of the thesis. The defense is conducted by the thesis advisor. Successful completion of the defense is reflected by approval of the thesis committee.

The defense should be conducted no later than three weeks prior to the date specified in the calendar published in the University Catalog for receipt of the final thesis in the College of Humanities and Social Sciences Dean's office. Such scheduling will help assure adequate time for making revisions in the final draft. Scheduling of the date for the exam is the responsibility of both the student and thesis advisor.

Students should consult the dissertation defense section of this handbook for insight into the defense process. Students may also attend the presentation portion of defenses for other students, to see how the process works. There are four common possible outcomes of the defense:

(1) Pass with no changes. The thesis is acceptable as is, and the committee signs at the defense.
(2) Pass with minor changes. Minor wording or phrasing changes [often many of them] are required before the thesis is acceptable. The committee typically signs at the defense, but the advisor signs only after changes are reviewed by him/her.
(3) Pass with major changes. Substantial changes, which vary with the thesis, are required. The committee defers signature until they review the changes.
(4) Fail. The defense and/or thesis are not satisfactory to demonstrate that the student has mastered the research process. Required changes must be made to the thesis, and another defense scheduled.

Students should note that #s 2 and 3 are the most common outcomes, and plan for revision time before university deadlines for thesis submission.

A note on thesis review. It is common for a thesis draft to require more than one review by the committee before the committee approves it for defense. Depending on the quality of the draft, and faculty time commitments, review may take some time. There is no standard for faculty review times, but students who expect a full committee review of a draft in less than two weeks, and/or assume their first draft will be viewed by faculty as perfect, are very likely to be disappointed. Please plan accordingly.

4.3 Applying for Graduation

The deadlines for submission of MA degree applications to Student Records typically (but not always): September 30 for January graduation; January 31 for May graduation; May 30 for August graduation. These dates may change, so please consult the University Catalog. Steps in completing a graduation application for the MA degree can be found on the CHSS Graduation Checklist Website.

4.4 Accelerated MA Program

This program allows strong undergraduates to take some graduate coursework [typically 6 hours] during their senior year, and potentially to complete the MA in one additional year of work after award of the BA/BS. The requirements of the program are the same as those of the regular MA program.

4.4.1 Admission to the Accelerated MA

Admission to the CBN Accelerated MA Program is limited to Mason undergraduates. Generally, interested students should begin working in a faculty lab before applying, and let their advisor know of their interest in the accelerated program - students in CBN graduate programs are admitted to work with a particular faculty member, although changing advisors is possible. Students should apply in early Spring of their junior year - forms are available from Darby Wiggins, Graduate Programs Coordinator. There is no formal deadline, but once faculty have filled their labs with incoming students for the succeeding Fall, no more students will be considered, so application near the regular MA deadline [Feb 1] is strongly encouraged. GREs are not required for the accelerated program. For MA programs, we receive many more applicants than we can accept. Students most likely to be accepted are those with a strong academic record, a strong record of research with the intended advisor, and some idea of what they would like to do for a thesis project.

5 COGNITIVE AND BEHAVIORAL NEUROSCIENCE DOCTORAL PROGRAM

5.1 Degree Requirements

(Catalog Year 2013-2014)

- **Four courses of cognitive and behavioral neuroscience core (11 credits)**
  - Four required courses: PSYC 527; 531; PSYC 558 or 685; and PSYC 555 or 559
  -
- **Four courses of quantitative and research methods (14 credits)**
  - Two required courses (8 credits): PSYC 611, 612
  - One course in advanced statistics (3 credits) chosen from: PSYC 652, 754, 756
  - One elective methods course (3 credits)
  - Students choose a fourth course in quantitative or research methods in consultation with an advisor and with the approval of the program faculty. This can include the course not chosen to fulfill the requirement above.
  -
- **Professional seminar (2 credits): PSYC 890**

- **Research credits (6 credits)**
  The research credit requirement can be met through completion of a master's thesis (recommended) or other research course as approved by the program.

- **Elective credits**
  Students can complete the 72 credit requirement through credits of additional coursework as approved by the program/advisor. 6 hours of these courses must be outside of the cognitive and behavioral neuroscience program.

- **Dissertation (12 -24 credits): PSYC 998, 999**
  The dissertation requirement is designed to demonstrate the student's ability to apply psychological principles to research problems. Once enrolled in PSYC 999, students must follow the university's continuous registration policy as specified in Academic Policies. Students who defend in the summer must be registered for at least 1 credit of 999.

  Students apply to this degree a minimum of 3 credits of PSYC 998 and 3 credits of 999; they may apply a minimum 12 and a maximum of 24 dissertation credits (998 and 999 combined) to the degree. Because of the continuous registration policy, students may be required to register for additional credits of these courses.

Total: 72 Credits (74 credits of the student also earned the MA in CBN from GMU)

Requirements may be different for earlier catalog years. See the University Catalog archives.

Ph.D. students must get approval from their advisor before registering for classes each semester. An e-mail to the advisor with a list of proposed courses for the semester is the most efficient way to request approval.

Suggested Examples of Non-Psychology Electives

BIOL	532	Animal Behavior
BIOL	538	Mammalogy
BIOL	553	Advanced Topics in Immunology
BIOL	573	Developmental Genetics
BIOL	583	General Biochemistry
BIOL	665	Environmental Hazards to Human Health
CHEM	502	General Biochemistry
CHEM	663	Biochemistry
CHEM	664	Biochemistry
ENGL	613	Technical and Scientific Writing
NEUR	601	Intro to Neurobiology
NEUR	602	Cellular Neuroscience
NEUR	603	Mammalian Neurobiology
NEUR	604	Ethics in Scientific Research
NEUR	701	Neurophysiology Lab
NEUR	702	Research Methods
NEUR	703	Rotations and Readings
NEUR	709	Neuroscience@GMU
NEUR	689	Topics in Neuroscience
NEUR	710	Special topics in Neuroscience
NEUR	734	Computational Neurobiology
NEUR	735	Computational Neuroscience Systems
NEUR	741	Introduction to Neuroimaging
NEUR	742	Cognitive Neuroscience
NEUR	751	Applied Dynamics in Neuroscience
NEUR	851	Advanced Computation and Brain Dynamics

6 DOCTORAL PROGRAM OF STUDY (POS)

The POS should be developed during a student's first year in the program in consultation with the major advisor. The POS and a semester-by-semester listing of courses should be submitted to the Program Coordinator for approval by the Faculty. Subsequent changes are possible, but any changes to the POS must be approved by the Faculty. You are strongly encouraged to save an electronic copy of this document for future updating. Additionally, prior to obtaining Faculty and Program Coordinator signatures, students should email a copy of their POS to Darby Wiggins for editing.

6.1 2013-2014 PROGRAM OF STUDY FOR DOCTOR OF PHILOSPHY IN COGNTIVE AND BEHAVRIORAL NEUROSCIENCE

Name: _____ **Phone:** _____

Address: _____ **G#:** _____

Email: _____ **Term Admitted:** _____

Proposed Date of Comprehensive Examination: _____

PSYCHOLOGY CORE COURSES (11 Hours)

Course #	Title As It Appears On Your Transcript	Term/Year	Hours	Grade
PSYC 527	Intro to Neurobiology		2	
PSYC 531	Mammalian Neurobiology		3	
Choose One				
PSYC 558	Neuronal Bases of Learning and Memory		3	
PSYC 685	Cognitive Neuroscience		3	
Choose One				
PSYC 559	Behavioral Chemistry		3	
PSYC 555	Neuroimaging		3	
		Total Hours:		

QUANTITATIVE & RESEARCH METHODS COURSES (14 Hours)

Course #	Title As It Appears On Your Transcript	Term/Year	Hours	Grade
PSYC 611	Advanced Statistics I		4	
PSYC 612	Advanced Statistics II		4	
Choose One				
PSYC 652	Quantitative Methods II: Analysis of Variance		3	
PSYC 754	Quantitative Methods III: Psychological Applications of Regression Techniques		3	
PSYC 756	Quantitative Methods IV: Multivariate Techniques		3	
Choose One				
PSYC 892	Human Experimental		3	

PSYC 592	Basic Animal Methods		3	
		Total Hours:		

PROFESSIONAL SEMINAR/ETHICS (2 Hours)

Course #	Title As It Appears On Your Transcript	Term/Year	Hours	Grade
PSYC 890			2	
		Total Hours:		

RESEARCH CREDITS (6 Hours)

Course #	Title As It Appears On Your Transcript	Term/Year	Hours	Grade
PSYC 798	MA Thesis Proposal *†			
PSYC 799	MA Thesis *†			
PSYC 897				
* A min. of 6 hours is required for the Thesis option. Students must enroll in 3 hours of PSYC 799 in the first term they are eligible to do so. Thesis hours do not count towards the PhD. † A max. of 6 hours of PSYC 798/799 will count towards the MA.		**Total Hours:**		

ELECTIVES (12 Hours Minimum)

Course #	Title As It Appears On Your Transcript	Term/Year	Hours	Grade
At least six hours of electives from outside CBN with approval of your Adviser:				
At least six hours of CBN electives with approval of your Adviser				
		Total Hours:		

DISSERTATION PROPOSAL & DISSERTATION
(Minimum 3 hours in each w/min. of 12 Total)

Course #	Title As It Appears On Your Transcript	Term/Year	Hours	Grade
PSYC 998	Dissertation Proposal			

PSYC 999	Dissertation			
Students must take at least 12 hours combined of 998/999 with at least 3 hours in each section. No more than 24 hours of PSYC 998/999 will count towards the degree. Students must enroll in 3 hours of PSYC 999 in the first term they are eligible to do so.		**Total Hours:**		

ADDITIONAL RESEARCH AND/OR ELECTIVE CREDITS (At least 15 hours)

Course #	**Title As It Appears On Your Transcript**	**Term/Year**	**Hours**	**Grade**
		Total Hours:		

TOTAL HOURS

Reduction from MA	**Applied to PhD**	**Dissertation**	**GRAND TOTAL**
			72 (74 with the MA)

_____ _____

Student **Date**

_____ _____

Advisor **Date**

_____ _____

Program Director **Date**

_____ _____

Graduate Programs Coordinator **Date**

_____ _____

Associate Chair for Graduate Studies **Date**

7 CBN COMPREHENSIVE EXAMINATION

7.1 Goal

The goals of comprehensive examinations in are three-fold:

1) *Educational* – To provide doctoral students with an opportunity to learn, review, and synthesize the current knowledge base in the field of developmental/Biopsychology.

2) *Programmatic* – To assist students as they progress toward the process of writing their dissertation proposal, and

7.2 Eligibility and Registration

Students normally complete all coursework for the doctoral degree (except dissertation credits), before taking comprehensives. Occasionally, a student who trails only one course from the general psychology core or the methods (not statistics) area may be approved to take comps. Such cases are reviewed by faculty individually. Comprehensive exams are offered twice a year; once in January and once in July (see timeline below). Students must register their desire to take comprehensive exams and form their comprehensive examinations committee by the November before Summer comps or by the May before Winter comps. This is done by filling out both the Application for Approval to Take Comprehensive Exams Form and Approval of Ph.D. Comprehensive Exam Committee Form (below) and turning them in to both your advisor and program coordinator. These forms are then taken to the next faculty meeting for approval. The composition of the comprehensive exam committee may be changed up to the date that the specialized reading list is finalized. No change to a committee will be permitted in the case that a retake of the exam is necessary because the student has failed the exam.

Shortly after students are approved to take comprehensives, they will receive more information about the examination, including a sample rating form used by faculty to evaluate student's written performance, and sample written comments on answers from faculty. Students should also discuss with their advisor the general topic areas to be covered, and what is expected in terms of depth and breadth of answers.

7.3 Procedure

Comprehensive examinations consist of two components:

- a take-home exam
- an oral exam

7.3.1 Take-Home

1. For the take-home component, students will receive 4 questions:
   a) the focal points of the questions will be the topic area in which the student expects to pursue a dissertation; the student is not required to identify the specific topic,

but the comps will explore the student's knowledge of the area in which he/she intends to work

b) one question will concern the methods [statistical and laboratory] expected to be used on the dissertation

c) one question will require the student to demonstrate an ability to relate the topic of the dissertation to broader questions within psychology/neuroscience

2. In collaboration with their advisor/comps committee chair, students will create a specialized reading list for distribution to their comps committee. This specialized reading list will be revised and finalized by the student and his/her comps committee members.

3. Students will prepare three (3) hypothetical comp questions for consideration by the comps committee members. The extent to which the student-submitted questions resemble the student's final exam questions will vary and be determined by the committee.

4. Three months before questions are given; a meeting of the student's comps committee takes place in which the group discusses the topics represented on the student's reading list(s), the student's hypothetical questions, and the student's strategies/progress on studying for comps. After the student leaves this meeting, committee members will form a game plan for who writes which questions, covering which areas.

5. Students are encouraged to study together for comps up until the time when they get the questions, at which point there will be no discussion on comps between students.

6. After questions are distributed, students can consult only with their comps committee chair to get clarification/assistance with the comps questions. They may not seek assistance from anyone else after questions are passes out, unless this is approved by the comps committee chair. All communication between the student and comps committee chair concerning clarification/assistance on the questions must be in written form (email is fine).

7. Students must submit two (2) hard copies of each answer and a disk copy of each of the answers (in a format readable by the staff person) to the staff person responsible for processing comprehensive exams. Questions distribution, answer collection, and answer evaluation will all be conducted anonymously, so students, instead of identifying themselves on their answers, need to follow the instructions given to them for coding answers only by code number and/or color.

8. Answers must be turned in by the student before the deadline given below (see timetable). Late submission of answers will result in automatic failure of all questions turned in late. Early submission of answers is not only OK, but strongly encouraged in order to avoid disruption from unforeseen/uncontrollable events just before the deadline.

7.3.2 Oral

1. Students take the oral exam only after they have passed all take-home questions.

2. The oral examination will consist of a meeting involving the student, the comprehensive exam committee, and any other graders of the student's answers who wish to attend. Questions will be based on the student's answers to the take-home questions and the student's reading lists. This meeting takes place within six (6) weeks of notification of passing the written questions. Scheduling of the oral must be completed within three (3) weeks of notification of passing the written questions. Comps committee members will rate the student's performance during the oral on a pass/fail basis.

3. These procedures also apply to any retake of the oral; i.e. the retake must be taken within 6 weeks of the first oral.

4. Students who fail the oral examination will be allowed to retake the oral exam component only one additional time at an appropriate and convenient time for the comps committee and the student.

5. Students must pass both the take-home and the oral component of the exam in order to officially pass comprehensive examinations and advance to candidacy.

7.4 Evaluation of Take-Home Answers

1. Answers must be word-processed and written in APA style (4th edition). Each answer is strictly limited to 10, double-spaced pages (not including references), with one-inch margins on all sides and 12-point font. Readers will stop reading after 10 pages and evaluate answers only on the basis of material in the first 10 pages.

2. Students can use any written source (i.e., journal articles, textbooks, course notes, books) to help them answer the questions. Students are expected to rely heavily on and their reading lists and the current, relevant research literature to answer the questions. Additional sources outside of the student's reading lists can be used (and may be needed) depending on the question. Students are required to give appropriate references to the sources they use and to include a reference section in their papers. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the entire examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others' work are advised to ask for guidance from their comps committee chair.

3. Answers to exam questions will be assessed along the following 7 dimensions:
    - **a)** Comprehensiveness or breadth of diverse material covered
    - **b)** Original Integration/Synthesis of material
    - **c)** Accuracy – extent to which statements made are factual/correct
    - **d)** Scholarly Depth of answer
    - **e)** Clarity/Organization of the response
    - **f)** Quality of writing

g) Syntax, spelling, coherence, punctuation…
h) APA style and other Formatting Requirements listed in #1 above

Student answers to each take-home question should be free-standing. That is, for each question, the student should not refer to information included in his/her answers to other take-home questions.

4. Exam answers will be independently evaluated on a 12-point scale by two faculty readers. Each general take-home question will be graded by the same set of faculty for all students taking the exam at a particular time. An average rating across the two readers of 8 or higher is required in order to pass the question. If the ratings of the two graders for a question differ by more than 2 points, the raters should try to resolve the discrepancy through discussion. In the rare case that discussion does not lead to a resolution, a third reader should be asked to grade the answer, and the mean of the three graders should be used as the score for that question.

5. Students receive feedback on the results of their written exam through written comments made by faculty grading the exam and, in some cases, through individual meetings with graders. There are three possible outcomes: 1) Pass – student passed all 5 written questions, 2) Rewrite – Student must rewrite one or two failed written questions, or 3) fail – student failed 3 or more questions.

6. Failure on the written comprehensive examinations is defined by failing any three or more questions, or, in the case where a student fails one (1) or two (2) questions, by failing to earn a "B" or better (i.e., an average score of "8" or better) across all five (5) questions, or by failing any re-write question. In all cases, the student must retake the entire comprehensive examination again and this would take place during the next regularly scheduled time for comps. Ordinarily, the questions asked at the time of retake will be new, although the faculty reserves the right to draft questions that, in their judgment, best fit the interests and development of the student. Students who fail comps will only receive one retake opportunity. Students can re-write up to two (2) failed comps questions only if the average score across all questions is an "8" or better. The same up-to-two rewrite policy will be effective the second time if a student must retake the entire exam.

A student who fails the exam the second time will be terminated from the program.

7.4.1 Comprehensive Exam Timeline		
Deadline* (Spring comps)	**Action(s)**	**Deadline* (Summer comps)**
May 15	Student's intent to take comps is registered and student's comps committee is formed	*November 15*
June 1	Student's intent to take comps is approved by faculty Student is notified of comps approval and is sent to sample rating form, the core reading list, and a handout describing the procedures and guidelines for comps Student begins to construct specialized reading list with advisor	*December 1*
July 1	Student submits draft of specialized reading list of advisor Student reads and prepares	*January 1*
September 1	Specialized reading list needs to be finalized and approved by advisor Student reads and prepares	*March 1*
October 1	Meeting of student's comps committee Student submits (at meeting) 3 hypothetical comp questions to committee members Student reads and prepares	*April 1*
January 1	Comprehensive exam questions given to student	*July 1*
February 1	Comprehensive exam answers due	*August 1*
March 1	Comprehensive exam questions graded Meeting of student's comps committee to determine pass/failure	*September 1*
March 15	Results are communicated to the student (including re-write requirements)	*September 15*
April 15	Re-writes due to advisor, if student was asked to re-write one or two questions	*October 15*
Oral exam must take place within one month after all written questions are passed.		

*Note: All deadlines above refer to the first university working day after the date listed if the posted date falls on a weekend or on a day when the university is closed (i.e., Jan. 1).

7.4.1.1 APPLICATION FOR APPROVAL TO TAKE COMPREHENSIVE EXAMS

Name: _____

Expected date of comprehensive exam: _____

Courses completed by expected date of exam:

	Course #	Semester Taken
1. General Core Requirements		
a. Cognitive	_____	_____
b. Biological	_____	_____
c. Social	_____	_____
d. Developmental	_____	_____
e. Historical	_____	_____
2. Quantitative and Research Methods (Advanced)	_____	_____
	_____	_____
	_____	_____
	_____	_____
3. Developmental/Biopsychology Foundations	_____	_____
	_____	_____
	_____	_____

Date of completion of MA thesis (if applicable): _____

Approved _____ Not Approved _____

_____

_____

Signature **Date**

Advisor_____

Program Director _____

Cognitive and Behavioral Neuroscience Program

7.4.1.2 APPROVAL OF PHD COMPREHENSIVE EXAM COMMITTEE

Student's Name _____

Proposed date of Comprehensive Exam _____

Members of the committee _____ **(Chair)**

_____

_____

Approval	**Date**
Program Director _____	
Department Chair _____	

Note: Approval must be obtained by 5/15 for January comps and by 11/15 for July comps.

Cognitive and Behavioral Neuroscience Program

7.4.1.3 COMPREHENSIVE EXAMINIATION QUESTION EXAMINATION GRADING FORM

Student Code:_____

Date of Exam:_____ **Current Date:** _____

Reader's Name _____

General
____ Developmental/Physiological 1
____ Developmental/Physiological 2
____ Research Methods/Statistics

Specialized
____ Content
____ Methods

Strengths:

Weaknesses:

Other Comments:

12=A+ 11=A 10=A- 9=B+ 8=B 7=B- 6=C+ 5=C 4=C-
In order to pass a question a student must have an average of 8.

Cognitive and Behavioral Neuroscience Program

7.4.1.4 GRADING SHEET FOR COMPREHENSIVE EXAMINATION ANSWERES

A) Comprehensiveness or breadth of diverse material covered

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

B) Original Integration/Synthesis of material

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

C) Accuracy – extent of which statements made are factual/correct

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

D) Scholarly Depth of answer

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

E) Clarity/Organization of the response

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

F) Quality of writing – Syntax, spelling, coherence, punctuation…

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

G) APA style and other Formatting Requirements

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

H) Extent to which the question was answered completely – directions followed etc…

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

8 POLICY ON SATISFACTORY PROGRESS AND EXCEPTIONS

Satisfactory progress denotes that a student has (1) satisfactorily completed at least 15 semester hours of graduate coursework during the academic year, (2) satisfactorily met research and teaching obligations, (3) demonstrated professional behavior (e.g., interpersonal skills and adherence to ethical standards) satisfactory in the judgment of the faculty, and (4) satisfactorily met requirements for timely submission of program documents (such as program of study, plan for remediation, etc) and major written work (such as dissertation).

A student, who, in the judgment of the faculty, fails to make satisfactory progress for a given academic year, will be notified of that. In addition, where feasible, the student will be directed as to what steps are necessary to make satisfactory progress in the coming year; this may include development of a remediation plan by the student. A first finding of unsatisfactory progress normally does not result in dismissal from the program, although a student not making satisfactory progress is not normally eligible for financial support until this is remedied. In serious cases, such as clear violation of professional ethics or clear disregard of program obligations, a first finding of unsatisfactory progress may result in dismissal from the program.

A second finding of unsatisfactory progress normally results in dismissal from the program. An exception to this may be made if the student demonstrates, to the satisfaction of the faculty, that the unsatisfactory progress was caused by factors beyond the student's control, that those factors have changed and are highly unlikely to interfere with satisfactory progress again and that there is a clear plan for timely completion of the degree. An exception cannot normally be granted without the recommendation of the student's advisor.

A student who anticipates being unable to make satisfactory progress may petition for a reduction of the minimum hours, or a leave of absence from the program. Reasons which may be acceptable include (1) personal (financial, family, etc) or (2) medical. In either case, the student must demonstrate that the reasons are temporary, that they are likely to be resolved by the end of the proposed leave/waiver period, and that they are unlikely to prevent satisfactory progress after the end of the proposed leave/waiver period. The student must demonstrate a clear commitment to return to the program after the end of any leave period. A waiver or leave of absence cannot normally be granted without the recommendation of the student's advisor. **Students should note that the college and university stipulate some time limits for completion of milestones in the program [advancement to candidacy, etc]. Leaves of absence do <u>not</u> extend those time limits.**

Students may not receive more than one year of leave/waiver during their entire program. Students who anticipate that personal or medical problems will prevent satisfactory progress for more than one year should resign from the program. If their circumstances change in the future, they will be considered without prejudice in future admissions decisions. However, they will be evaluated with respect to the applicant pool in the year they reapply, and must submit all normal documentation as part of the application.

Students who are dismissed from the program are ineligible to apply for admission in the future.

9 POLICIES ON COURSE EXEMPTION

9.1 Reduction of Credit

The number of credits required by a doctoral or master's program of more than 39 credits may be reduced on the basis of a previously conferred master's degree. Reduction of credit requires the approval of the adviser, program director and the dean or director of the school, college, or institute. Reduction of credit is limited to a maximum of 30 credits in a doctoral program and derive from the degree requirements given below.

Students requesting a reduction of credit must supply official transcripts notating the degree has been officially conferred. For transcripts from outside the United States, students must supply an official transcript evaluation and an official translation for transcripts not in English if these documents were not supplied in the admission process. Reduction-of-credit requests from students who are admitted provisionally are not considered until the students have fulfilled the conditions of their admission and had the provisional qualifier removed from their records.

Credits used in reduction of credit are not subject to time limits, and the credits must have been applied to a previous degree. The credits used in the reduction may include transfer credit used for a previously earned degree but may not include credits that are applied to both an undergraduate and graduate degree in a joint bachelor's/master's program or in Mason's bachelor's/accelerated master's programs. Extension and in service courses that are not intended by the institution offering the courses to be applied to a degree program are not eligible for reduction in credit to George Mason. All the other conditions given above for eligibility of transfer of credit apply also to reduction of credits.

It is the student's responsibility to provide evidence that the previous courses and/or experiences are the equivalent of the GMU doctoral program requirements. This evidence must consist of at least:

1. A transcript showing the previous coursework.
2. A copy of the catalogue description(s) of the previous course(s).
3. A syllabus for the course(s).

The student is encouraged to provide any additional information about the course or experience that he/she thinks will help the faculty to make a decision, including a copy of the textbook, exams, and papers written for the course. A student who is attempting to use previous non-course experience to earn exemptions should work with his/her advisor in constructing evidence for the equivalency of that experience to program requirements.

Requests for reductions of credit should be made to the student's advisor, who then is responsible for bringing the request to the Program Director for his/her approval. The Program Director will usually consult with his/her program faculty and with instructors who teach the courses for which the exemptions are sought. If approved, the Program Director is responsible for forwarding the request to the Graduate Programs Office for the processing of all required

paperwork and obtaining the final approval of the Associate Chair for Graduate Studies. Upon approval, all requests will be forwarded to the College Dean's Office for approval then onto the University Registrar.

9.2 Transfer of Credit

Graduate credit earned prior to admission to a certificate, master's, or doctoral program may be eligible to be transferred into the program and applied to the certificate or degree provided it was **NOT** used to earn a degree. Transfer of credit requires the approval of the program director and dean or director of the school, college, or institute. They will determine whether the credit is eligible for transfer and applicable to the specific certificate or degree program. Note that credits accepted for transfer do not compute into any Mason GPA. Limits on the number of credits that can be transferred derive from the degree requirements given below

Credit is usually considered for transfer at the student's request at the time of initial registration as a degree-seeking student. Students must supply official transcripts. For transcripts from outside the United States, students must supply an official transcript evaluation and an official translation for transcripts not in English if these documents were not supplied in the admission process. Credit transfer requests from students who are admitted provisionally are not considered until they have fulfilled the conditions of their admission and the provisional qualifier has been removed from their records.

To be eligible for transfer credit, the credit must be: (a) graduate credit earned at another accredited university; (b) earned at another institution and recommended for graduate credit in the American Council on Education guidebook, or earned at Mason while in a non-degree status or enrolled through extended studies; (c) must have been earned within six years prior to first enrollment as an admitted student in the specific certificate or degree program; (d) a minimum grade of B (3.00) must have been earned; (e) the course must be applicable toward a degree at the institution offering the course. Extension and in-service courses that are not intended by the institution offering the courses to be applied to a degree program are not eligible for transfer credit to Mason. **The credits cannot have been previously applied toward a degree at another institution or Mason**; however, up to 3 credits previously applied to a degree program at another institution may be transferred into a certificate program at Mason.

It is the student's responsibility to provide evidence that the previous courses and/or experiences are the equivalent of the GMU doctoral program requirements. This evidence must consist of at least:

1. A transcript showing the previous coursework. (plus an official transcript evaluation for transcripts from outside the United States and an official translation for transcripts not in English, if these documents were not supplied in the admission process).
2. A copy of the catalogue description(s) of the previous course(s).
3. A syllabus for the course(s).

The student is encouraged to provide any additional information about the course or experience that he/she thinks will help the faculty to make a decision, including a copy of the textbook, exams, and papers written for the course. A student who is attempting to use previous non-course experience to earn exemptions should work with his/her advisor in constructing evidence for the equivalency of that experience to program requirements.

Requests for transfer of credit should be made to the student's advisor, who then is responsible for bringing the request to the Program Director for his/her approval. The Program Director will usually consult with his/her program faculty and with instructors who teach the courses for which the exemptions are sought. If approved, the Program Director is responsible for forwarding the request to the Graduate Programs Office for the processing of all required paperwork and obtaining the final approval of the Associate Chair for Graduate Studies. Upon approval, all requests will be forwarded to the College Dean's Office for approval then onto the University Registrar.

When submitting a formal request for a transfer of credit, please specify the course prefix, number and course name of the original course and what GMU course prefix and number it will satisfy. For example, Smith University, ABC100, Introduction to Psychology will meet the requirement of George Mason University, PSYC100, Foundations of Psychology.

9.3 Credit from Other Institutions after Admission

Students enrolled in a degree program may take graduate courses at another accredited institution and apply these credits to a master's or doctoral degree with prior approval. Approval must be secured in writing from the director of the graduate program and the dean or director of the school/college/institute and submitted to the Office of the Registrar at George Mason before registering at the other institution. Upon completion of the course, students must arrange for an official transcript to be submitted to the school/college/institute so that the credits may be transferred into their George Mason degree program. These credits are subject to all the other conditions given above for reduction in credit/transfer of credit, including limits on numbers of credits that can be taken elsewhere. Permission to take a course elsewhere does not exempt a graduate student from satisfying the degree requirements given below.

Paperwork for Requests to Take a Course Elsewhere or for study abroad credit must be submitted and approved **before** the student undertakes the activity. Paperwork received after the student begins the course elsewhere or begins the study abroad will not be approved by Graduate Academic Affairs.

9.4 University Consortium

Eligible students may enroll in courses at any of the institutions in the Consortium of Universities in the Washington Metropolitan area. Students are limited to one consortium course per semester, with a career maximum of 6 credits. To register for a consortium course, students must have an overall GPA of at least 3.00 and be in good academic standing. Students with grades of IN on their record or who earned grades of C or F in the most recent semester are not eligible to register for a consortium course. Students who have received a grade less than 3.00 in

a consortium course are not permitted to enroll in additional consortium courses. Newly admitted graduate students are not permitted to enroll in consortium courses during their first semester of graduate study. Students who wish to enroll in consortium courses during their second semester of study must wait until the grades for the previous semester have been posted.

10 DOCTORAL DISSERTATION COMMITTEE

This committee is responsible for approving the doctoral dissertation proposal, supervising all aspects of the dissertation such as research design, data collection, data analysis and the writing of the dissertation. This committee reads the various drafts of the dissertation guiding the student in the direction that the dissertation should take and directing the student in the various changes that are necessary. Although the committee has the ultimate responsibility for the dissertation, the Doctoral Dissertation Committee advisor gives the primary guidance to the student.

10.1 The Composition of the Doctoral Dissertation Committee

All dissertation committees must consist of at least three members of the graduate faculty, with the dissertation chair being a member of the students respective concentration faculty. Only a graduate faculty member with a full-time appointment at George Mason may serve as dissertation chair. Other Mason faculty, as well as individuals from outside the university, may be appointed as additional members to the committee. Such appointments are made where the additional member's expertise and contribution add value to the dissertation, but appointment does not require graduate faculty status.

10.2 Thesis and Dissertation Committee Composition Form

Once a student has identified those who will serve on their respective committees, they should have each member sign the Thesis and Dissertation Committee Composition Form. The student should obtain both the printed and signed name of each member of their committee along with their respective Program Director and turn the form into Darby Wiggins, Graduate Programs Coordinator, 2013F DKH. Students are **strongly** advised to submit this form prior to holding a Thesis/Dissertation Proposal defense.

11 THE DISSERTATION PROPOSAL

The dissertation proposal is developed in consultation with the advisor before submission to the committee. Please note that selection of the topic requires a junction of the student's interests, the advisor's interests, and financial considerations – typically, a CBN dissertation requires more resources than the department maximum, and either the advisor's funding or the student's personal resources are required to cover some of the costs. After a draft proposal is developed, the student must submit a dissertation proposal to his/her Doctoral Supervisory Committee.

Doctoral students may take 1 to 3 credits of dissertation proposal during the semester prior to sitting for comprehensive exams if they have met the following conditions: (a) the advisor has given approval, (b) the student's request to take comprehensive exams the following semester has been approved by faculty, and (c) the comprehensive exam committee has been approved by faculty.

The doctoral dissertation proposal provides a focused literature review, well developed rationale, a research design, and a data analysis plan. A 10-20 page literature review is a rough guideline, although relevance of coverage is the primary criterion for length. During the period that the Doctoral Supervisory Committee is reviewing a dissertation proposal, the student is required to enroll in a minimum of three (3) hours of PSYC 998 - Dissertation Proposal. Normally the student will make an oral presentation of the dissertation proposal to the entire committee. After this committee approves the dissertation proposal, it is forwarded by the student to the Associate Chair for Graduate Studies for approval. After the Graduate Dean has approved the dissertation proposal, the student is ready to enroll in PSYC 999 - Dissertation.

The following are required in order to register for PSYC 999:

1. An approved Program of Study
2. Advancement to candidacy
3. An approved dissertation committee
4. An approved dissertation proposal
5. Changing of all IP grades in PSYC 998 to S

The University does not require continuous registration in Dissertation Proposal (PSYC 998) however, you should consult your advisor to outline your Proposal and Dissertation plans. The University will only certify you as having Part-Time status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship. International students must follow registration rules set forth by the Office of International Programs and Services (IOPS)

11.1 Registering for Dissertation Proposal (PSYC 998)

Students wishing to register for Dissertation Proposal (PSYC 998) should contact Darby Wiggins, Graduate Programs Coordinator for the CRN which corresponds with the adviser's last

name. Continuous enrollment in PSYC 998 (Dissertation Proposal) is *not* required however, after two consecutive terms of non-enrollment (excluding summer), students will fall out of active status and will be required to submit the Permission to Re-Enroll Form.

11.2 Dissertation Proposal Approval Process

An approved proposal signifies the following:

1. The proposal contains a clear, focused literature review germane to the dissertation. The committee approves the experimental design, choice of variables investigated, procedures, and the rationale behind the proposal. There is a clear set of hypotheses, and enough detail on planned statistical analysis for the committee to be clear on the planned procedures; the committee is satisfied that the procedures are appropriate to the design, hypotheses, and variables investigated.

2. After proposal approval, the committee may NOT require: additional dependent measures and a significant modification to the design.

3. The committee MAY require: a few additional statistical analyses if outcomes of planned analyses, upon reflection, indicate this would be appropriate; updated literature review when the dissertation is final; and extended discussion based upon data and analysis

The Proposal Approval Process

1. The student selects a dissertation advisor with assent of the faculty member.

2. Student and advisor select a general area for the dissertation.

3. Student, in consultation with advisor, develops and revises rough drafts of proposal.

4. When advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before initial committee meeting. At the initial meeting the committee gives approval or directs changes in the scope and design of the dissertation, with feedback on what changes are required before final approval is given.

5. The number of meetings of the committee will depend upon the progress of the student. Committee goodwill can be maximized by working individually with the advisor between meetings, and making substantial progress before calling another meeting.

6. Committee signature on the proposal signifies that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Signature of the Associate Chair for Graduate Studies indicates concurrence.

Defending the Dissertation Proposal

1. After successfully defending, students should submit the signed Dissertation Proposal Signature Sheet signifying that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written to Darby Wiggins in the Graduate Programs Office. Signature of the Associate Chair for Graduate Studies indicates concurrence.

2. A hard-copy of the proposal should also accompany the signature sheet.

3. All "IP" grades for PSYC 998 should be changed to "S".

12 ADVANCEMENT TO CANDIDACY

12.1 Requirements for Advancement

Before doctoral students may be advanced to candidacy by the Dean, they should have (a) completed ALL COURSEWORK except for proposal/dissertation hours, including electives; (b) passed comprehensive candidacy examination(s); (c) have an approved POS on file; and (d) been recommended by the doctoral program director for advancement. If the student has not completed any course other than dissertation proposal or dissertation, they are not allowed to advance.

When a student's record is reviewed, if the student has completed all courses listed on the Program of Study, they will be permitted to advance. If the student has not completed all courses, they are not allowed to advance until the remaining course(s) has been completed.

Students wishing to advance to candidacy should ensure they meet all requirements then request that their adviser recommend them for advancement to their program director. Assuming the program director approves, he/she should notify Darby Wiggins in the Graduate Programs Office of their approval via email. Once received in the Graduate Programs Office, the request will be recorded and forwarded onto the Dean's Office for approval.

12.2 Timeline for Advancement

Doctoral students are expected to advance to candidacy in no more than six years and to complete all other degree requirements for graduation in no more than five years from the time of advancement to candidacy. Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Extensions to the time limit for advancement to candidacy may be granted for a maximum period of one calendar year. The one year extension granted to advance to candidacy will run concurrently with the five years provided to complete the dissertation. The total time limit to degree will not exceed eleven (11) years even for those students granted a time extension for advancement to candidacy. Students who are given permission to re-enroll following an absence from Mason may not count the time limits as beginning on the date of re-enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program.

Advancement will only occur during the add/drop period at the beginning of each term. Requests for Advancement must be made no less than 1 week prior to the first day of the term and all supporting documents must also be on file with the Graduate Programs Office.

13 THE DISSERTATION

The Doctoral Dissertation Committee guides the student in the preparation of the dissertation. Specific guidelines, especially for, but not limited to, the "traditional" dissertation, may be found at: http://thesis.gmu.edu/index.html. A minimum total of twelve (12) hours of PSYC 998 and 999 is required for the doctoral degree (at least 3 hours each of 998 and 999). For more information on registering for PSYC 999, please contact Darby Wiggins

13.1 Registering for PSYC 999

Students may not begin enrolling in PSYC 999 until they have:

1) An approved dissertation committee as documented in the Dissertation/Committee Composition Form;

2) Successfully defended their dissertation proposal;

3) A copy of the Dissertation Proposal Signature Sheet is on file with the Dean's Office (this is done by submitting a signed copy of the form along with a hard copy of the proposal to the Graduate Programs Coordinator);

4) All IP grades for PSYC 998 have been changed to S and:

5) The student has Advanced to Candidacy.

Once a student begins taking 999, he/she is required to maintain continuous enrollment until he/she has graduated with exception to the summer term – provided they are not graduating in the summer. Continuous enrollment is required– regardless of whether the students need the credits. Failure to maintain continuous enrollment will result in the student being required to enroll and pay for any missed credits before their degree will be conferred.

Students are required to enroll in 3 credits of dissertation (PSYC 999) in the term immediately preceding the one in which they submitted their Dissertation Proposal Cover Sheet to the Graduate Program Coordinators Office. In each subsequent semester thereafter, students are required to enroll in at least 3 credits of dissertation until they have completed the minimum 12 hours combined. Only after completing the minimum combined 12 hours of proposal and dissertation combined, may a student enroll in 1 credit of dissertation per term. During this period, the University will only certify you as having part-time enrollment status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship. International students must follow registration rules set forth by the Office of International Programs and Services (IOPS).

You are strongly encouraged to discuss your proposal and dissertation credit plans with your advisor to avoid enrolling in unnecessary credits.

13.2 Approval to Defend Form

No dissertation can proceed to a defense until each member of the committee and the Associate Chair have signed the Approval to Defend Dissertation Form, signifying that each has

individually read the dissertation draft and has concluded that it is in final form except for minor changes. Dissertations will not be scheduled without the submission of this form to the Graduate Programs Coordinator.

13.3 During The Dissertation

Frequent consultation with the advisor is essential. Occasional brief progress reports to the committee are often appreciated. Committee consultation is usually necessary only when substantial changes must be made to the approved proposal.

13.4 Writing Up the Dissertation

Although committee members may have special expertise (e.g., statistics) requiring consultation during analysis, normally, the analysis, interpretation, and write-up are done by the student in close consultation with the advisor.

The committee, however, is not bound to accept the draft presented. The committee can require some additional changes in writing to clarify the document, etc., or can require a reorganization of major portions of the dissertation before scheduling the oral defense. When the committee requires revision of the dissertation, the student should work closely with the advisor to address all of the issues before calling another committee meeting, or meeting individually with committee members.

Dissertations cannot go to orals without the assent of all committee members, the Program Director, and the Associate Chair for Graduate Studies (see Approval to Defend Form). There may be situations where one member of a committee disagrees with the majority of the committee as to whether a draft is appropriate for defense. If the disagreement cannot be reconciled after extensive discussion, and the faculty member strongly disagrees over the quality of the dissertation, it is appropriate for the faculty member to resign from the committee. The dissertation cannot then proceed to orals unless and until the student secures agreement of another faculty member to join the committee. Appointing additional committee members follows the same procedures as original appointment of the committee.

13.5 Scheduling the Dissertation Defense

The oral defense of the dissertation should be scheduled through the Graduate Programs Coordinator who informs the Graduate Dean of the defense ***at least four weeks before the projected defense date.*** When scheduling the defense, contact the Graduate Programs Coordinator if you need to reserve a room. Students affiliated with programs who have existing lab space are encouraged to reserve those rooms. Once a room reservation has been secured, forward the following information onto the Graduate Programs Coordinator for scheduling:

1) Your full name;
2) Date of defense;
3) Location – Building and room number (this is only necessary if you have scheduled a room on your own);

4) Beginning and end time of defense;
5) Dissertation committee members names – please indicate who is Chair;
6) Dissertation title;
7) Approval to Defend Dissertation Signature Sheet. Please note, original or approved electronic signatures are required. Please no email approvals;
8) ½ - ¾ page abstract;
9) Any A/V equipment needs.

Do not ask your Dissertation Committee Chair to schedule your oral defense until your committee has seen and approved your last draft. It is very common for several drafts of the dissertation to be required prior to scheduling your defense and, if all goes well, at least one revision after orals. The dissertation represents the culmination of your program and an important contribution to the body of psychological knowledge. It is the faculty's responsibility to the field and to you that the final product meets a high standard.

13.6 Dissertation Signature Sheets

Students must have the Dissertation Signature Sheet signed by all committee members, their Program Director, Associate Chair for Graduate Studies, and Associate Dean for Research and Graduate Programs. **It is the responsibility of the student to collect all signatures**. Students are encouraged to make appointments to secure signatures with both the Associate Chair (Dr. Jim Thompson) and Associate Dean (chssgradstudent@gmu.edu). When obtaining the Dean's signature, students must bring all paperwork required for submission to the library so that copies can be made. Students who wish to obtain a second opinion on the formatting of their Dissertation Signature Sheet may email it to chssgradstudent@gmu.edu and ask for clarification of the formatting.

13.7 Format Review

The library conducts the review for formatting of all dissertations. Students will submit completed dissertations directly to the library and hand all the requisite paperwork (for University Microfilms International and the National Opinion Research Center). For additional information contact the University Dissertations and Theses Coordinator.

13.8 Dissertation Submission and Fees

Dissertations are generally due to the library by 5pm on the last Friday of classes. For exact dates, please visit the Checklist For Graduation website. Specific information on formatting, fees, ancillary forms, types of paper and number of copies required can be found on the UDTS web site. Late submissions will not be accepted.

George Mason University
Department of Psychology

13.8.1 APPROVAL TO DEFEND DISSERTATION FORM

This form must be signed by all members of your dissertation committee and the Associate Chair for Graduate Studies. You are responsible for getting ALL signatures.

The signed form and a copy of your dissertation must be submitted to the Graduate Program Coordinator least three weeks prior to your anticipated defense date.

By signing this form the dissertation committee member agrees that he/she:

(1) has carefully read the dissertation
(2) finds the analysis and interpretation of the data appropriate.
(3) Does not anticipate that major changes will be necessary, and
(4) Believes that approval of the dissertation is conditional on only minor corrections and a successful defense.

Name: _____

Dissertation Title: _____

_____

Dissertation Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

_____ _____

Associate Chair for Graduate Studies, Psychology **Date**

Proposed Dissertation Defense Date: _____

14 FACULTY RESEARCH INTERESTS

APPLIED DEVELOPMENTAL

Tim Curby 993-2457 / Aquia 337
Assistant Director, Applied Developmental Program

Classrooms as a context for student learning and development; Teacher-student interactions; Classroom quality; Development of classroom observational measures; Quantitative methods.

Susanne Denham 993-1378 / DK 1024A
Director, Applied Developmental Program

Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above

Robert Pasnak 993-1354 / DK 2049

Cognitive and socioemotional development in preschool, elementary school, and special education children

Johannes Rojahn 993-4241 / DEM 202

Intellectual and/or developmental disabilities, autism (socio-emotional competence, mental illness, psychopathology, severe behavior problems; applied behavior analysis; assessment)

Kari Visconti 993-5114 / DK 2050

Peer relationships and social cognition in middle childhood; cognitive, emotional, and behavioral responses to peer victimization; the role of moral cognition in aggressive behavior; quantitative methods

Adam Winsler 993-1881 / DK 2023

Development of self-regulation; Private speech; Bilingualism; ADHD; Early childhood education; School readiness among low-income, ethnically diverse children

CLINICAL

Lauren Cattaneo 993-4728 / DK 2021
Associate Director of Clinical Training

Community and institutional responses to intimate partner violence, helpseeking, risk

		assessment, survivor-centered services and empowerment.
Tara Chaplin	993-5309 / DK 3062	Emotion regulation and the development of psychopathology and substance use in adolescence; Parent-focused interventions; Bio-psycho-social models of emotion
Christy Esposito-Smythers	993-2039 / DK 2061	Assessment, prevention, and treatment of adolescent suicide, depression, and substance abuse.
Sarah Fischer	993-5635 / DK 2044	Impulsivity, Bulimia Nervosa and co-occurring alcohol abuse, application of DBT to disordered eating
Todd Kashdan	993-9486 / DK 2047	Emotional disturbances, social anxiety, self-regulation, personality, interpersonal processes, positive emotions, well-being, character strengths.
Patrick McKnight	993-8292 / DK 2065	Health services research, research methods, statistics, measurement, and program evaluation.
Robyn Mehlenbeck **Director of Center for Psychological Services**	993-1371 / DEM 202	Adolescent weight management; Eating disorders in children and adolescents. Clinical specialty in pediatric psychology.
Keith D. Renshaw	993-5128 / DK 2042	Adjustment of military service members and their spouses after deployment; Combat-related posttraumatic stress disorder; Relationships of adults with anxiety and depression.
John H. Riskind	993-4094 / DK 2043	Anxiety disorders, Generalized Anxiety and Obsessive Compulsive Disorder, Cognitive Vulnerability factors and processes, Cognitive behavioral theories and treatment, anxiety and suicide ideation, cognitive vulnerability and stress-generation
Jerome Short	993-1368 / DK 2019	Family stress and coping; Prevention programs; Mental health promotion.

June Tangney 993-1365 / DK 2007A
Director of Clinical Training

Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation, Substance abuse and HIV risk, Research ethics.

COGNITIVE AND BEHAVIORAL NEUROSCIENCE PROGRAM

Marge Battaglia	993-1748 / DK 2063	The intersection of developmental psychology and neuroscience, aging populations, Alzheimer's research.
Jennifer Brielmaier	993-1469 / DK 2063	Animal models of neuropsychiatric conditions; behavioral genetics; environmental and biological risk factors contributing to drug addiction.
Linda Chrosniak **Director, Honors Program in Psychology**	993-4139 / DK 2045	Research interests include implicit and explicit memory processes, and relationships between stress, cognition and health. In addition, in collaboration with Dr. Flinn, she has investigated effects of trace metals (zinc, copper and iron) on memory processes.
Doris Bitler Davis	993-8817 / DK 2051	Experimental Psychology, with a specialization in animal learning and memory
Jane Flinn **Director of Undergraduate Program in Neuroscience**	993-4107 / DK 2022	The role of metals in learning and memory, including fear conditioning. The effect of metals in neurological conditions, such as Alzheimer's disease, in humans and transgenic mice.
Craig G. McDonald	993-2277 / DK 2018	Psychophysiology of visual perception and cognition; nicotine-induced changes in executive functioning
Robert F. Smith	993-4339 / DK2044	Developmental neuroscience, esp. effects of drugs [currently, nicotine] on adolescent neurobehavioral development. Activity-

dependent dendritic growth. Animal models of addiction.

Affiliates:
Carryl Baldwin (Human Factors/Applied Cognition)
Christy Esposito-Smythers (Clinical)
Pam Greenwood (Human Factors/Applied Cognition)
Todd Kashdan (Clinical)
Raja Parasuraman (Human Factors/Applied Cognition)
Matt Peterson (Human Factors/Applied Cognition)
Tyler Shaw (Human Factors/Applied Cognition)
Jim Thompson (Human Factors/Applied Cognition)

HUMAN FACTORS/APPLIED COGNITION

Carryl Baldwin	993-4653 / DK 2062	Auditory cognition, auditory and multi-modal displays, cognitive aging, speech processing, transportation (highway and air) safety, mental workload, adaptive automation, individual differences, training, spatial navigation and neuroergonomics.
Deborah Boehm-Davis **Dean, College of Humanities and Social Sciences**	993-8720 / College Hall 100	Understanding interruptions, dual-task performance and cognitive workload.
Pam Greenwood	993-4268 / DK 2060	Cognitive aging and the genetics of cognitive aging which she examines using behavioral, neuroimaging, and genetic methods. The modulation by normal genetic variation of attention, working memory, and the role of attention in forming and maintaining mental representations in working memory. Collaborating in a longitudinal study of the genetics of cognitive change in midlife.
Raja Parasuraman **Director, Human Factors/Applied Cognition Program** **Director, Center of Excellence in Neuroergonomics, Technology, and Cognition (CENTEC)**	993-1357 / DK 2055	Human factors and cognitive neuroscience, human performance in human-machine systems, influence of automation and computer technology on attention, memory

		and vigilance. Cognitive neuroscience of attention using information-processing tasks, neuroimaging (ERPs and fMRI) molecular genetics of cognition. Molecular genetics of cognition.
Matt Peterson	993-4255 / DK 2058	
Director, Human Factors/Applied Cognition M.A. Program		
		Cognitive neuroscience of attention, memory, and perception. Visual attention, visual search, and eye movements. Attentional control and multitasking. Neuroergonomics. Training and aging.
James Sanford	993-1351 / DK 2046	Human memory and cognition, false memory, testing effect
Tyler Shaw	993-5187 / DK 2059	Neurophysiological underpinnings and individual differences in human sustained attention, automation, team collaboration and coordination dynamics
Jim Thompson	993-1342 / DK 2056	
Associate Chair for Graduate Studies		
Director, Cognitive and Behavioral Neuroscience Program		
		Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.
Eva Wiese	993-5266 /DK 2068	Social robotics; eye movements; usability; visual attention; human-computer interaction.
Robert Youmans	993-5627 / DK 2057	Cognition of creativity and innovation in design; design fixation; attention and vigilance; heuristic decision making; usability testing and evaluation; group processes.

<u>INDUSTIRAL/ORGANIZATIONAL</u>

Louis Buffardi	993-1363 / DK 3072	(*Faculty Emeritus*) Employee attitudes; Quality of work life organizational surveys; Work and family issues; Human error
Jose Cortina	993-1347 / DK 3074	Statistical interaction; Philosophy of quantitative analysis; Personality testing

Reeshad Dalal **Department Chair**	993-9487 / DK2006	Employee performance and its links with mood/emotions, job attitudes and personality; employee judgment and decision-making.
Kristen Jones	993-1363 / DK 3072	Emergence, consequences, and strategies for remediation of contemporary manifestations of discrimination at work; the experience of work for socially stigmatized groups with a focus on understudied populations; gender differences in negotiation strategies and their relative effectiveness; multilevel modeling and dynamic longitudinal methods.
Seth Kaplan	993-8475 / DK 3073	Personality, emotions, and well-being at work. Team dynamics in crisis situations. Psychometric and statistical issues.
Eden King **Associate Chair for Undergraduate Studies**	993-1620 / DK 3076	Effective and equitable management of diversity in organizations, discrimination, social stigma in the context of work
Lois Tetrick **Director, Industrial/Organizational Program**	993-1372 / DK 3066A	Occupational health psychology including stress, work-family, and safety; the employee-organization relationship including psychological contracts, social exchange theory, and the norm of reciprocity; organizational climate and culture; innovation and creativity; positive aging and retirement transitions; cross-cultural aspects of industrial organizational psychology.
Stephen Zaccaro **Coordinator, Industrial/Organizational M.A. Program**	993-1355 / DK 3066B	Leadership, executive assessment and development, team dynamics and effectiveness, shared leadership, multiteam systems.

SCHOOL/CERTIFICATE IN ADVANCED GRADAUTE STUDIES

Nicole Beadles **Director, School Psychology M.A./CAGS**	993-5127 / DK 3057	Personality assessment; functional behavioral assessment; individual and group counseling in the schools; and effective teacher and parent consultation
Johannes Rojahn	993-4241 / DK 3075	Intellectual and/or developmental disabilities, autism (socio-emotional competence, mental illness, psychopathology, severe behavior problems; applied behavior analysis; assessment)
Ellen Rowe	993-4266 / DK 3055	Assessment and remediation of social, emotional, and behavioral problems among children and adolescents and developmental psychopathology.
Dawna Thompson **Director, Cognitive Assessment Program**	993-4731 / DEM 202C	Assessment of children with advanced academic/cognitive abilities; early childhood assessment; assessment of children with learning and emotional disorders; and parenting skills for challenging children.

15 GUIDELINES FOR GRADAUTE STUDENT GRIENCESCES AGAINST FACULTY

The Department recognizes that differences in opinions, complaints, or grievances may occur in the relationships between faculty and students. We believe it is the responsibility of all department members to establish and maintain a climate within which a student problem or complaint can be promptly identified, presented, discussed, and given fair, timely consideration without fear or recrimination or retribution. The following steps are recommended for students who feel they have been unjustly or unfairly treated in the course of their education. (NOTE: Student concerns about faculty behavior that involves sexual harassment or racial/ethnic/gender discrimination should be handled according to the University guidelines description in the University Catalog.)

Grievance Procedures

The Department recommends that a graduate student who has concerns about the professional behavior of a faculty member take the following steps in the following order. Following these procedures will better ensure that the grievance will be resolved expeditiously and fairly.

1. Discuss the problem with the faculty member in question. Many disagreements, disputes, and conflicts between faculty and students are the result of miscommunication or misinformation and can be resolved informally between the concerned parties. Consultation with the academic Advisor usually will be helpful in developing an effective strategy for presenting the concern to the faculty member in question. If a student cannot discuss the concern with his/her Advisor, the student should consult another faculty member.

   The faculty member with whom the student consults concerning the grievance incurs certain responsibilities by agreeing to serve in this capacity: (1) To review with the student the Departmental policy and procedures described here. (2) To assist the student in determining the legitimacy of his/her concern and in developing a plan for discussing the concern with the faculty in question. In addition, the advisor may also choose a more active role in the resolution of the grievance by serving as the student's advocate or as a mediator. If the advisor/advocate believes that the faculty member in question has committed an illegal act or ethical violation, he/she should consult the Ethical Guidelines of the American Psychological Association.

2. If the discussion with the faculty member with whom the student has a concern does not produce a fair resolution, the student should consult with his/her Advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the student's Program Coordinator.

3. If consultation with the Program Coordinator does not produce a satisfactory resolution, the student should consult with his/her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the Associate Chairperson for Graduate Studies. The Associate Chairperson may appoint an ad hoc committee charged

with working with the student and faculty member in resolving the grievance. This committee may include a graduate student as a member.

4. If consultation with the Associate Chairperson for Graduate Studies does not produce a satisfactory resolution, the student has the option of bringing the matter to the attention of the Department Chairperson.

5. If consultation with the Department Chairperson does not produce a satisfactory resolution, the student should consult with his/her Advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the office of the Dean of the College of Humanities and Social Sciences.

16 APPENDICES

16.1 Mason ID Cards

After registering, each student is required to obtain a university photo identification card. It must be presented to use the library and is required for admission to university events, when using university facilities and can be used as a debit-card at various food concessions and copy machines. Questions may be directed to the Photo ID Office at (703) 993-1004. You can obtain your G-Card at The HUB, Lower Level Room 1103. For more information, visit the University All Card Office.

16.2 GMU E-Mail

Students are required to activate and use their GMU E-Mail account to obtain Psychology Department list-serve messages and to access the university mainframe computer and library. Only GMU E-Mail accounts will be used for official university communication with students. For more information regarding access your E-Mail visit the ITU Support Center.

16.3 Parking

Parking decals may be purchased in person in the Parking Services Office located in the Shenandoah Parking Deck, or via Patriot Web. You will need a G-Card to purchase parking passes in person. Handicapped parking permits are available in the Parking Services Office. Parking registration information is also mailed to students several weeks before the start of the fall semester. For more information contact Parking Services.

16.4 Health Insurance/Student Health Services

George Mason provides a variety of health insurance options for graduate students. For students who meet specific qualifications, premiums for the Aetna Student Health Insurance Plan will be subsidized by the University. Students who do not qualify for the subsidy, may elect to purchase the policy and should contact Student Health Services regarding enrollment. The Student Health Services Office is available to all students at no or reduced fees. To determine eligibility for subsidized insurance, please click here.

16.5 Student Wage/Hourly Employees

All student wage/hourly employees are required to use Direct Deposit and must submit a time sheet online in order to be paid. To set up Direct Deposit and record your hours, please visit Patriot Web and click on "Employee Services”,” Time sheets" (to enter your hours) and/or "Pay Information" (to enroll in direct deposit).

16.6 Mailboxes

Each student is assigned a mailbox. Doctoral student mailboxes are located in the hallway next to the Psychology Graduate Office in David King Hall. Faculty and Staff boxes are

located in the copy room (DK 2001). MA mailboxes are located in the Physio Lab for CBN, alongside the doctoral mailboxes for Applied Developmental, The ARCH Lab for Human Factors, The Clinic for School Psychology and Robinson 211C for Industrial Organizational. Be sure to check the mailboxes periodically for any messages that might be left for you by faculty, staff, or students. Please be aware that student mailboxes are not secured, so use caution in what you place in them.

16.7 Additional Resources for Graduate Students

General resources for students - http://www.gmu.edu/resources/students/

Graduate Student Life - http://gradlife.gmu.edu/

Office of Postgraduate Fellowships and Scholarships - http://honorscollege.gmu.edu/pgfs/

The Writing Center - http://writingcenter.gmu.edu

Office of Research Integrity and Assurance (Human Subjects Review Board) - http://research.gmu.edu/ORIA/InstitutionalReview.html

College of Humanities and Social Sciences Graduate Student Assistance - http://chss.gmu.edu/graduate/for-graduate

Counseling and Psychological Services - http://caps.gmu.edu/

Learning Services - http://caps.gmu.edu/learningservices/

Multicultural Services - http://caps.gmu.edu/multiculturalservices/

Office of Disability Services - http://ods.gmu.edu/

Office of Student Support and Case Management - http://osscm.gmu.edu/

University Registrar - http://registrar.gmu.edu/index.html

Financial Aid - http://financialaid.gmu.edu/

Student Accounts - http://studentaccounts.gmu.edu/