

College of Humanities and Social Sciences  
Department of Psychology

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# George Mason University

## Industrial-Organizational Psychology Masters and Doctoral Program

Student/Faculty Handbook

*2012-2013 Edition*  
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## **II. WHO'S WHO IN THE DEPARTMENT**

### **Department Chair:**

Dr. Robert Smith                      993-4339 / DK 2044                      [bsmith@gmu.edu](mailto:bsmith@gmu.edu)

### **Associate Chair for Graduate Studies:**

Dr. Jim Thompson                      993-9356 / DK 2056                      [jthompsz@gmu.edu](mailto:jthompsz@gmu.edu)

### **Associate Chair for Undergraduate Studies:**

Dr. James Sanford                      993-1351 / DK 2046                      [jsanford@gmu.edu](mailto:jsanford@gmu.edu)

### **Office Manager:**

Ms. Susan Ridley                      993-1398 / DK 2003                      [sridley@gmu.edu](mailto:sridley@gmu.edu)

### **Graduate Programs Coordinator:**

Ms. Darby Wiggins                      993-1548 / DK 2014                      [dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu)

### **Undergraduate Program Coordinator:**

Ms. Whitney Hammond                      993-1759 / DK 2086                      [whammond@gmu.edu](mailto:whammond@gmu.edu)

### **Grants and Budget Administrator:**

Ms. Dawn Phillips                      993-5281 / DK 2003                      [dphill11@gmu.edu](mailto:dphill11@gmu.edu)

### **Research Coordinator:**

Ms. Kristin Fairchild                      993-1495 / DK 2003                      [kfairch1@gmu.edu](mailto:kfairch1@gmu.edu)

### **Fiscal Services Assistant:**

Ms. Cara Eisel                      993-3235 / DK 2003                      [ceisle@gmu.edu](mailto:ceisle@gmu.edu)

### **Administrative Coordinator:**

Ms. Cindy Koo                      993-1384 / DK 2086                      [ckoo2@gmu.edu](mailto:ckoo2@gmu.edu)

### **Laboratory Manager:**

Mr. Dave Cerri                      993-1353 / DK 2024                      [dcerri@gmu.edu](mailto:dcerri@gmu.edu)

### **Director of Undergraduate Advising/Teaching Assistant Coordinator:**

Dr. Michael Hurley                      993-1384 / DK 2086                      [mhurley2@gmu.edu](mailto:mhurley2@gmu.edu)

### **Director, Applied Developmental Program:**

Dr. Susanne Denham                      993-1378 / DK 1024A                      [sdenham@gmu.edu](mailto:sdenham@gmu.edu)

### **Director, Cognitive and Behavior Neuroscience Program:**

Dr. Robert Smith                      993-4339 / DK 2044                      [bsmith@gmu.edu](mailto:bsmith@gmu.edu)

### **Director of Clinical Training:**

Dr. June Tangney                      993-1365 / DK 2007A                      [jtangney@gmu.edu](mailto:jtangney@gmu.edu)

**Assistant Director of Clinical Training:**

Dr. Lauren Cattaneo 993-4728 / DK 2021

[lcattane@gmu.edu](mailto:lcattane@gmu.edu)

**Director of the Psychological Clinic:**

Dr. Robyn Mehlenbreck 993-1371 / Clinic 202

[rmehlenb@gmu.edu](mailto:rmehlenb@gmu.edu)

**Director, Human Factors and Applied Cognition Program:**

Dr. Raja Parasuraman 993-1357 / DK 2055

[rparasur@gmu.edu](mailto:rparasur@gmu.edu)

**Coordinator, Human Factors and Applied Cognition M.A. Program:**

Dr. Matt Peterson 993-4255 / DK 2058

[mpeters2@gmu.edu](mailto:mpeters2@gmu.edu)

**Director, Industrial/Organizational Program:**

Dr. Lois Tetrick 993-1372 / DK 3066A

[ltetrick@gmu.edu](mailto:ltetrick@gmu.edu)

**Coordinator, Industrial/Organizational M.A. Program:**

Dr. Louis Buffardi 993-1363 / DK 3072

[buffardi@gmu.edu](mailto:buffardi@gmu.edu)

**Director, School Psychology/CAGS Program:**

Dr. Grover Foehlinger 993-5127 / DK 2063

[gfoehlin@gmu.edu](mailto:gfoehlin@gmu.edu)

### **III. INTRODUCTION**

Welcome to George Mason University's Industrial-Organizational Psychology Program. The faculty looks forward to a rewarding professional association with you during this important portion of your career.

Professional psychology involves the responsible use and practice of psychological knowledge in the solution of people-related problems in settings of many kinds. As professionals, our challenge is to enhance psychological knowledge and its practice while we are engaged in improving the world. You are now in the process of joining our community of applied psychologists who teach, conduct research, consult, and work in a wide variety of settings—the university, government agencies, industries, associations, and private practice. We will also serve as your advisors, mentors, and friends.

Your graduate training will serve as an apprenticeship to provide you with the knowledge and experience that will enable you to move easily and confidently into the world of Industrial-Organizational (I-O) Psychology work whether in an academic setting, an applied setting, or a research setting. During this apprenticeship, you will have opportunities to develop through coursework and various research experiences. You will advance through core psychology courses, advanced quantitative and specialized content courses. Along the way you will have research and practical experiences inside and outside the university that will provide valuable introductions to the world of applied psychology, its challenges and opportunities.

You will be examined at various points to assess your progress and determine whether you are ready for the next steps in the journey toward full professional competence. A satisfactory grade in each of the courses you take serves to qualify you for continuation in the program. In addition, doctoral students will take a comprehensive examination based upon advanced knowledge in their areas of specialization, typically at the end of their third year of study.

Satisfactory progress in our graduate programs isn't just a matter of doing well in coursework. The biggest difference you will note between our masters and doctoral programs and your previous academic work is the breadth and depth of understanding expected regarding the material in courses (both theoretical and empirical literatures) and the amount of time you are expected to devote to research not associated with any formal coursework. Our program doesn't exist just to pass on existing knowledge; we are dedicated to expanding the knowledge base of our field and enthusiastically welcome your contributions to this endeavor.

To ensure that doctoral students develop the necessary skills, you will participate with a faculty research team from your very first semester in the program. In addition, doctoral students will be required to submit a first-authored paper to a scientific journal prior to taking comprehensive exams (see Research Submission Requirement, Section IX). These experiences will help prepare you for the development, conduct, and defense of your dissertation - the capstone (and final step!) of your doctoral degree. Masters students are encouraged to also participate in a faculty research team, but this is not required.

Upon fulfilling all requirements, you are awarded either a Master of Arts with a concentration in Industrial-Organizational Psychology or the degree of Doctor of Philosophy, symbolizing the completion of a comprehensive, scientist-practitioner program designed to develop a fully capable and responsible applied psychologist. The journey may be long and challenging, but we hope that you will find it exciting and immensely fulfilling.



## **IV. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES**

These policies apply to all graduate students within the College of Humanities and Social Sciences (CHSS).

### **The Graduate Counsel**

The Graduate Council is the governing body for all graduate academic policies and procedures. The council approves all new graduate programs; authorizes all graduate course work, policies, and degrees conferred by the university; and sets minimum standards for admission to and graduation from any graduate program. These are minimum standards that all programs must meet; individual programs may set and enforce higher standards. The Office of the Provost administers university graduate policies for the Graduate Council.

### **Policies for All Students**

George 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.

### ***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.

### ***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 typically 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 and never after the last day of classes.

### ***Grade Appeals***

Grade appeals should be made to the department or program following the process specified in the [Academic Policies](#) chapter of the university 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. Graduate students should address such appeals 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.

### ***Formal Complaints***

Formal complaints should be made in writing to the associate dean.

### ***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.

### ***Full-Time Classification***

Graduate students are considered full time if they are enrolled in at least 9 graduate credits per semester or hold a full-time assistantship (total 20 hours a week) and are enrolled in at least 6 graduate credits per semester.

Master's students may enroll in 1 credit of 799 and be considered full time only if they have completed 3 credits of 799 and the student along with their advisor and department chair certify each semester that the student is working full time on the thesis.

Doctoral students who are enrolled in dissertation credits (either 998 or 999) are considered full time if they are enrolled in at least 6 credits per semester, regardless of whether they hold an assistantship. Doctoral students who have advanced to candidacy and have completed the minimum number of credits required by the university and their degree program, including the minimum number of credits of 998 and 999, are considered full time if they are registered for at least 1 credit of 999 and the student along with their advisor and department chair certify each semester that they are working full time on the dissertation. See the Dissertation Registration section for more information regarding 998 and 999.

To be considered as full time under the aforementioned clauses, a student must complete and submit the appropriate forms to the Office of the University Registrar **prior** to the first day of classes for the semester.

Different requirements for full-time status may apply for tuition, verification, loan deferral, and financial aid. Contact Student Accounts, the Office of the University Registrar, and Student Financial Aid, respectively, for more information. Note that the official designation of time status for all students is determined by the Office of the University Registrar. <http://registrar.gmu.edu/verifications/index.html>

### ***Academic Advising***

When a student is admitted to graduate study, the student is assigned a faculty advisor by the academic program responsible for the student's program of study. Registration for newly admitted graduate students, as well as continuing students, begins with a visit to the student's academic advisor. There, the student can obtain information about specific courses and degree

requirements and develop an individual program of study. Progress in an approved program of study is the shared responsibility of the student and the advisor. The graduate student is responsible for compliance with the policies and procedures of the college, school, or institute, and all applicable departmental requirements that govern the individual program of study. Students should consult with their advisors before registration each semester.

### ***Voluntary Resignation from Graduate Academic Program***

Degree-seeking students may officially resign from their academic program with the approval of their department or program chair and their dean. The Voluntary Resignation form must be approved by the student's program and Student Accounts, then submitted to the Office of the University Registrar for notation on the transcript. Resignations after the drop period will result in grades of W on the student's transcript for that semester, and removal from any future registered courses. Program resignation is final. Students who have been granted a resignation will not be able to register for any courses unless admitted to another degree program or non-degree status in a different program. <http://registrar.gmu.edu/forms/VRGAP.pdf>

### ***Reduction of Credit***

The number of credits required by a doctoral, master of fine arts, or master's program of more than 39 credits may be reduced on the basis of a previously earned master's degree. Reduction of credit requires the approval of the program director and the dean or director of the school, college, or institute. They determine whether the credits are eligible for reduction of credit and applicable to the degree program and the number of credits to be reduced. Reduction of credit is limited to a maximum of 30 credits in a doctoral program, 20 in an MFA program, and 18 in the MA in psychology concentration in school psychology, and derives from the degree requirements given below.

Students requesting a reduction of credit must supply official transcripts with the degree conferral listed. 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. All the other conditions given above for eligibility of transfer of credit apply also to reduction of credits. <http://registrar.gmu.edu/forms/ROC.pdf>

### ***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. 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 graduate credit earned at another accredited university, 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. The credit must have been earned within six years prior to first enrollment as an admitted student in the specific certificate or degree program, and a minimum grade of B (3.00) must have been earned. 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.

<http://registrar.gmu.edu/forms/GTC.pdf>

### ***Permission to Study Elsewhere***

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, or institute, and submitted to Mason's Office of the University Registrar **before** registering at the other institution. Upon completion of the course, students must arrange for an official transcript to be submitted to Mason so that the credits may be transferred into their Mason degree program. These credits are subject to all the other conditions given above for transfer credit, including limits on numbers of credits that can be taken elsewhere. Note that credits accepted for transfer do not compute into any Mason GPA. Permission to take a course elsewhere does not exempt a graduate student from satisfying the degree requirements given below. <http://registrar.gmu.edu/forms/SE.pdf>

### ***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. <http://registrar.gmu.edu/consortium/index.html>

### ***Graduate Grading***

The university-wide system for grading graduate courses is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Information about additional grade notations that apply to graduate students as well as undergraduates may be found in the Academic Policies section of the catalog under [Grading System](#).

### ***Academic Warning***

A notation of academic warning is entered on the transcript of a graduate student who receives a grade of C or F in a graduate course or while a grade of IN is in effect.

### ***Academic Termination***

Student Status	Students may be terminated for any one of the following reasons:
Provisionally admitted degree seeking graduate students	<ol style="list-style-type: none"><li>1. Fail to meet conditions of admission within time limits</li><li>2. Fail to make satisfactory progress toward the degree, as determined by the academic unit</li><li>3. Accumulate 12 credits of unsatisfactory grades in undergraduate courses</li><li>4. Accumulate grades of F in two graduate courses or 9 credits of unsatisfactory grades in graduate courses</li></ol> <p>[NOTE: undergraduate and graduate course grades are not combined to reach the termination threshold; they are considered separately.]</p>
Non-degree graduate students	<ol style="list-style-type: none"><li>1. Accumulate 12 credits of unsatisfactory grades in undergraduate courses</li><li>2. Accumulate grades of F in two graduate courses or 9 credit</li></ol>

	of unsatisfactory grades in graduate courses
Fully admitted graduate students enrolled in degree and/or certificate program	<ol style="list-style-type: none"> <li>1. Fail to make satisfactory progress toward degree or certificate requirements, including expiration of time limit.</li> </ol> <p>[NOTE: Fully admitted graduate students who accumulate grades of F in two graduate courses or 9 credits of unsatisfactory grades in graduate courses qualify for dismissal, not termination.</p>

Although the university will make every effort to notify students when their performance reaches the threshold for termination, **each student is responsible for knowing the termination criteria, for knowing when their grades have met the standard and for initiating any appeal to their dean.** Once the appeal period has expired, or the student's appeal has been denied, a letter of termination is sent by the dean or director of the school, college, or institute, and notification of academic termination is affixed to the graduate student's official record. Students who are terminated are no longer eligible to take courses in the program, but may apply to another degree program or may apply to take courses in other programs through non-degree studies. <http://chss.gmu.edu/graduate/policies/gradterminationappeal>

### ***Academic Dismissal***

A degree-seeking graduate student is dismissed after accumulating grades of F in two courses or a total of 9 credits of unsatisfactory grades (C or below) in graduate courses. These are minimum standards of academic performance; some programs have higher standards. Although the university will make every effort to notify students when their performance reaches the threshold for dismissal, **each student is responsible for knowing the dismissal criteria for degree-seeking graduate students at Mason, for knowing when their grades have met the standard, and for initiating any appeal to their dean.** A student may also be dismissed for failure to meet other program requirements such as doctoral competence exams. Note that the university reserves the right to dismiss any student based on cancellation (by the testing administrator) of any test score required for admission. The notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional course work at Mason. <http://chss.gmu.edu/graduate/policies/graddismissalappeal>

### ***Thesis Submission***

The university has a policy on the dissemination of scholarly works created by graduate students. The Electronic Thesis and Dissertation (ETDs) program encourages masters-level graduate students to submit an electronic copy of their thesis for broad scholarly dissemination through the Mason Archival Repository Service (MARS). Student participation in the ETDs program is strongly encouraged, but not mandatory. All students choosing to participate in this program will be required to sign the MARS Author/Contributor Permission Agreement. On or before the thesis deadline for any semester, the student will submit a complete (signed Signature Sheet through Curriculum Vitae) 100% cotton copy of his or her thesis to the University Libraries along with a transmittal sheet. The student may also opt to submit an electronic copy of his/her thesis. These submissions can be in Word, WordPerfect, or in portable document format (PDF). Media formats (tiff, jpeg, png, wav, avi, mpeg, mov, rm, wmv, wma,

etc.) for supporting materials will also be accepted. Datasets may be accepted at the discretion of the libraries. The files may be submitted on CD, DVD, or USB memory device. **Please note that those students opting out of the ETDs program are required to submit two 100% cotton copies of their thesis.**

For degree conferral in a particular semester, the above materials must be submitted to the library by 5 p.m. on the last Friday of classes in that semester. For specific deadlines and other information, go to [registrar.gmu.edu](http://registrar.gmu.edu).

### ***Dissertation Submission and Fees***

Submission of an additional PDF on CD of the dissertation to University Microfilms International (ProQuest) is required; a fee of either \$55 or \$150 (depending on publishing option chosen) is paid by the student for this process. Submission of a completed Survey of Earned Doctorates is also required. All copies of the dissertation must be submitted and all fees paid before the doctoral degree is awarded.

For degree conferral in a particular semester, the above materials must be submitted to the library by 5 p.m. on the last Friday of classes in that semester. (For specific deadlines and more information, go to [registrar.gmu.edu](http://registrar.gmu.edu)).

### ***University Dissertation and Thesis Services***

University Dissertation and Thesis Services (UDTS) facilitates completion and submission of dissertations, theses, and graduate-level projects. The program assists Mason students in all stages of production. The UDTS web site, [thesis.gmu.edu](http://thesis.gmu.edu), provides students with useful tools, including downloadable templates of necessary elements, forms required for the submission process, and links to related web sites. Students completing a thesis or dissertation are required to complete a format review. UDTS is located in Fenwick Library, Special Collections and Archives, Wing 2C. For more information, contact the university dissertation and thesis coordinator at 703-993-2222.



## **V. PROFESSIONAL ETHICS**

Both faculty and students are expected to abide by the ethical code set forth by the American Psychological Association (see <http://www.apa.org/ethics>) Past literature on ethical problems has generally focused on issues in clinical psychology. However, Division 14 of the American Psychological Association has published a casebook particularly appropriate to other areas of psychology, The Ethical Practice of Psychology in Organizations (2<sup>nd</sup> Ed), Lowman, ed. (2006). This book is available for \$39.95 from American Psychological Association.

Ethical issues are addressed formally in both the Practicum (PSYC 730) and Special Topics in Professional Issues (PSYC 890). However, in order to minimize the possibility of ethical conflicts, students and faculty should familiarize themselves with the previously mentioned documents and not depend solely on classroom discussion of such issues. If you believe an ethical violation may have occurred, discuss this with either your advisor, the Program Director, or write or call the American Psychological Association Ethics Office in Washington, D.C.

### **Policy on Discrimination**

The university does not tolerate discrimination on the basis of age, race, sex, national origin, sexual orientation or religious beliefs. If you believe you have been subject to such discrimination, you should contact the Chair of the Department or the university's affirmative action/equal employment officer as soon as possible.

### **Policy on Sexual Harassment**

Sexual harassment by either faculty or students will not be tolerated by the Psychology Department or the university. If you believe you have been subject to sexual harassment, you should contact your advisor, the Chair of the Department or the university's affirmative action/equal employment officer as soon as possible.



## **VI. THE ADVISOR**

An advisor serves a number of functions for students. In conjunction with the student, an advisor helps the student determine the schedule of classes for each semester, answers general questions about the program, and helps guide the student in terms of their specialty and research interests.

An advisor is the first point of contact for any problems that may arise and should be consulted before any program changes are made. An advisor helps the student with practicum placements and should be kept up-to-date on when a student intends to seek a practicum placement and what type of setting is preferred, and may suggest alternate placements when this seems appropriate. In addition, an advisor serves as the route of communication for departmental evaluations of the student's progress in the program. In short, the advisor is the student's advocate and the student should develop a close professional relationship with him/her. For doctoral students, an advisor also helps with the formation of the Dissertation Supervisory Committee.

All entering students are assigned an advisor based on expressed interests of the students and the faculty's availability. The initial advisor provides an orientation advising session which helps students determine the courses they will take for the first two years in the program, involvement in research labs, and answer other questions about the program and career opportunities. Students may find that their research interests change over time; in this event, they may wish to change advisor to a faculty member whose specialty and research interests are closer to their own. In this event, students should contact the Director of the Program with a request to change advisors. The Program Director will assist the student in this change.

### **Approval to Schedule of Classes**

Before enrolling each semester, a student should contact his/her advisor and plan a schedule of classes for that semester. A student may change this schedule of classes; however, the advisor should be immediately notified about the change. Because of developmental concerns and scheduling constraints, students are expected to take certain classes during particular semesters in the program.

### **Full-Time and Part-Time Status**

The Industrial-Organizational Faculty at George Mason University expects doctoral students to be committed to the program on a full-time basis. A full-time academic load consists of 10 hours per semester the 1<sup>st</sup> year and 6 hours per semester in subsequent years. It should be noted that to be considered "Full-Time" by the University for the purposes of enrollment certification, financial aid, loan deferment and ancillary University services, students must be registered for 9 credit hours if they do not have a 20-hour assistantship. Masters students may elect to take more credit hours reflecting the lack of requirement to be engaged in research. This schedule leaves the summer available for doctoral students to continue and expand their research activities and for masters students to accumulate additional credit hours through coursework or practicum experiences. *At a minimum, students must complete at least 6 credit hours during any*

*academic year including summer sessions.* Failure to comply with this requirement constitutes grounds for a separation of a student from the program.

Students who choose to pursue their masters while employed must recognize that flexibility from their organization is a requirement for participation in the I-O graduate program. Doctoral students who are receiving support from the Department of Psychology are discouraged from having another job either on-campus or off-campus in addition to their duties associated with their support from the Department of Psychology. For both masters and doctoral students, there are academic functions (research team meetings, colloquia, etc.) that are required during daytime hours throughout the academic year and during the summer and students are expected to attend regardless of work schedule.

### **Annual Evaluation**

All doctoral students' academic, professional, and practicum performance is evaluated each year by the Industrial-Organizational Faculty. This is optional for masters students, though masters students who intend to apply for a Ph.D. program are strongly encouraged to go through the evaluation process. Although students will complete and turn in a summary of activities and accomplishments (see *Graduate Student Annual Report* form on the next pages), it is the responsibility of a student's advisor to present the Industrial-Organizational Faculty with a report of the student's progress in these areas.

After completing and returning the annual update form (usually in January of each year), the student meets with his/her advisor to discuss his/her progress and the information that is to be presented to the Industrial-Organizational Faculty. This meeting covers the information on the annual update form. The faculty advisor and the student (and perhaps one additional faculty member) discuss the student's academic performance which includes but may not be limited to the student's progress regarding his/her Program of Study, grades and general verbal and written performance in academic classes with comprehensive readiness as a criterion as well as research accomplishments. The faculty advisor discusses the student's professional development which includes but may not be limited to the student's attendance at departmental functions, the student's general professional attitude, the student's attitude toward peers and faculty, and departmental service which encompasses the student's ability to cooperate with colleagues and faculty in service activities. Should the student be deficient in any of these areas, he/she is informed of this and recommendations to remedy the situation are given the student in writing.

### **Registration**

All students are advised to register as early as possible for each semester's classes. Long before classes begin, the Administration at George Mason reviews the enrollment in each class. If a class does not have sufficient enrollment, it is canceled. This can be very disruptive for a student's program as some classes are offered only once in a three year period. Therefore, the Industrial-Organizational Faculty request that you register as soon as possible.

## **VII. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY MASTERS PROGRAM**

This specialization trains students in the theories and methods of Industrial-Organizational Psychology and their application in work settings such as industry or government. Particular expertise can be developed in a variety of areas, including personnel selection, training, management development, motivation, group and intergroup relations, work and family issues, and organizational change and development. Practicum placements use the extensive resources of the local Washington, D.C. area. Most of the hours earned in the M.A. may be applied to the Industrial-Organizational concentration in the doctoral program.

### **Degree Requirements (32 hours required):**

#### ***1. Core (3 credits)***

PSYC 703 Social

#### ***2. Statistics (at least 10 credits)***

PSYC 611 Advanced Statistics Research Methods I,

PSYC 612 Advanced Statistics Research Methods II or PSYC 754 (Regression),

PSYC 557 (Psychometrics) or PSYC 633 (Evaluative Methods)

#### ***3. Survey of Content (6 credits)***

PSYC 636 Survey of Industrial Psychology

PSYC 639 Survey of Organizational Psychology

#### ***4. Specialized Content (at least 9 credits)***

At least 9 credits elected from the following Specialized Content Courses (e.g., PSYC 638, PSYC 640, PSYC 733, PSYC 741, PSYC 667, PSYC 631, PSYC 739, and PSYC 592/892 special topics: Diversity, Performance, Occupational Health Psychology, Work-Family, Decision Making, and others as offered)

#### ***5. Professional Development (at least 1 credit)***

PSYC 730 Practicum (optional)

PSYC 890 (Seminar or Brownbag)

#### ***6. Masters Thesis Option (at least 6 credits)***

PSYC 798 Thesis Proposal

PSYC 799 Masters Thesis

Masters students may elect to do a Masters Thesis. If this option is elected, students will register for up to 6 credit hours, 3 of which will substitute for one of the specialized content courses in 4 above.

### **Conferral of the Master's Degree**

The student may be awarded a Master's Degree in Psychology after completing 32 semester hours of graduate credit in Psychology that satisfy MA catalog requirements for the

Industrial-Organizational specialization programs (see current Catalog). For more information on graduation procedures, visit: <http://registrar.gmu.edu/graduation/index.html>

### **Thesis Option**

A thesis is not required for the MA degree. The thesis should demonstrate the student's capacity to carry out independent research. The research project will be closely related to his/her general educational objectives and should provide the student with the opportunity to contribute to knowledge in psychology. The student should begin to think seriously about a thesis problem as soon as possible in his/her graduate career.

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*. Copies may be found at: <http://thesis.gmu.edu/index.html>

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.** Contact Darby Wiggins at [dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu) for enrollment procedures.

### **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. The thesis advisor will 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 in the Industrial-Organizational Psychology program 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.

Students must complete and submit the Dissertation/Thesis Committee Composition Form to the Graduate Programs Coordinator before they defend their thesis proposal. The form can be found at: <http://psychology.gmu.edu/graduate/formsgrad>

### **Thesis Proposal**

The thesis proposal consists of the following:

- Thesis/Dissertation Proposal Cover Sheet: <http://thesis.gmu.edu/dtformsnew.htm>

- A statement of the major problem or research and supporting problems, not to exceed six double-spaced pages. The proposal should include a very brief review of the literature and the methods proposed to carry out the research.

The thesis proposal must be approved by the thesis committee, the Program Coordinator, and the Associate Chair for Graduate Studies. The Thesis Proposal Cover Sheet must then be submitted to the Dean of the College Humanities and Social Sciences (CHSS) (via the Graduate Programs Coordinator) with all required signatures **before** registration for thesis credit (PSYC 799).

### **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.

### **Writing the Thesis**

The thesis is to be written to conform to the standards of the American Psychological Association as published in the sixth 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.

### **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 Fenwick Library. 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.

The final draft must be approved by the Thesis Oral Examination Committee, the Area Coordinator, the Associate Chair for Graduate Studies and the Dean with an original and one approved copy submitted to Fenwick Library by the date announced on the CHSS website. Deadlines are strictly adhered to and students should be certain to visit the following CHSS site for deadline details. <http://chss.gmu.edu/graduate/graduation-checklist/checklists>

### **Thesis Signature Sheets**

Students must have the Thesis 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. [James Thompson jthompsz@gmu.edu](mailto:jthompsz@gmu.edu)) and Associate Dean (Dr. Matthew Zingraff - [chssgradstudent@gmu.edu](mailto: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.

### **Formatting Review and Submission**

The library conducts the review for formatting of all dissertations and theses. Students will submit completed theses 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. They can be reached at (703) 993-2222, [udts@gmu.edu](mailto:udts@gmu.edu), or <http://thesis.gmu.edu>

## **VIII. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY DOCTORAL PROGRAM**

The curriculum of the I-O Ph.D. program is consistent with the philosophy and content guidelines for doctoral training promulgated by the Society for Industrial and Organizational Psychology (SIOP), a Division of the American Psychological Association.

Program Requirements (72 hours required) Note. Students who elect to receive the MA from George Mason University as they are working toward the doctorate will be required to take a total of 74 credits. This is because only 30 credits from the MA work can be applied to the PhD according to the University rules, leaving them needing 42 credits in addition to the 32 credits required for the MA.

### ***Core (3 credits)***

PSYC 703 Social

### ***Statistics (19 credits)***

PSYC 611 Advanced Statistics Research Methods I

PSYC 754 Quantitative Methods III: Regression

PSYC 633 Evaluative Research Methods

PSYC 557 Psychometric Methods

PSYC 892 Special Topics: SEM/Meta

and one additional Specialized Statistics Course (such as PSYC 756 or PSYC 646)

### ***Professional Development (at least 9 credits)***

PSYC 890 (Seminar- 3 hours)

PSYC 892 (Brownbag- 6 hours)

And PSYC 730 Practicum or PSYC 897 Directed Readings (2 credits recommended)

### ***Survey of Content (12 credits)***

PSYC 636 Survey of Industrial Psychology

PSYC 639 Survey of Organizational Psychology

PSYC 739 Seminar in I-O Psychology: Leadership

PSYC 631 Industrial and Personnel Testing and Evaluation (Selection)

### ***Specialized Content (15 credits)***

5 Courses from the following

PSYC 638 Training

PSYC 733 Issues in Personnel Psychology

PSYC 741 Psychology of Work Motivation

PSYC 667 Behavior in Small Groups and Teams

PSYC 892 Special Topics: Diversity, Performance, Occupational Health Psychology, Work-Family, Decision Making, and other special topics as offered.

### ***Dissertation (at least 12 credits)***

Proposal, Dissertation

## **Typical Timeline for Curriculum – Doctoral Program in Industrial-Organizational Psychology**

[Note. Doctoral students are expected to be involved in research projects continuously including summers, which is not reflected below.]

### **Y1**

<b>Fall Semester</b>	<b>Spring Semester</b>
636 (I)- 3 credits	703 (Social)- 3 credits
639 (O)- 3 credits	633 (Methods)- 3 credits
611 (Intro)- 4 credits	754 (Regression)- 3 credits
892 (Brownbag)- 1 credit	892 (Brownbag)- 1 credit
890 (Prosem)- 1 credit	

### **Y2**

<b>Fall Semester</b>	<b>Spring Semester</b>
739 (Leadership)- 3 credits/ Specialized Content	Specialized Content/ 631 (Selection)- 3 credits
557 (Psychometrics)- 3 credits	892 (SEM/Meta)- 3 credits/ Specialized Stat
892 (Brownbag)- 1 credit	892 (Brownbag)- 1 credit
890 (Prosem)- 1 credit	

### **Y3**

<b>Fall Semester</b>	<b>Spring Semester</b>
Specialized Content/ 739 (Leadership)- 3 credits	Specialized Content- 3 credits
Specialized Stat- 3 credits	Specialized Stat/ 892 (SEM/Meta)- 3 credits/
892 (Brownbag)- 1 credit	892 (Brownbag)- 1 credit
890 (Prosem)- 1 credit	897 Directed Readings/730 Practicum- 1 credit

### **Y4**

<b>Fall Semester</b>	<b>Spring Semester</b>
Specialized Content- 3 credits	Specialized Content- 3 credits
Dissertation Proposal- 4 credits	Dissertation Proposal- 3 credits

### **Y5**

<b>Fall Semester</b>	<b>Spring Semester</b>
Dissertation Proposal- 3 credits	Dissertation Proposal- 3 credits



### **Doctoral Program Benchmarks**

1. Orientation Advising Fall of First Year;
2. Decide on Program of Study End of Second Year;
3. Submit (Co-)Authored Paper to Scientific Journal or Conference End of Second Year;
4. Submit full draft of First-Authored Paper to Faculty Members March 1 of Third Year;
5. Submit First-Authored Paper to Scientific Journal Spring of Third Year;
6. Set Date for Comprehensive Examination Spring of Third Year;
7. Receive Results of Comprehensive Examinations Fall of Fourth Year;
8. Notify Program Director of Comprehensive Examination Results Fall of Fourth Year;
9. Receive Notification of Advancement to Candidacy Fall of Fourth Year;
10. Form Doctoral Supervisory Committee Fall of Fourth Year;
11. Receive Approval of Dissertation Proposal Spring of Fourth Year;
12. Proposal sent to College Dean Spring of Fourth Year;
13. Dissertation Defense Spring of Fifth Year;
14. Award of the Doctorate end of Fifth Year;

## **Program of Study (POS)**

\*\*\**Doctoral Students Only*\*\*\*

### ***What is a Program of Study***

A Program of Study is a projection of all of the courses that you intend to take to complete the requirements for the doctoral degree. This projection includes the tentative dates for taking the courses and the anticipated date of the comprehensive examination. If you have taken coursework elsewhere, transfer of credit must be arranged.

### ***How to Determine the Program of Study***

The student should meet with the advisor sometime during the second year but no later than the end of the second year with the intention of determining the Program of Study.

### ***Submission of the Program of Study***

After the Program of Study is determined by the student and advisor, the Program of Study Form is completed. Before the student obtains signatures, they are encouraged to submit an electronic copy to the Graduate Programs Coordinator for evaluation ([dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu)). The POS is then signed by the advisor and forwarded to the Program Director. The Program Director presents it to the I-O faculty, and, if approved, signs and forwards the Program of Study to the Associate Chair for Graduate Studies and to the Dean of CHSS for approval. Students are encouraged to keep both an electronic and hard-copy of their POS for their records.

### ***Making a Change in the Program of Study***

Should a student wish to make some change in the Program of Study after it has been submitted to the Dean, he/she must consult with and gain written approval from the advisor, program director, and the dean. A copy of the addendum will be placed in the student's file.

**2012-2013 PROGRAM OF STUDY FORM INDUSTRIAL-ORGANIZATIONAL  
PSYCHOLOGY**

**Date:** \_\_\_\_\_ **Term Admitted:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **G#:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Proposed Date of Comprehensive Exams:** \_\_\_\_\_

**CONTENT COURSES**

CONTENT COURSES				
<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>TERM/YR.</u>	<u>HOURS</u>	<u>GRADE</u>
<i>Three Hours of Core Classes</i>				
PSYC 703	Social Bases of Behavior		3	
			<b>Total Hours:</b>	
<i>Sixteen Hours of Quantitative/Research Methods</i>				
PSYC 557	Psychometric Methods		3	
PSYC 611	Advanced Statistics I		4	
PSYC 633	Evaluative Research in Psychology		3	
PSYC 754	Quantitative Methods III – Regression		3	
PSYC 892: SEM/Meta			3	
			<b>Total Hours:</b>	
<i>At Least Three Hours of Quantitative/Research Methods</i>				
PSYC 646	Issues and Methods in Longitudinal Developmental Research		3	
PSYC 756	Quantitative Methods IV – Multivariate		3	
PSYC 892* (Not SEM/Meta) or other quantitative /research methods course				
* PSYC 892 may be repeated.			<b>Total Hours:</b>	

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>TERM/YR</u>	<u>HOURS</u>	<u>GRADE</u>
<i>Twelve Hours of Survey Content</i>				
PSYC 631	Industrial and Personnel Testing and Evaluation		3	
PSYC 636	Survey of Industrial Psychology		3	
PSYC 639	Survey of Organizational Processes		3	
PSYC 739	Seminar in Industrial/Organizational Psychology: Leadership		3	
			<b>Total Hours:</b>	
<i>Fifteen Hours of Specialized Content Electives (Choose Any Combination)</i>				
PSYC 638	Training: Psychological Contribution to Theory, Design and Evaluation		3	
PSYC 667	Behavior in Small Group and Teams		3	
PSYC 733	Issues in Personnel Psychology		3	
PSYC 741	Psychology of Work Motivation		3	
PSYC 592/892*			3	
* PSYC 592/892 may be repeated.			<b>Total Hours:</b>	
<i>At Least Nine Hours of Special Topics in Professional Development</i>				
PSYC 890 (at least 3 hours)	Professional Seminar		3	
PSYC 892 (at least 6 hours)	Brown Bag		6	
PSYC 897 or PSYC 730	Directed Readings/Practicum			
			<b>Total Hours:</b>	
<i>At Least Twelve Hours Minimum of Dissertation Proposal/Dissertation</i>				
PSYC 998	Dissertation Proposal			
PSYC 999	Dissertation			
Students must take a minimum of 3 credits in each of PSYC 998 and PSYC 999 for a minimum combined total of 12 credits. No more than 24 hours of PSYC 998/999 will count towards the degree			<b>Total Hours:</b>	

<b><u>GRAND TOTAL HOURS</u></b>			
<b><u>Reduction from MA</u></b>	<b><u>Applied to PhD</u></b>	<b><u>Dissertation</u></b>	<b><u>GRAND TOTAL*</u></b>
			<b>72 (*74 with MA from GMU)</b>

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Advisor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Program Director**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Graduate Programs Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Associate Chair for Graduate Studies**

\_\_\_\_\_  
**Date**

## **Evaluation Form**

*(**All** Doctoral students must complete the form by (January 10, 2012); this is optional for masters students. Electronic copies should be sent to your advisor and the **Director of the I-O Program**).*

**Industrial-Organizational Psychology Program  
George Mason University  
Graduate Student Annual Report  
For Calendar Year \_\_\_\_\_**

**Name**\_\_\_\_\_ **Date**\_\_\_\_\_

**Year entered program**\_\_\_\_\_ **Advisor**\_\_\_\_\_

**INSTRUCTIONS:** Complete this report to the best of your abilities, keep a copy for yourself, and send one copy to your advisor and one copy to Program Director by January 10, 2012. Note that not all items will apply to every student; use "N/A" if an item does not apply to you. Attach a copy of your vita to this report.

**1. Statement of current research interests.**


**2. Research activities**, excluding thesis and dissertation (including a. description of projects worked on; b. which research group or person you worked with; c. your responsibilities in the project; d. status of work products such as pilot work, data collection, and analysis; plans for subsequent research):

a. Project Title	b. Collaborators	c. Responsibilities	d. Status of Work Products	e. Plans for Subsequent Research

**3. The single scientific idea or research result** that excited you the most during the last year.

Scientific Idea/ Research Results

**4. Manuscripts submitted to journals** and papers published (including technical reports and chapters). Provide full citation in APA style indicating for those manuscripts which have not yet been accepted whether it is under review, revise and resubmit, rejected and not yet resubmitted, in press.

Manuscripts/Papers/Chapters Submitted APA Style full Citation	Status Forthcoming, Submitted, Under Review, Revise and Resubmit, Revising for Another Journal, In Press, Published

**5. Conference submissions** (including papers submitted to conferences and actual program participation). For each submission, please provide the full citation in APA style indicating whether it was submitted, accepted, or still under review.

Submission APA Style full Citation including all authors	Status Submitted, Under Review, Accepted

**6. Conferences attended without presentations or other program participation.**

Conferences attended

**7. Membership in scientific/professional societies:**

Scientific/Professional Society

**8. Attendance at colloquia** (List colloquia series attended and characterize your attendance as regular, sporadic, or none.):

Colloquia series	Attendance (regular, sporadic)	Presented (individually, panel)
GMU I-O Brown Bag		
CARMA Webcasts		
Metro PTC		
Other (please specify)		

**9. Courses taken during past calendar year** (course number, title, instructor, credit hours and grade, by semester. Include a sentence on the topic if the course is an advanced seminar or is outside of the area:

Semester	Course Number	Title	Instructor	Credit Hours	Grade

**10. Date of comprehensive examination** (actual or projected and if completed, result of exam):

Date of Comp Exam	Actual/Projected	Result

**11. Status of dissertation** (including work preliminary to dissertation, dates of projected completion):

Dissertation Title/Topic	Chair	Committee Members



Status of Dissertation	Date or Anticipated Completion Date
Initial Draft of Proposal	
Proposal Defense	
Proposal Approved by CHSS	
Data Collection	
Complete Draft of Dissertation	
Final Defense	

**12. Practica, Field Projects, Consulting Projects, and Source of support** by semester, for past calendar year. Describe level of commitment (e.g., 20 hours week) and activities in position, if appropriate:

Hours per Week	Organization	Supervisor	Activities
1.			
2.			
3.			
4.			

Cont.	Work Product	Content and/or Process Skills Acquired
1.		
2.		
3.		
4.		

**13. Service activities** (area projects or committees, Departmental committees, off campus activities, professional activities, etc.):

Committee	Responsibilities	Time Commitment per Week

**14. Self-assessment of strengths and weaknesses** (including content areas and research skills, assessed with regard to time in program):

Strengths

Weaknesses

**15. Goals for the next calendar year** (skills to be acquired, activities planned, outcomes anticipated):

Skills to be acquired:
Activities planned:
Outcomes anticipated:

**16. Future career plans** (e.g., applied research, academic appointment, consulting, corporate staff position, government agency, military):

Future career plans
Characteristics of your “ideal” job

## **IX. INDUSTRIAL-ORGANIZATIONAL COMPREHENSIVE EXAMS**

The purpose of comprehensive exams is to determine whether or not the student has obtained the requisite knowledge and skills for doctoral candidacy. It is expected that, by the time a student receives his/her comprehensive exam questions, that the student has a high level of expertise in several areas of I-O and a working knowledge of most others areas of I-O. It is also expected that the student has acquired the synthesis and writing skills necessary to display that knowledge clearly and concisely in a time constrained environment.

### **Timing**

Students typically take comprehensive exams in the summer following their third year in the program. At that point, the student should have completed almost all of his/her coursework.

### **Format**

A student has 8.5 days to answer questions. All questions allow answers of no more than 15 pages. Every student must answer 1 of 2 quantitative questions and a specialty question. Students must also answer 3 of 4 substantive questions covering a combination of *I* and *O* topics. The specific combination for a given student is described in the next section. If needed, the student may have an additional three days to submit references.

### **Coverage**

Questions are generally integrative in nature, requiring the student to pull together and extend multiple literatures. Although every student makes his/her own choice regarding the quantitative question to be answered, choices are limited regarding substantive questions.

Students whose specialty question is more *I* in nature will be required to answer both substantive *O* questions. Students whose specialty question is more *O* in nature will be required to answer both *I* substantive questions. For students whose specialty question cannot be categorized as *I* or *O*, the advisor of the student and the comps coordinator will decide which additional question will be answered.

These questions as well as the methodological questions can be on any topic relevant to the field of I-O psychology. Be prepared for questions on any topic.

The specialty question is tailored to the interests of the student. The question is written by the student's advisor in collaboration with the student and is usually oriented toward the dissertation that the student would like to pursue. Although the student will not know the exact wording of the question, the student will know enough to be able to prepare materials and thoughts ahead of time. Because of this possibility, the specialty answer is held to a much higher standard than the other answers.

## **Grading**

Each question is graded by the composer of the question and one other grader. Each answer is scored on a 9-point scale with 5 being the minimum passing grade. Although the specific criteria for scoring will vary with type and content of question, general categories of criteria include:

- a. the degree to which the answer covers all parts of the question
- b. the degree to which the immediately relevant literature was drawn upon
- c. the degree to which the answer makes connections with different bodies of literature
- d. the degree to which the answer contains novel, substantiated positions
- e. the degree to which the answer is coherently represented

Once the faculty members have completed their grading, the grades are examined for disagreement. If two graders disagree by more than 2 points on the nine point scale, then those two faculty members must discuss the answer in order to resolve the discrepancy. If the discrepancy cannot be resolved, a third reader is assigned and asked to resolve the discrepancy through collaboration with the two graders.

Disagreements aside, the score for a given answer is the mean of the two grades.

## **Failing**

There are two ways for a student to fail the written portion of comprehensive exams (a student who fails the written portion fails the exam):

1. If a student fails two or more questions, the student fails the exam
2. If a student averages less than five points across all five questions, the student fails the exam

If, upon first taking comprehensive exams, the student fails the exam, the student may elect to retake the exam the following summer. If the student fails a second time, the student is dismissed from the program.

## **Oral Defense**

For those who pass the written portion of comprehensive exams, an oral exam must be scheduled with a two-faculty committee (composition determined by the faculty). The focus of the oral exam will be the questions on which the student performed poorly in the written portion and/or the specialty question.

If a student performed well on all questions in the written portion, then the focus of the oral exam will be the specialty question and how the student's answer to the question could be developed further with an eye towards the dissertation.

If a student provided answers that were problematic to one or more written questions, then the focus of the oral exam will be on the limitations of the answers to those questions. "Limitations" are defined here as questions that the graders had about the answers. These questions will be provided to the student once the oral defense has been scheduled. If time

permits, the answer to the specialty question will also be discussed with an eye towards development.

The student will be made aware of the answers that were problematic and the questions that the graders had about the answers. In preparing for the oral defense, the student should:

1. Prepare a presentation describing the deficiencies of the answer and the changes that would have resulted in a superior response.
2. Prepare to address the questions that were raised by the graders

If the student is able to demonstrate mastery of the problem areas, then the faculty will rule that the student has passed comprehensive exams and should be advanced to doctoral candidacy.

If the student is unable to demonstrate sufficient mastery of the problem areas, then either remedial work will be assigned, supervised, and evaluated by the committee or, in extreme cases, the student will fail the oral portion of the exam and, therefore, fail the exam.

### **Rules**

While taking the written portion, students should not communicate with other students taking the exam concurrently. Students may arrange to have a “runner” who is responsible for procuring articles requested by the test taker, but the runner should only procure those articles that are specifically requested.

### **Security**

Before receiving their questions, students should choose a “color” (or other agreed category of codes such as actors, musicians, or characters in novels) to be used as an identifier. Only the staff person in charge of graduate coordination will know the colors chosen by the students. All personal identifiers must be removed from all answers prior to submission. Answers will not be graded if they contain direct or indirect personal identifiers. Only after graders have graded all of the non-specialty questions for which they are responsible are they given specialty questions to grade. The graders, therefore, have no knowledge of the identities of the students who submitted the answers being graded. Only after all grades have been generated and discrepancies resolved are the identities of the test takers made known.

## **X. RESEARCH REQUIREMENTS FOR DOCTORAL STUDENTS**

### **Purpose**

In addition to passing on existing knowledge to a new generation of psychologists, quality doctoral programs are dedicated to expanding the knowledge base of the field. Hence, the development of the student's research skills is of primary importance. Students are expected to work with faculty research teams throughout their program. This will foster the continued maturation of their research skills and facilitate the development of a quality doctoral dissertation proposal.

### **Initial Research Experience**

Students are expected to familiarize themselves with the research projects of other program faculty by attending colloquia, brown-bag lunch presentations and other informal means. As research interests crystallize, students may request to participate on other research teams upon mutual consent of involved faculty.

### **Second Year Research Requirement**

By the end of their second year, doctoral students must (co-)author a manuscript that is submitted to either an appropriate scientific journal or a regional/national professional convention. Any entering doctoral student who previously has completed a research master's thesis would be required by the end of their first year to submit the manuscript to a journal or professional meeting. Such students would still be required to actively participate with a faculty research team.

### **Pre-Comprehensive Exams Research Requirement**

The ultimate goal of the doctoral program is to train future leaders in I-O psychology. In service of this goal, it is critical that students master the entire research process, from idea generation to publication. The most appropriate measurable outcomes of such training are publications that are directed by the student in collaboration with a member of the faculty. To motivate behaviors that will facilitate this outcome, we have instituted a Research Submission Requirement that is detailed below.

Prior to being allowed to take the comprehensive examination, all students in the PhD program must submit a first-authored manuscript to a high quality peer-reviewed journal. The research project should be *planned* and *executed* with two I-O faculty members of the student's choice. Before submitting the manuscript for publication, the student must obtain consent from both faculty members. Students should submit the first full draft of their first-authored manuscript to faculty when it is ready; however, this must occur by March 1 of the third year if the student intends to take comps the following summer in order to allow sufficient time for revisions and submission. The faculty only will give consent if they feel the paper is of sufficient quality for submission. Comprehensive exams will not be distributed to students who have not completed the Research Submission Requirement.

It should be noted that this project is not a replacement for the student's involvement in other research projects (including those in faculty members' lab groups).

It should also be noted that this requirement will apply to students who are transferring to the doctoral program from the GMU MA program, as well as any other MA or Ph.D. program. In such cases, prior first-authored peer-reviewed journal submissions will be considered by two GMU faculty members to determine whether the requirement has been fulfilled.

## **XI. COLLOQUIA & BROWN-BAG LUNCHEES**

Colloquia and Brown-bag lunches are presentations given by professionals from outside George Mason University, members of the faculty of the Psychology Department and cognate departments and centers, and your student colleagues. As potential professionals, students are expected to attend these functions as part of his/her commitment to the field.

Making professional presentations is one of the most important skills that student apprentices must learn. Such presentations are expected whether one works in an applied area or in basic research. In applied settings, professionals are expected to make presentations about in-house projects or contract proposals, while academics are expected to make presentations before colleagues at conventions about their latest research. It is common for a student to make presentations at both practicum sites and conventions.

The department attempts to bring in speakers from outside the department for several purposes. These speakers are usually prominent professionals whose presentations educate students in the most current developments in the field. These colloquia also provide opportunities for students to meet these professionals and to make contacts that will be useful in the future. Finally, such gatherings provide opportunities for students to become "socialized" as a professional.

Faculty speakers also serve multiple functions. Such seminars provide students with opportunities to learn about faculty research. It also provides opportunities to learn how to detect contributions as well as design and logic flaws and how to raise these issues appropriately.

Finally, all doctoral students are required to make presentations in Brownbag during their second and/or third years, and masters students are encouraged to do so in their second year. Such presentations give students the practice that they will need as a professional.

In addition to attending colloquia and brown bags, all students are encouraged to attend professional meetings. These may be national or international conferences such as SIOP's Annual Conference or local meetings such as Metro PTC. Attendance at professional meetings and social functions not only enhance a student's professional socialization but provide yet more opportunities to "network." As you will see, the professional world is quite small, and these contacts become invaluable in getting needed expertise, evaluating projects, gaining employment or internship opportunities, and establishing your own professional network of colleagues.



## **XII. SPECIAL TOPICS IN PROFESSIONAL ISSUES**

One of the requirements for the Ph.D. degree is enrollment in Special Topics in Professional Issues (PSYC 890) to be taken in the first three years of doctoral studies. This requirement consists of three one-hour seminars on issues that are deemed highly relevant to your professional development. These seminars are scheduled in the fall semester every year and are graded on a satisfactory/not satisfactory basis.

The Special Topics in Professional Issues deals with topics such as jobs and employment-related issues (i.e., resume building, oral communication skills, interviewing skills, networking and kinds of jobs), ethics, grants, contracts, written proposals, financial proposals, project reports, personnel selection and other topics related to funding. Students will have the opportunity to apply what they have learned in one of the seminars by writing a proposal.

### **XIII. THE PRACTICA**

#### **Purpose**

The purpose of the practica (PSYC 730) is to provide learning experiences in the professional application of psychology and in conducting research in work settings (on-site practica) or under direct supervision of a faculty member (in-house practica).

#### **Fulfilling I-O Practicum Requirements**

For Doctoral students in the I-O area, 2 hours of practicum and directed readings credit are recommended. Practica credits (1-6 hours) may be in-house although most practica normally occur in work settings. Directed Readings (PSYC 897) may substitute for the in-house practica requirement. Masters students may elect to take a practicum, directed readings or additional courses.

#### **The Criteria for Practicum Credit**

Doctoral students are eligible to enroll for on-site practica at the time of completion of course work which is most applicable and relevant to the particular practicum site. Normally this will not occur until after the completion of two full-time semesters of graduate work at GMU. The goals of the on-site practica are to provide both professional socialization and a sufficient range of experiences so that graduates of the program are well-prepared professionals. Students should confer with their advisor and the faculty responsible for practicum for suitable placements.

Students are expected to work a minimum of 100 hours for each credit hour of PSYC 730 for which they are enrolled. Students typically register for 3 hours of practicum at a time, and are allowed a maximum of six hours of PSYC 730 per semester.

#### **When to Enroll in a Practicum**

The key consideration for determining the acceptability of a practicum placement is that it be a *learning experience* for the student within the field of Industrial-Organizational Psychology. To this extent, the following criteria will be used to assess potential placements:

##### **1. For on-site practica.**

- a. The student must receive on-the-job guidance/instruction from a supervisor with specialized knowledge in an applied area (e.g., a training director, research director, testing coordinator, etc.). This person will generally possess an advanced degree in psychology or a related discipline.
- b. The practicum experience must not involve only skills already learned. Although this might be beneficial to the sponsoring organization, it would not facilitate the acquisition of *new* knowledge and skills by the student.

- c. If a student is already employed, no practicum credit will be granted for performance of regular job duties (e.g., those listed in the job description). Employees are generally hired on the basis of current skills; in the performance of regularly assigned duties they typically perfect old skills but seldom acquire new professional skills to the extent desirable for a practicum. For this reason, students working full-time will usually not be able to apply these hours toward their practicum. If an employed student can demonstrate that a special project (above and beyond regularly assigned duties) would meet practicum criteria, hours spent on said project may be considered for practicum credit. Such appeals will be decided upon by the committee appointed to assess practicum placement requests. Students who are interning at a particular organization would usually be eligible to apply that experience (with faculty approval) toward practicum credit.

## **2. For in-house practica (I-O students).**

- a. The student participates extensively in a research project with a faculty member. The student is expected to take an active role in most aspects of the project (e.g., searching the literature, gathering and analyzing data, writing the results). The research project may be basic or applied and may be done in conjunction with a research grant or contract held by the faculty member. The practicum culminates with the student submitting a research-oriented manuscript, using APA format.
- b. Doctoral students who have completed an empirical research master's thesis at another university can transfer 3 of those hours and apply them toward the in-house requirement (with the remaining 3 hours transferable as elective).

### **Examples of On-site Practica**

Faculty responsible for coordinating practica will have a sense of possible practica sites. On-site practica generally fall into one of the following areas of professional training:

1. Test validation, including: job/task analysis, development of behaviorally-based rating scales, reliability studies, item analyses, and validity research.
2. Applied research design, including: literature searches, administration and analysis of survey instruments, research design, statistical analysis, evaluation of assessment or training programs, and grant/contract proposal writing.
3. Organizational development, including: development, direction of training programs, survey-feedback research, and group facilitation.

## **Procedures for Enrolling in Practicum**

Registration for practicum takes careful planning; do not impulsively enroll in 730 because there is nothing left that fits your program. To maximize the potential benefits of this valuable experience, students should follow these recommended procedures:

### **Two Semesters Prior to Registering for Practicum**

- **Pay attention to the program listserv for announcements of internship opportunities**
- *Network with other graduate students in program who are currently or have completed internships.* Attend practicum presentations of current students (usually scheduled the last 2-3 weeks of each semester).
- Contact Cooperative Education (Student Union I) to inquire about internship possibilities.
- Join a local professional society to enhance your network of local professionals, e.g.,

#### ***Society***

Personnel Testing Council/Met. Wash. (<http://www.ptcmw.org>)  
American Society for Training & Devel. (<http://www.dcastd.org>)  
Society for Human Resource Management <http://www.shrm.org>

#### ***Faculty Contact***

Tetrick  
Buffardi

### ***60 Days Prior to Registering for Practicum***

- Complete an "Intent to Register" form and submit it to faculty member coordinating the upcoming practicum course.
- Contact the faculty member coordinating practica.
- Notify faculty coordinator of any "lead" you have developed for permission to pursue the lead.
- Contact leads provided by faculty coordinator.
- Interview with potential on-site supervisor.
- If interview result appears promising, file a "Practicum Application Form" with faculty coordinator *no later than 1 week prior* to the beginning of the semester.

### ***During the Semester You are Registered for Practicum***

- Attend practicum class meetings.
- Notify faculty coordinator of any problems you are having at the practicum site.
- Complete course requirements (e.g., ethical case discussions, oral presentation, etc.).
- Provide on-site supervisor with "Practicum Certification form" to be completed and returned to faculty coordinator at the end the semester.
- Complete "Practicum Summary Form" to be made available to future graduate students.

## **Grades**

Students receive either S ("satisfactory") or NC ("no credit") grades for the course. If the required number of hours has not been completed and all course requirements fulfilled by the end of the semester, a grade of IP ("In Progress") will be assigned. Upon completion of all requirements, the faculty practicum coordinator will file a change of grade.

**Intent to Registrar for Practicum**  
(PSYC 730)

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Program: \_\_\_\_\_ MA \_\_\_\_\_ Ph.D.

Semester when you intend to register: \_\_\_\_\_

Specialized Content and Methods Courses that you have completed or are currently enrolled:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Relevant Professional Work Experience:

_____
_____
_____

Previous Practicum Experience (Site, Nature of Work, # Credits, and Date):

_____
_____

Type of Practicum Preferred:

_____
-------

## Practicum Application Form

### Part I - To be completed by student

Name: \_\_\_\_\_ G#: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ In-House Practicum \_\_\_\_\_ On-Site Practicum  
\_\_\_\_\_ No. Hours Practicum Credit Requested for this Practicum Site  
\_\_\_\_\_ No. Hours of Previous Credit Earned at this Practicum Site

This Practicum is most related to the following GMU graduate courses in which I am presently enrolled or have completed.

Course	Title	Date Take
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Part II - To be completed by the supervisor

Name: \_\_\_\_\_ Degree and Date  
Awarded: \_\_\_\_\_

University: \_\_\_\_\_

Awarding Degree: \_\_\_\_\_

Area of  
Specialization: \_\_\_\_\_

Brief Description of Current  
Work: \_\_\_\_\_

It is understood \_\_\_\_\_ will complete his/her Practicum at  
that \_\_\_\_\_

(Student's Name)

In the capacity of \_\_\_\_\_

(Name of  
Organization)

(Position Title)

The student will be  
employed from

to

\_\_\_\_\_  
(month/date/year)

\_\_\_\_\_  
(month/date/year)

It is expected that the student will perform the following duties:

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---

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---

---

Organization: 

---

Address: 

---

Telephone: 

---

Supervisor's 

---

Signature: 

---

## Practicum Certification Form

Name of \_\_\_\_\_ Date: \_\_\_\_\_  
Organization: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Did the student complete his/her 100 hours per credit of practicum commitment?  
Yes No **(If no, what were the circumstances of the student's failure to  
complete the required hours)**  
\_\_\_\_\_  
\_\_\_\_\_

What practicum commitment did this student  
complete?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How would you rate the student's overall performance in the  
position(s)? \_\_\_\_\_

(7=outstanding and 1=  
unsatisfactory)

What do you consider this student's professional  
strengths?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the areas in which this student would benefit from further professional experience?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you be willing to supervise another GMU practicum student at some future date?  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_  
Position and Title: \_\_\_\_\_



Organization:  
Signature:

_____	Telephone: _____
_____	_____

### Practicum Summary Form

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name of Practicum Site: \_\_\_\_\_

Address of Practicum  
Site: \_\_\_\_\_  
\_\_\_\_\_

Practicum Site  
Supervisor: \_\_\_\_\_

Telephone of  
Supervisor: \_\_\_\_\_

Do you think this company is willing to supervise another practicum placement?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Do you think this supervisor is willing to work with other  
students? \_\_\_\_\_

Are there other practicum possibilities at this site than the work that you did?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Please describe other possible practica.

\_\_\_\_\_  
\_\_\_\_\_

Was this a paid \_\_\_\_\_ If so, what was the  
practicum? \_\_\_\_\_ salary? \_\_\_\_\_

Please provide a description of your practicum duties at this  
site?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **XIV. DOCTORAL SUPERVISORY COMMITTEE**

Students may begin work on their dissertation as soon as their advisor feels they are ready (typically, in their third or fourth year in the program. Students should work with their advisor to select their preferred committee members. 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 Supervisory Committee advisor gives the primary guidance to the student.

After a student has passed the comprehensive examination and been advanced to candidacy, he/she is formally ready to begin work on a dissertation. The first formal step in pursuing the dissertation is to form a Doctoral Supervisory Committee.

##### **The Composition of the Doctoral Supervisory Committee**

All dissertation committees must consist of at least three members of the graduate faculty, at least two of whom must be from the Psychology department – one being the student's major advisor and the other being a faculty member from the Psychology Department and typically a member of the I-O 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.

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, along with their Program Coordinator and return it to the Graduate Programs Office for final approval. Students are **strongly** advised to submit this form prior to holding a Thesis/Dissertation Proposal defense.

##### **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 (<http://psychology.gmu.edu/graduate/formsgrad>). The student should obtain both the printed and signed name of each member of their committee along with the IO 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.

## **XV. THE DISSERTATION PROPOSAL**

The doctoral dissertation proposal provides a broad literature review, well-developed rationale, a research design, and a data analysis plan. The deliverables are an Introduction section in the form of an AMR/Psych Review-style paper that synthesizes previous research and theory and extends, integrates, or applies these ideas in a novel manner, and detailed Methods and Analysis Plan sections. 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 both the Program Coordinator and the Associate Chair for Graduate Studies for approval. If acceptable, the proposal will be forwarded to the Dean for approval; the student is ready to enroll in PSYC 999 – Dissertation once the Dean has approved the proposal.

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): <http://oips.gmu.edu>

### **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 in classes (excluding summer), students will fall out of active status and will be required to submit the Permission to Re-Enroll Form.

### **Dissertation Proposal Approval Process**

#### **1. 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 planned analyses, upon reflection, indicate this would be appropriate; updated, re-written literature review when the dissertation is final; and extended discussion based upon data and analysis.

## **2. The Proposal Approval Process**

- a. The student selects a dissertation advisor with assent of the faculty member.
- b. Student and advisor select a general area for the dissertation.
- c. Student, in consultation with advisor, develops and revises rough drafts of proposal.
- d. In consultation with advisor, student selects committee. The committee composition must follow University and department guidelines, and must include one member from the Industrial-Organizational Area. [Note: assent of faculty members to participate in a dissertation is voluntary. The department expects that all faculty be willing to participate as advisor or committee member on some dissertations; participation on a particular dissertation is completely voluntary. If a student cannot obtain voluntary consent of a committee, the dissertation cannot proceed.]
- e. When the advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before the initial committee meeting. This meeting approves or directs changes in the scope and design of dissertation, with feedback on what changes are required before final approval.
- f. 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.
- g. 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. The Associate Chairs' signature indicates concurrence.

### **Dissertation Proposal Cover Sheet**

After successfully defending the dissertation proposal, 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. Signature of the Associate Chair for Graduate Studies indicates concurrence. Completed signature sheets along with a hard-copy of the proposal should be turn into the Graduate Programs Office – 2013F DKH. Signature sheets can be found at: <http://psychology.gmu.edu/graduate/formsgrad>

## **XVI. ADVANCEMENT TO CANDIDACY**

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) been certified in all doctoral research skills required; (c) passed the comprehensive candidacy examination; (d) submitted an approved POS; and (e) been recommended by the doctoral program director. 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 and passed the comprehensive exam, 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. As soon as the above steps are completed, making sure that the adviser and director approve their advancement is the responsibility of the student. Assuming the program director approves, he/she should notify Darby Wiggins in the Graduate Programs Office of their approval. Once received in the Graduate Programs Office, the request will be recorded and forwarded onto the Dean's Office for approval.

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 2 weeks prior to the first day of the term.

## **XVII. 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).

Normally, frequent committee meetings are unnecessary and burdensome during the dissertation process. 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.

Although students may consult with committee members who have special expertise (e.g., statistics) during the analysis phase, normally, the analysis, interpretation, and write-up are done by the student in close consultation with the advisor. The dissertation should be submitted to the full committee only when the student and advisor believe the dissertation is nearly in final form.

The final form of the dissertation should be a journal-length manuscript (approximately 35 pages of text for a single study paper, similar to that which might appear in journals such as JAP or Personnel Psychology). This should include a 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. The dissertation proposal (which represented a broader presentation of relevant theory and research) as well as any additional results that are not directly relevant to the journal manuscript should be included as an appendix.

Dissertations cannot go to orals without the assent of all committee members and the Program Director. 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.

The committee is not bound to accept the draft presented. The committee can require additional changes in writing to clarify the document, etc., or can require a reorganization of major portions of the dissertation.

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.

### **Registering for Dissertation (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.

For more information on registering for PSYC 999, please contact Darby Wiggins at [dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu)

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): <http://oips.gmu.edu/>

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

### **Continuous Enrollment in PSYC 999**

Once a student begins enrolling in PSYC 999, they **must maintain continuous enrollment** with exception to the summer term – provided they are not graduating in the summer. Failure to maintain continuous enrollment will require the student to make up missed dissertation credits before they will be permitted to graduate.

Students at the ABD stage are strongly advised **not** to seek full-time off-campus employment. This often jeopardizes attainment of the degree and, at the very least, disrupts its timely completion. Please discuss with your dissertation advisor these issues prior to seeking full-time employment.



### **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.

### **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.

### **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 dissertation should be submitted to the full committee only when the student and advisor believe that the dissertation is nearly in final form.

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.

### **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.

### **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 [jthompsz@gmu.edu](mailto:jthompsz@gmu.edu)) and Associate Dean (Dr. Matthew Zingraff - [chssgradstudent@gmu.edu](mailto: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](mailto:chssgradstudent@gmu.edu) and ask for clarification of the formatting.

### **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.  
<http://thesis.gmu.edu/contact.html>

### **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 at:  
<http://chss.gmu.edu/graduate/graduation-checklist/checklists>

Specific information on formatting, fees, ancillary forms, types of paper and number of copies required can be found on the UDTS site: <http://thesis.gmu.edu/index.html>

Late submissions will not be accepted.

## **XVIII. DISSERTATION, THESIS, AND TRAVEL SUPPORT**

### **Guidelines for Dissertation, Thesis, and Travel Support Applications**

July 2011

#### **Dissertation and Thesis Support**

The department will provide up to \$400 to help cover the cost of dissertation research and up to \$250 to cover the cost of master's thesis research. These funds are to be used to assist in the collection of data, including payment to participants if the research requires a population not readily available at the University. All equipment, books, software, tests, etc that are purchased with department funds becomes the property of the department. Keep good records of your expenses, including all receipts. Only original receipts (not photocopies) will be accepted.

Requests should be submitted to the Associate Chair for Graduate Studies with a copy to the Office Manager. To apply, you must provide:

1. A copy of the signature sheet of your approved dissertation or thesis proposal.
2. A budget that specifies how you plan to spend the money.  
-The budget must be signed by your advisor.
3. A statement from your advisor that he/she does not have funds to support this research (e.g., from a grant).
4. Students may apply for thesis/dissertation support or travel support but not both.

#### **Travel Support**

The department will provide up to \$400 to **doctoral** students to help pay for travel to a conference at which the student is presenting. To be eligible, the student must be either first author of the paper/poster or second author if the first author is a faculty member. Ordinarily only one such request per year will be approved. The department will help pay for airfare and conference registration but not lodging, meals, taxis, etc.

Requests should be submitted to the Associate Chair for Graduate Studies. To apply, you must provide:

1. A letter from the conference indicating that your paper, poster, etc. has been accepted.
2. A budget describing how you plan to spend the money, including the exact cost of the airfare and/or conference registration fee.
3. Evidence that you have at least attempted to get money from other sources, including the organization sponsoring the conferences (some but not all offer support for students presenting), your advisor's grant, the University's graduate student organization (student may apply for Graduate Student Umbrella funds and department funds simultaneous but must provide evidence of GSU award or refusal before department funds will be awarded).
4. All of the above must be submitted at least **two months** prior to the date of travel.
5. Students may apply for thesis/dissertation support or travel support but not both.

Following approval of your request for funds, you must **immediately** complete a **Travel Authorization Form**, which must be signed by the Chair before travel arrangements can be made. No travel expenses will be reimbursed unless the Travel Authorization Form has been signed by the Chair prior to the travel.

*Reimbursement request worksheets (obtained in DK 2003) with original receipts (not photocopies) must be submitted within one week of completion of travel. Nametags cannot be submitted in place of a conference registration receipt. You may make your own travel arrangement. You must submit a boarding pass with your airline ticket receipt. Dates of travel and cost must be on the ticket receipt. Travel authorizations can be found by contacting the Department Fiscal Coordinator.*

### **The Graduate Student Travel Fund**

The Graduate Student Travel Fund was established to help George Mason University graduate students attend and participate in professional conferences pertaining to their field of study. Conference travel plays an essential role in the academic growth and development of graduate students by providing opportunities for training, networking and exposure to the latest academic research. Support for conference travel from the GSTF also provides an opportunity for George Mason University degree seeking graduate students to present their work in a professional academic setting. This type of participation helps promote the graduate programs available at Mason on the regional, national and international levels, and aids in the process of attracting outstanding scholars to Mason to pursue their graduate degrees.

The GSTF is charged with the responsibility of administering funds received from the Office of the Provost and student fee funds allocated by the Student Funding Board (SFB). The application standards utilized by the GSTF are designed to evaluate requests in a fair and unbiased manner, providing equal opportunity for all Mason graduate students. The GSTF as it currently exists provides financial support for conference travel only. At this time, requests for dissertation support or job interview travel cannot be honored as these types of requests fall beyond the scope of the GSTF. The GSTF was established to help supplement conference related expenses; it is not meant to fund your entire conference. Award amounts vary depending on conference location and type of participation, award amounts range from \$150.00-\$250.00 this amount is subject to change at any time. For specific policies and requirements, visit their webpage at: <http://www2.gmu.edu/org/gstf/>

## **XIX. FLEISHMAN DISSERTATION AWARD**

Students conducting a dissertation under the supervision of a faculty person  
*in the I-O or HFAC Programs are eligible for this dissertation award.*

The Edwin A. Fleishman Dissertation Award is given to the best paper based on a Ph.D. dissertation completed at George Mason University by a student in the Industrial-Organizational Psychology or Human Factors and Applied Cognition within the Department of Psychology. It is given in honor of Edwin A. Fleishman, Emeritus Distinguished University Professor, who, throughout his career, has made exemplary contributions to many areas of Applied Psychology, including human abilities measurement, leadership, and the promotion of Applied Psychology around the world.

### **How to submit entries for the Fleishman Dissertation Award:**

- a. Entries may be submitted only by students who have obtained their PhD while at GMU in Psychology and whose dissertation has been accepted by the university within the previous 24 months of the annual submission deadline for the award. A given entry can be submitted only once.
- b. Submissions will take the form of a manuscript based on the dissertation. The manuscript should be prepared in APA format and should be the version submitted to a journal. If the manuscript has not yet been submitted to a journal, the manuscript is limited in length to a maximum of 30 double spaced pages (excluding tables and figures). Applicants should submit 5 copies of the paper for consideration or one electronic copy.
- c. Submissions should be accompanied by a letter from the dissertation advisor supporting the nomination. The letter should specify the date of acceptance of the dissertation and that the submission adequately represents all aspects of the completed dissertation. Note that this letter need not comment extensively on the quality of the project as the actual evaluation for the award will be based on a critical review of a paper submitted by the recent graduate.

### **Bases for evaluation:**

- a. A committee consisting of two faculty members who are actively involved in the I-O or HFAC graduate programs will be created in order to evaluate the papers submitted for the award. The committee will be constructed so that no student submitting a proposal would have his or her advisor on the committee that year.
- b. The criteria for evaluation will include dimensions of technical merit (e.g. internal validity, appropriate use of methods), writing style, theoretical and practical relevance, and significance. Additional consideration will be given to a study that serves to highlight the particular research strengths of the I-O and HFAC Programs at GMU.

- c. In the event of a fair number of high quality submissions, the evaluation committee will rank order the papers in terms of merit. This would allow for the possibility of an "honorable mention" award. The committee also has the right not to make an award during a particular review cycle.
- d. Award winners will be announced in time for a formal ceremony at the end of the academic year during which a certificate of recognition would be given to the student to honor his or her achievement.

Any questions regarding this award should be communicated to Dr. Stephen Zaccaro, Award Chair, George Mason University Psychology Department.

## **XX. RESEARCH PROJECTS**

The Industrial-Organizational Faculty encourage all I-O graduate students to engage in research using any one of several approaches and it is expected of all I-O doctoral Students. When a student has determined his/her area of research interest, the student may become involved in research projects in that area in several ways. The student may find a faculty member who is interested in working with the student and enroll in PSYC 897. The student may find a faculty member who has a grant or contract in a research area of interest to the student and approach this faculty member expressing interest in the project.

### **Approval of Research Projects**

All research projects must be approved by the faculty advisor before the research begins. Research projects or experiments done under the supervision of faculty require approval but the procedure is somewhat different for master's theses and doctoral dissertations. If a project involves the use of human subjects, the project must be approved by the University Human Subjects Review Board (703) 993-2292. The appropriate university procedure and forms are available in the Office of Sponsored Programs or on the web at <http://www.gmu.edu/research/ORSP/HumanSubjects.html>

### **Research Space**

Normally a faculty member in the department is in charge of allotting research space. When you have determined your research space needs, contact your advisor and your advisor will attempt to get space for you. Research space is at a premium at the university, and early requests will help insure that your needs are met.

### **Computer Facilities**

The university has numerous terminals about campus and in the department that access the GMU mainframe computers. You may contact University Computing (3-8870).

The university also has number of laboratories located in various campus locations which house both Apples and IBM personal computers for student use.



## **XXI. INDUSTRIAL-ORGANIZATIONAL FACULTY**

The Department has 40 full-time faculty in the areas of clinical, developmental, experimental, human factors and applied cognition, industrial-organizational, and social psychology. Only the faculty involved in the Industrial-Organizational Psychology Program are listed here.

### **Industrial-Organizational Psychology Program Faculty**

**Louis C. Buffardi**, Ph.D., Kansas State University, Associate Professor:  
Employee attitudes; Quality of work life organizational surveys; Work and family issues; Human error

**Jose M. Cortina**, Ph.D., Michigan State University, Professor: Statistical interaction; Philosophy of quantitative analysis; Personality testing

**Reeshad Dalal**, Ph.D. University of Illinois at Urbana-Champaign, Associate Professor:  
Employee performance, and its links with mood/emotions, job attitudes and individual differences; advice-giving and advice-taking from a decision-making perspective

**Seth Kaplan**, Ph.D., Tulane University, Associate Professor: Personality, emotions, and well-being at work. Team dynamics in crisis situations. Psychometric and statistical issues.

**Eden King**, Ph.D., Rice University, Associate Professor: Effective and equitable management of diversity in organizations, discrimination, social stigma in the context of work

**Richard J. Klimoski**, Ph.D., Purdue University, Professor, School of Management:  
Accountability, team performance, shared mental models

**Lois Tetrick**, Ph.D., Georgia Institute of Technology, University Professor of Psychology and Director of the I-O Psychology Program:  
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 J. Zaccaro**, Ph.D., University of Connecticut, Professor: Leadership, executive assessment and development, team dynamics and effectiveness, shared leadership, multi-team systems.

### **Emeritus Faculty**

**Edwin A. Fleishman**, Ph.D., Ohio State University, Distinguished University Professor Emeritus; University of Edinburgh (Honorary Doctor of Science): industrial-organizational and human factors psychology, taxonomies, human performance

**Theodore L. Gessner**, Ph.D., University of Maryland. Associate Professor Emeritus; sense of humor, human destructiveness, survey research.

**Robert W. Holt**, Ph.D., University of Illinois, Associate Professor Emeritus: artificial intelligence, group processes, social development

## **XXII. THE UNIVERSITY**

At George Mason, all full-time faculty are members of the Graduate Faculty. Their primary responsibility is to enact the policies mandated by the Graduate Faculty (through the Graduate Council) and to maintain quality control on all graduate degrees awarded at George Mason.

The Graduate Council makes all policies regarding graduate matters of the College Humanities and Social Sciences at George Mason, approves all courses, and awards all degrees. These policies are implemented by the Deans of each academic unit. The Psychology Department reports to the Dean of the College of Humanities and Social Sciences. Thus, it is the Dean, who accepts students into programs, monitors their progress, and finally awards the doctoral degree. Department policies and procedures are subject to approval by the Graduate Council and implemented by the Deans.

All students are advised to read the Catalog carefully and recognize that all graduate programs are governed by university policy.

### **The following are some guidelines that the University wishes students to know:**

**CANDIDACY** - The student completes all examinations and other requirements for advancement to candidacy. The department notifies the appropriate Dean in writing that a student is ready for advancement to candidacy. The Dean formally notifies the student of advancement to candidacy. The student has five years (5) to complete the dissertation after being advanced to candidacy.

**COMMITTEE** - Student and advisor discuss dissertation topic and selection of committee. Department Chair nominates the major advisor and committee members. The appropriate Dean appoints the committee.

**PROPOSAL** - Student develops dissertation proposal. Committee approves proposal. Signed copy of signature sheet sent to the College of Humanities and Social Sciences.

**DISSERTATION FORMAT REVIEW** – Student should bring Theses and Dissertations to UTDS (Special Collections, Fenwick Library, Room C201) for format review. Contact UDTs 703.993.2222 or [udts@gmu.edu](mailto:udts@gmu.edu)

**DISSERTATION** - Student can register for dissertation credits after the appropriate Dean receives sheet. Student follows format guidelines in Thesis and Dissertation Guide (available in University copy centers); clears format with the College of Humanities and Social Sciences. Committee and Chair determine that student is ready for dissertation defense. Working copies (bound or boxed) filed both with the College and at Library Reserve desk at least two weeks prior to date of scheduled defense.

**DEFENSE** - Department notifies the College of scheduled defense in poster/flyer format (at least two weeks in advance of defense). The College sends out notice to GMU community. Defense takes place. If successful, all members of committee and chair sign both dissertation cover sheets (two copies). If unsuccessful, the dissertation is re-worked and a new defense is scheduled. Two finished copies meeting University format specifications with original cover sheets are sent to the appropriate Dean for signature. Members of the dissertation committee should be provided with a bound copy of the finished document.

**BINDING** - The College transmits dissertation to Library. Library will have both copies bound, then placed on permanent reference. Student may reclaim working copies from the College and Library.

### XXIII. DEPARTMENTAL FACULTY RESEARCH INTERESTS

#### APPLIED DEVELOPMENTAL

Rachel Chazan-Cohen	993-5626 / DK 2045	Infants and toddlers; early parenting; environmental and biological factors that place children at risk for poor outcomes; program evaluation; public policy.
Tim Curby	993-2457 / Aquia 337	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 <b>Director, Applied Developmental Program</b>	Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above
Elyse Lehman		<i>Faculty Emeritus.</i> Memory, attention, and problem solving in children and older adults; Educational applications-Learning disabilities, gifted children, attention deficit disorder; Everyday cognition-Children's art, soft object attachments; Eyewitness testimony
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)
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

### **COGNITIVE AND BEHAVIORAL NEUROSCIENCE PROGRAM**

Susan Bachus		Rat models of tardive dyskinesia
Marge Battaglia	993-1748 / DK 2063	The intersection of developmental psychology and neuroscience, aging populations, Alzheimer's research.
Doris Bitler	993-8817 / DK 2051	Experimental Psychology, with a specialization in animal learning and memory
Linda Chrosniak	993-4139 / DK 2045	
<b>Director, Honors Program in Psychology</b>		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.
Jane Flinn	993-4107 / DK 2022	
<b>Director of Undergraduate Program in Neuroscience</b>		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 / DK 2006	
<b>Department Chair</b>		
<b>Director, Cognitive and Behavioral Neuroscience Program</b>		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)  
Frank Krueger (Krasnow Institute <http://www.brainbuilding.org/>)  
Raja Parasuraman (Human Factors/Applied Cognition)  
Matt Peterson (Human Factors/Applied Cognition)  
Tyler Shaw (Human Factors/Applied Cognition)  
Jim Thompson (Human Factors/Applied Cognition)

**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.

Christy Esposito-Smythers  
993-2039 / DK 2061

Assessment, prevention, and treatment of adolescent suicide, depression, and substance abuse.

Todd Kashdan 993-9486 / DK 2047

Emotional disturbances, social anxiety, self-regulation, personality, interpersonal processes, positive emotions, well-being, character strengths.

James Maddux

*Faculty Emeritus* Social-clinical interface; Health psychology; Self-efficacy theory.

Patrick McKnight 993-8292 / DK 2065

Health services research, research methods, statistics, measurement, and program evaluation.

Robyn Mehlenbeck 993-1371 / DEM 202  
**Director of Center for Psychological Services**

Adolescent weight management; Eating disorders in children and adolescents. Clinical specialty in pediatric psychology.

Sarah Fischer 993-5635 / DK 2044

Impulsivity, Bulimia Nervosa and co-occurring alcohol abuse, application of DBT to disordered eating

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 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 <b>Director of Clinical Training</b>	993-1365 / DK 2007A	Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation, Substance abuse and HIV risk, Research ethics.

### **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	993-8720 / College Hall 100	Understanding interruptions, dual-task performance and cognitive workload; aviation safety; medical human factors
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      993-1357 / DK 2055

**Director, Human Factors/Applied Cognition Program**

**Director, Center of Excellence in Neuroergonomics, Technology, and Cognition (CENTEC)**

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

**Associate Chair for Undergraduate Studies**

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**

Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.

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.

## **INDUSTRIAL/ORGANIZATIONAL**

Louis Buffardi      993-1363 / DK 3072

**Coordinator, Industrial/Organizational M.A. Program**

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      993-9487 / DK 3077

Employee performance, and its links with  
mood/emotions, job attitudes and individual  
differences, and advice-giving and advice-  
taking from a decision-making perspective.

Theodore Gessner

*Faculty Emeritus.* Evaluation research;  
Survey research; Person perception; Humor

Seth Kaplan      993-8475 / DK 3073

Personality, emotions, and well-being at  
work. Team dynamics in crisis situations.  
Psychometric and statistical issues.

Eden King      993-1620 / DK 3076

Effective and equitable management of  
diversity in organizations, discrimination,  
social stigma in the context of work

Lois Tetrick      993-1372 / DK 3066A

**Director, Industrial/Organizational Program**

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      993-1355 / DK 3066B

Leadership, executive assessment and  
development, team dynamics and  
effectiveness, shared leadership, multiteam  
systems.

## **SCHOOL PSYCHOLOGY PROGRAM**

John Blaha

*Faculty Emeritus.* Assessment, learning disabilities

Grover Foehlinger     993-5127 / DKH 2063  
Director, School Psychology M.A./CAGS

Program evaluation.

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)

Ellen Rowe     993-4266 / DEM 202C

Assessment and remediation of social, emotional, and behavioral problems among children and adolescents and developmental psychopathology.

## **APPENDICES**

## **Guidelines for Graduate Student Grievances Against Faculty**

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During the course of graduate study, disagreement and conflict may arise between students and faculty either during formal classroom instruction or in the more informal individual instruction that takes place during the supervision of research and practical experiences. Indeed, the nature of the close working relationships inherent in graduate education in psychology, especially in a program with an applied focus, almost guarantees that conflict will arise on occasion.

When such conflict does arise, the Department expects that both the student(s) and faculty involved will conduct themselves in a professional manner. In addition, the Department is committed to ensuring that students and faculty are treated fairly when such disagreements arise. To this end, the Department endorses the following principles and guidelines for resolving disagreements and conflicts between students and faculty regarding instruction, training, and student-faculty relationships. (NOTE: Student concerns about faculty behavior that involves sexual harassment or racial/ethnic/gender discrimination should be handled according to the University guidelines provided in this manual.) The resolution of disagreement and grievances will be resolved more effectively if the following principles are kept in mind.

### **Faculty**

1. The professional performance and behavior of faculty is subject to continual evaluation and review, including evaluation and review by students. Student evaluation may, on occasion, involve the resolution of a complaint by a student concerning faculty performance.
2. The Department expects faculty to treat a student's concerns with dignity and respect. Essential to this is listening to a student's concern attentively and nondefensively. Although defensiveness is difficult to avoid when one believes one is being unfairly criticized or challenged, nondefensive listening is the first step toward a successful resolution of a conflict. Nondefensive listening may be facilitated by recognition of the apprehension and anxiety a subordinate (the student) usually feels when confronting a person of power and authority.

### **Students**

1. Faculty and students enter into an educational alliance whose objective is the imparting to students knowledge and skill. As part of this alliance, faculty are responsible for setting

standards for mastery of this knowledge and skill and for evaluating students' progress toward meeting these standards. Students in professional psychology programs provide services to various types of clients (individuals and organizations), and faculty are ultimately responsible for the quality of these services. Thus, faculty evaluation of student performance and progress provides assurance of the quality of these services.

2. Graduate education is, by nature, difficult, demanding, and stressful (If it wasn't, anyone could get a Ph.D). Thus, subjective distress alone is not a valid indicator that a course is inappropriately demanding or that a student is being treated unfairly by a faculty member.
3. In trying to fulfill their responsibility in setting standards and evaluating students' progress, faculty will, on occasion, make errors in judgment that are usually unintentional. Even for faculty, to err is human, and most student grievances concern faculty behavior that is nonmalevolent in intent. Nonetheless, when such errors create problems or hardships for students, they have the right to address their concerns with the faculty in question.
4. The ability to effectively address and resolve disagreement and conflict in a mature manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict with faculty offers an opportunity for personal and professional development.
5. Faculty also deserve to be treated with respect and dignity. Complaining about faculty behavior to one's Program Coordinator or the Department Chairperson is a serious matter and should not be done with malicious intent or simply to seek retribution for a perceived wrong or slight. Also, approaching a faculty member in an angry or hostile manner or complaining to others about the behavior of the faculty member is not an effective strategy for resolving conflict. Students also should be prepared to listen nondefensively to a faculty member's explanation of his/her side of the conflict.
6. The Department cannot guarantee that resolution of a complaint or conflict will be favorable to the student. Nor should faculty expect that the issue will be resolved in their favor simply based on their position as faculty. The Department does guarantee, however, that students and faculty will be fully heard, that their concerns will be treated with dignity, and that an honest attempt will be made to reach a reasonable solution.
6. A student who, in good faith and in keeping with the above principles and with the procedures outlined below, complains about faculty behavior will be protected from retribution by the faculty member in question and by other faculty to the extent that the university has control over faculty behavior. Retributive or vengeful behavior by faculty toward a student complaineer will not be tolerated. The Department has no control, however, over a faculty member's emotions, and a faculty member may decide to sever a working relationship (e.g., dissertation supervision, collaborative research or writing project) with a student following a complaint that the faculty member views as frivolous, unfounded, or malicious. Faculty who do so will not necessarily be viewed as engaging

in retributive behavior. If a faculty advisor terminates a working relationship with a student following a complaint by that student against that advisor, the Department will make a good faith effort to secure another advisor for that student. The Department cannot, however, force a faculty member to work with a student.

## **Grievance Procedures**

*With these caveats in mind, 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 determining whether or not a grievance is legitimate and 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 goal of such a consultation is to seek advice, not to spread rumor or simply complain.

The faculty 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 questions has committed an illegal act or ethical violation, he/she should consult the Ethical Guidelines of the American Psychological Association for further consultation.

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 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 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.
1. 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.

### **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](#).

### **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](#).

### **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](#).

### **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](#).



## **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).

## **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.

## **Additional Resources for Graduate Students**

The following websites may be helpful to new and returning 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/>