College of Humanities and Social Sciences
Department of Psychology

George Mason University

Applied Developmental Psychology Master's and Doctoral Programs

Student/Faculty Handbook

2018-2019 Edition

Last Updated: 9.7.2018

TABLE OF CONTENTS

WHO'S WHO IN THE DEPARTMENT

Department Chair:
Dr. Keith Renshaw   993-5128 / DK 2006   krenshaw@gmu.edu

Associate Chair for Graduate Studies:
Dr. Adam Winsler   993-9356 / DK 2023   awinsler@gmu.edu

Associate Chair for Undergraduate Studies:
Dr. Erin Murdoch   993-4653 / DK 2047   emurdoch@gmu.edu

Office Manager:
Ms. Susan Ridley   993-1398 / DK 2005   sridley@gmu.edu

Graduate Programs Coordinator:
                            993-1548 / DK 2013F   psycgrad@gmu.edu

Undergraduate Program Coordinator:
Mr. Michael Hock   993-1759 / DK 2086   mhock2@gmu.edu

Grants and Budget Administrator
Mr. Tyler Smith   993-5281 / DK 2003   tsmith58@gmu.edu

Grants and Budget Administrator
Mr. Brad Flood   993-2325 / DK 2003   bflood2@gmu.edu

Laboratory Manager:
Mr. Dave Cerri   993-1353 / DK 2052   dcerri@gmu.edu

Director of Undergraduate Advising/Teaching Assistant Coordinator:
Dr. Michael Hurley   993-4562 / DK 2086   mhurley2@gmu.edu

Director, Applied Developmental Program:
Dr. Tim Curby   993-2457 / DK 2046   tcurby@gmu.edu

Director, Cognitive and Behavior Neuroscience Program:
Dr. Jane Flinn   993-4107 / DK 2022   jflinn@gmu.edu

Director of Clinical Training:
Dr. Christy Esposito-Smythers   993-2039 / DK 2061   cesposi1@gmu.edu

Assistant Director of Clinical Training:
Dr. Keith Renshaw   993-5128 / DK 2006   krenshaw@gmu.edu

Director of the Psychological Clinic:
Dr. Robyn Mehlenbreck   993-1371 / Clinic 202   rmehlenb@gmu.edu

Director, Human Factor/Applied Cognition Program:
Dr. Carryl Baldwin   993-4653 / DK 2062   cbaldwi4@gmu.edu

Coordinator, Human Factor/Applied Cognition M.A. Program:
Dr. Patrick McKnight   993-8292 / DK 2065   pmcknigh@gmu.edu

Director, Industrial/Organizational Program:
Dr. Stephen Zaccaro   993-1355 / DK 3066B   szaccaro@gmu.edu

Coordinator, Industrial/Organizational M.A. Program:
Dr. Lou Buffardi   993-1355 / DK 3066B   buffardi@gmu.edu

1.   COLLGE OF HUMANITIES AND SOCIAL SCIENCES GRADAUTE POLICIES

1.1   About the College

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

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

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

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

1.2   Policies for All Students

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

In addition, all faculty, staff, students, university contractors, and visitors are expected to comply with the University policy on Sexual Harassment and Misconduct. Information about this policy can be found at: http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/

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.

1.2.1 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.

1.2.2 Withdrawal

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

1.2.3 Grade Appeals

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

1.2.4 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.

1.3 Policies for Graduate Students

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

1.3.1 Graduate Admission

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

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

1. During his or her academic studies, the admitted applicant has a significant drop in academic performance or fails to graduate with a degree prior to the first day of classes for the term admitted.
2. There has been a misrepresentation in the application process.
3. Prior to the first day of classes for the term admitted, the college learns that the admitted applicant has engaged in behavior that indicates a serious lack of judgment or integrity, irrespective of the outcome of any disciplinary process related to such behavior.

For students admitted to an accelerated master's program, the student does not maintain satisfactory progress in his or her undergraduate program, does not receive a minimum grade of 3.00 in the graduate classes taken as an undergraduate, or otherwise does not meet the conditions specified on the application and admission letter.

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

1.3.2 Provisional Admission

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

1.3.3 Academic Load

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

1.3.4 Non-degree Enrollment

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

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

1.3.5 University Consortium

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

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

1.3.6 Transfer of Credit

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

1.3.7 Credit from Other Institutions

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

timetables must still abide by Mason's drop/add deadlines in terms of acquiring necessary approvals.

1.3.8 Dissertation Committee

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

1.3.9 Dissertation (999) Registration

Doctoral students must be advanced to candidacy before they may enroll in 999. Students must register for 999 before the add deadline published in the Academic Calendar by the [Office of the University Registrar](#). Once doctoral students begin registering for 999, they must enroll in at least 3 credits of 999 each semester (excluding summers) until they have completed the total number of dissertation credits required on their individual program of study. Once enrolled in 999, all doctoral students must maintain continuous enrollment in 999 until they deposit their approved dissertation in the University Library. If they have completed the number of dissertation credits required on their program of study, they may maintain continuous enrollment by registering for only 1 credit of 999. See Dissertation Registration in the Requirements for Doctoral Degrees section of the [Academic Policies](#) section of this catalog.

1.3.10 Time Limit for Doctoral Students

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

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

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

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

1.3.11 Graduate Appeals of Dismissal or Termination

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

1.3.12 Accelerated Master's Degree Programs

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

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

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

Students must fulfill all other master's degree requirements. For more information see http://psychology.gmu.edu/programs/la-ma-acel-psyc.

2   <u>MASTERS PROGRAM IN APPLIED DEVELOPMENTAL PSYCHOLOGY</u>

This specialization gives students the opportunity to focus on child development. It provides basic knowledge about normal development, skills for assessing developmental level and techniques for planning and evaluating programs that foster optimal development. The program prepares students for employment in settings such as government agencies dealing with educational and health programs for children and adolescents, infant and preschool stimulation programs, child care, and parent education programs. The program also is suitable for students who wish to prepare for doctoral work in developmental, clinical, educational, or pediatric psychology. This program does not, however, provide training in clinical skills—laboratory courses in clinical assessment and therapy are not open to students in the Applied Developmental Concentration.

2.1 Continuous Enrollment

All MA students must maintain continuous registration during fall and spring semesters.

2.2 Time Limit

Master's degree students have six years from the time of first enrollment as a degree-seeking student to complete their degrees. Students who are given permission to re-enroll following an absence from the university may not count the six-year time limit as beginning on the date of re-enrollment. Students who will not meet published time limits due to circumstances beyond their control may petition their school, college, or institute for an extension. Failure to meet the time limits, or to secure approval of an extension request, may result in termination from the program.

2.3 Coursework Requirements:

30 hours of graduate credit
- Core (6 hours):

    PSYC 704 Lifespan Development

    and

- Choose one course from any of the areas below:

    Cognitive Core – PSYC 701 Cognitive Basis of Behavior or 768 Advanced Topics in Cognitive Science (except when this course is exclusively methodological)

    Biological Core – PSYC 702 Biological Basis of Human Behavior, 558 <u>Neuronal Bases of Learning and Memory</u>, or 559 Behavioral Chemistry

Social Core – PSYC 703 Social Bases of Behavior, 667 Behavior in Small Groups and Teams, or 668 Personality

- Quantitative and Research Methods courses (7-8 hours)

  PSYC 611 Advanced Statistics Research Methods I

  PSYC 612 Advanced Statistics Research Methods II
  OR PSYC 754 Quantitative Methods II: Psychological Applications of Regression Techniques

- Specialization courses (6 hours)

  A maximum of one course (0-3 credits) may be chosen from the following:
  - PSYC 614 The Psychology of Aging
  - PSYC 617 Child Psychopathology
  - PSYC 619 Applied Behavior Analysis: Principles, Procedures, and Philosophy

  One-two courses (3-6 credits) chosen from the following:
  - PSYC 566 Cognitive & Perceptual Development
  - PSYC 615 Language Development
  - PSYC 630 Developmental Disabilities
  - PSYC 648 Developmental Psychopathology
  - PSYC 669 Social and Emotional Development
  - PSYC 780 Applied Developmental Psychology
  - PSYC 592 Special Topics (when the content is developmental, with approval of advisor)

- Research/practicum experience (4 hours):
  Choose one:
    Thesis (4 hours of a combination of 798/799). Per the University Catalog, at least 3 hours must be 799; these 3 hours must be taken the first semester in which PSYC 799 is registered. Thus, this is generally a combination of 1 credit of PSYC 798 and 3 of PSYC 799). Students should be aware of the policies governing theses. They must follow the thesis enrollment policy of the university and once enrolled in PSYC 799, maintain continuous enrollment. See the University Catalog for more information.

                              Or

    Practicum/Directed Reading & Research (3 hours of 792 & 1 hour of 597) Practicum forms can be found later in this Handbook.

- 2 hours of professional seminar (PSYC 890) – 1 each in Fall and Spring semester of first year

- Electives: 4 to 5 hours of electives. Students complete the required credits for this degree through choosing elective credit from the following possibilities: a content course, further practicum or directed reading and research credits, or further thesis credits (i.e., > 4). 3 credit hours are normally required; four are required when students elect to take PSYC 754.

2.4 Course Registration

Both Ph.D. and MA students must get approval from their advisor before registering for classes each semester. An email to the advisor with a list of proposed courses for the semester is the most efficient way to request approval. For enrolling in courses that required Individualized Section Forms (PSYC 597, 897, 798 & 799), both the adviser and the Graduate Program staff must sign the form before the Registrar will process it.

2.5 Relation to the Applied Behavior Analysis Program

Students in the ADP Psychology program (both MA and PhD) can register for all of the ABA classes without applying to the Special Education program as long as they are registering for the PSYC (not EDSE) sections. Students can officially add the ABA Certificate to their program by speaking with an academic advisor for Special Education. Speak with the academic advisor before taking the coursework, because this is not our program and we cannot guarantee anything about their procedures.

For an ABA internship, students must complete and submit internship applications and required materials by the appropriate deadline. Students do not need to be admitted to the ABA certificate program to do internship.

If MA students are working toward the ABA certificate, the first of the five courses in the sequence, PSYC 619, may be used as 3 credits of Specialization courses in the ADP MA program. Another 3 credit course in this series may be used as elective credit in the ADP MA program. If students wish to take more courses in this series, they must be taken in addition to the 30 hours required for the ADP MA program

2.6 Thesis Option

A thesis is not required for the MA degree: however, either a practicum or thesis is required. Up to 6 hours of thesis research (PSYC 798 and PSYC 799 combined) may be used as elective 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. 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*.

Students working on a thesis proposal enroll in PSYC 798. Students who have an approved proposal and are conducting the research enroll in PSYC 799. Credits earned for Directed Readings will not be converted to thesis credits. Contact the Graduate Programs Coordinator for enrollment procedures.

2.6.1 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. The final draft must be approved by the Thesis Oral Examination Committee and the Program Director. Deadlines are strictly adhered to and students should be certain to visit the CHSS website for deadline details.

2.6.2 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 must consist of at least three members of the graduate faculty, with the thesis chair being a member of the ADP faculty. Only a graduate faculty member with a full-time appointment at George Mason may serve as 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 thesis, but appointment does not require graduate faculty status.

Students must complete and submit the Thesis/Dissertation Committee Form to the Graduate Programs Coordinator before they defend their thesis proposal. The form can be found on the Psychology website.

2.6.3 Thesis Proposal Document

The thesis proposal document consists of the following:

1. A thesis proposal cover sheet (Thesis/Dissertation Proposal Signature Sheet. The form can be found on the Psychology website.)
2. A substantial, critical review of the literature as background to the problem you are investigating, a statement of specific hypotheses and/or research questions, a detailed methods section, a plan for statistical analysis, and an implications section.

Signed Thesis/Dissertation Proposal Signature Sheets along with a hard-copy of the proposal should be turned into the Graduate Programs Coordinator who will place it in the student's file.

2.6.4 Thesis Proposal Oral Examination

An oral defense of the thesis proposal 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 moderated by the thesis advisor. Successful completion of the defense is reflected by approval of the thesis committee.

2.6.5 Evaluation of the Thesis Proposal

The written document will be evaluated on four dimensions: Writing, Content – Background, Content – plan. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 9 is required by all committee members to receive a passing score.

The presentation will be evaluated on four dimensions: Knowledge and understanding of topic/significance of research, Knowledge and understanding of methodology and results, Communication, and Use of visual aids. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 12 is required by all committee members to receive a passing score.

2.6.6 Thesis Document

The thesis document consists of the following:

- A cover sheet (available at thesis.gmu.edu).
- A revised version of the proposal document. The revisions will focus on revising the introduction to align with what was found, as well as any other changes. In addition, the method and data analysis sections should reflect what was actually done versus what was proposed (if different). Than a substantive discussion section should be included with findings, limitations, and implications sections.

2.6.7 Thesis Oral Examination

An oral defense of the final thesis to the Thesis Committee is required. The defense is concerned with the problem, design, method, interpretation, and knowledge in the general area of the thesis. The defense is moderated 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 CHSS Dean's office. Such scheduling will help assure adequate time for making revisions in the final draft. Scheduling of the date for the exam is the responsibility of both the student and thesis advisor. If you need help scheduling a room, contact the Graduate Programs Coordinator for assistance.

The final draft must be approved and signed by the Thesis Oral Examination Committee, the Program Director, the Associate Chair for Graduate Studies, and the Dean. Deadlines are strictly adhered to and students should be certain to visit the CHSS website for deadline details

2.6.8 **Evaluation of the Thesis**

The written document will be evaluated on four dimensions: Writing, Content – Background, Content – plan. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 9 is required by all committee members to receive a passing score.

The presentation will be evaluated on four dimensions: Knowledge and understanding of topic/significance of research, Knowledge and understanding of methodology and results, Communication, and Use of visual aids. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 12 is required by all committee members to receive a passing score.

2.6.9 Thesis Signature Sheets

Students must have the cover 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. Adam Winsler) and Associate Dean (chssgradstudent@gmu.edu). When obtaining the Dean's signature, students must bring all paperwork required for submission to the library so that copies can be made.

2.6.10 University Dissertation and Thesis Services

University Dissertation and Thesis Services (UDTS) facilitates completion and submission of dissertations, theses, and graduate-level projects for students by helping

students meet university requirements and deadlines for submission of their works. The program assists George Mason students in all stages of dissertation, thesis, or project production. UDTS' web site provides students with useful tools, such as George Mason's Dissertation, Thesis, or Project Guide, downloadable templates of necessary dissertation/thesis/project elements, forms required for the submission process, and links to related Web sites. UDTS is located in Fenwick Library, Wing 2C (Special Collections and Archives). Thesis Submission

The original and one copy of the master's thesis with two original signed cover sheets must be deposited with the college/school/institute dean or director for dean/director's signature prior to being transferred to the University Libraries. For degree conferral, two copies with cover sheets signed by committee and dean/director of college/school/institute must be submitted to the library by 5 p.m. the on last Friday of classes (select the timelines link for specific deadline date). This is also the deadline for participation in the May commencement. Please visit UDTS for more information on thesis submission

2.6.11 Guidelines for Thesis and Travel Support Application

The department will provide up to $200 to cover the cost of master's thesis research. Only students in the terminal MA program are eligible for master's thesis support. Doctoral students who elect to write a master's thesis are not eligible for this support. 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. These funds are provided in the form of reimbursements for expenses, not cash grants or up-front money paid to vendors. Therefore, 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. 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.
    - If the budget includes copying, office supplies, postage, and other such items that can be purchased by or through the department, the budget must be reviewed and initialed by Susan Ridley, Psychology Department Office Manager, prior to submission.
3. A statement from your advisor that he/she does not have funds to support this research (e.g., from a grant).

2.7 **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.

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 those who are presenting at conferences only. For specific policies and requirements, visit the GSTF webpage at http://gstf.gmu.edu/

2.8 **Applying for Graduation**

To apply for graduation, students must fill out a Graduation Intent Form (GIF) on Patriot Web. Any substitutions or waivers of coursework should be submitted to the Psychology Graduate Programs Office. For more information on when GIF's are due as well as the due date for thesis submission, please visit the CHSS Checklist for Graduation Website

PSYCHOLOGY - RUBRIC FOR EVALUATION OF THESIS/DISSERTATION PROPOSALS (Document)

Task Description: Describe the research proposed for your dissertation or thesis. Briefly review the background of the field, state the goals, aims or hypotheses of your research, showing how the research is important and addresses unknown questions. Explain your methodology and data analysis plan and demonstrating the feasibility of proposed research.
A minimum score of "9" is required averaged across all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
WRITING 30% _____	Ideas and description are well organized into paragraphs with good topic sentences. Paragraphs are logically ordered, with good transitions between paragraphs and between topics. Sentences are clearly understandable.	Some paragraphs contain a mix of different topics. Paragraphs are not always related to prior or following paragraphs, or transitions between paragraphs are poor. Sentences are somewhat understandable.	Most paragraphs contain a mix of different topics, and descriptions of single topics are scattered throughout multiple paragraphs. Paragraphs have no logical order. Sentences are unintelligible.
CONTENT - background 30% _____	Student has identified a significant question in psychology. Goals of research are clearly stated. Displays superior knowledge/understanding of relevant theoretical and empirical literature.	Student has identified a reasonable question in psychology. Goals of research are stated somewhat vaguely. Displays basic knowledge and understanding of relevant theoretical and empirical literature.	Significance of question to be addressed is uncertain. Goals of research are unclear. Unaware or confused about relevant theoretical and empirical literature.
CONTENT - plan 40% _____	Research plan is well designed to address the question, including appropriate controls. Demonstrated the feasibility of the research, shows mastery of the techniques to be used. Proposed analysis is clearly explained, and demonstrates superior understanding of methods and relevant statistical/data analyses.	Research Plan approaches or partly addresses the question; controls are included, but not sufficient. Some understanding of the techniques to be used. Analysis plan demonstrates moderate understanding of data analysis and relevant statistical/data.	Research Plan is poorly designed - it will not address the question or hypothesis; relevant controls are not included. Project does not seem feasible. Incorrect or missing explanation of how results will be analyzed.

Score (0 to 5 points for each dimension): _____ out of 15   DATE _____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

PSYCHOLOGY - RUBRIC FOR EVALUATION OF FINAL THESIS/DISSERTATION (Document)
An average score of "12" is required by all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
WRITING 25% _____	Ideas and description are well organized into paragraphs with good topic sentences. Paragraphs are logically ordered, with good transitions between paragraphs and between topics. Sentences are clearly understandable.	Some paragraphs contain a mix of different topics. Paragraphs are not always related to prior or following paragraphs, or transitions between paragraphs are poor. Sentences are somewhat understandable.	Most paragraphs contain a mix of different topics, and descriptions of single topics are scattered throughout multiple paragraphs. Paragraphs have no logical order. Sentences are unintelligible.
CONTENT - Background 25% _____	Student has identified a significant question in psychology. Goals of research are clearly stated. Displays superior knowledge/ understanding of relevant theoretical and empirical literature.	Student has identified a reasonable question in psychology. Goals of research are stated somewhat vaguely. Displays basic knowledge and understanding of relevant theoretical and empirical literature.	Significance of question to be addressed is uncertain. Goals of research are unclear. Unaware or confused about relevant theoretical and empirical literature.
CONTENT - Methods and Data Analysis 25% _____	Results clearly answer the research question(s); analyses include appropriate controls. Shows mastery of the techniques used. Analysis is clearly explained, and demonstrates superior understanding of methods and relevant statistical/data analyses. Excellent use of graphs, figures, and/or tables.	Research approach partly addresses the question; controls are included, but not sufficient. Some understanding of the techniques used. Analysis demonstrates moderate understanding of data analysis and relevant statistical/data. OK use of graphs, figures, and/or tables.	Research is poorly designed – does not address the question or hypothesis; relevant controls are not included. Incorrect or missing explanation of how results were analyzed. Poor use of graphs, figures, and/or tables.
CONTENT - Discussion/ Implications 25% _____	Interpretation of results is well placed in the context of prior research and linked to theory, Clear and appropriate implications for practice/policy and for future research are provided.	Interpretation of results is only somewhat placed in the context of prior research and linked to theory, Weak implications for practice/policy and for future research are provided.	Interpretation of results is not placed in the context of prior research and linked to theory, Implications for practice/policy and for future research are not provided or are inappropriate.

Score: _____ out of 20   DATE_____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

PSYCHOLOGY - RUBRIC FOR ORAL PRESENTATION (Thesis/Dissertation/Otherwise)

Explain the research or project proposed, in progress or performed for your dissertation/thesis/project. Alternatively, explain research performed by others and published in a journal article. Clearly identify goals and significance of research, methodology (including data analysis), results (which may be preliminary for research proposals) and interpretation or implications of the results.
An average score of "12" is required by all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
Knowledge and understanding of topic/significance of research 25% _____	The presentation demonstrates a depth of understanding by using relevant and accurate detail. Significance and goals have been clearly identified.	The presentation shows moderate understanding using somewhat relevant and accurate detail. Significance and goals are partially or vaguely described.	The presentation uses little relevant or accurate information. Significance and goals have not been identified.
Knowledge and understanding of methodology and results 25% _____	Methods and data analyses are described well; limitations in methodology are acknowledged. Major results are identified, explained, and placed in context.	Methods and data analyses are described somewhat; limitations in methodology are not really acknowledged. Major results are not identified, explained, and placed in context very well.	Methods and data analyses are not described or described poorly; limitations in methodology are not acknowledged. Major results are not identified, explained, and placed in context.
Communication 25% _____	The presentation is interesting, engaging, and effective. Appropriate eye contact, voice quality, and poise is exhibited.	The presentation basically conveys the main ideas, but is not particularly interesting. Minimal eye contact and poise.	The presentation is uninteresting and/ or confusing. Ideas not conveyed well at all. Poor presence.
Use of visual aids 25% _____	The presentation includes appropriate, creative, and easily understood visual aids, that complement and enhance the presented information.	The presentation includes some appropriate visual aids, but these are too few, or are difficult to understand, or the presenter does not refer to or explain them well.	The presentation includes no visual aids. Or the visual aids distract from or confuse rather than complement the information.

Score (0 to 5 points for each dimension): _____ out of 20   DATE_____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

3 _____

<div align="center">**RESEARCH/PRACTICUM HOURS**</div>

3.1 Purpose

The purpose of the practica **(PSYC 792)** 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). Forms for practicum can be found later in this section.

3.2 Fulfilling ADP Practicum Requirements

For Doctoral students in the ADP Program, **8** hours of combined **research/practicum** credit are required. Incoming students, including those with MA's from other universities, are expected to enroll for at least 1 credit of 897 each semester during their first two years in the program and to continue doing research while they are enrolled in the program. It is expected that students will have a conference presentation or publication with a research team by the end of the second year and will be first author on a manuscript by the end of the third year.

Doctoral students are eligible to enroll for on-site practica at the time of completion of coursework 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. For suitable placements, students should confer with their advisor and the faculty responsible for practicum.

Students are expected to work a minimum of 100 hours for each **research/ practicum** credit hour 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 792 or 897** per semester. A total of 6 hours of PSYC 792 is allowed; PhD students enrolling in 6 hours of practicum would also need to have 2 credits of PSYC 897, per requirement in first paragraph above.

3.2.1 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 Applied Developmental 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 form 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. While 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 practicum director in conjunction with the program director.

2.　　For in-house practica.

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 apply 3 of them toward the requirement.

3.2.2　Examples of On-site Practica

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

1.　　Developmental Testing
2.　　Program planning and evaluation
3.　　Applied research
4.　　Child welfare policy

3.2.3　Courses Appropriate for Practicum Placements

Placement in a practicum is greatly facilitated when a student has completed courses relevant to a particular professional area. Since an appreciable amount of advanced and specialized courses are necessary for each placement, students must seek the advice and approval of the practicum faculty coordinator. At minimum, PSYC 611 is required.

3.2.4   Procedures for Enrolling in Practicum

Registration for practicum takes careful planning; do not impulsively enroll in **792** because there is nothing left that fits your program. To maximize the potential benefits of this valuable experience, students should follow these recommended procedures:

1.   Complete an "Intent to Register" form 60 days prior to registering for practicum and submit it to the faculty member coordinating the upcoming practicum course.

2.   Contact leads and interview with potential on-site supervisors.

3.   If interview result is promising, file a "Practicum Application" form with the faculty coordinator no later than 1 week prior to the beginning of the semester.

4.   During the semester you are registered for Practicum you will be required to attend practicum class meetings.

5.   Thirty days prior to the last day of classes, provide the on-site supervisor with a "Practicum Certification" Form to be completed and returned to the faculty coordinator.

6.   Complete "Practicum Summary" form for faculty coordinator.

3.2.5 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.

Applied Developmental Practicum (PSYC 792)

3.2.6   Intent to Registrar for Practicum Form

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:

_____

3.2.7 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 that _____ **will complete his/her Practicum at**
                                    (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 perform the following duties:

_____

_____

_____

_____

_____

Organization: _____

Address: _____

Telephone: _____

   Supervisor's Signature: _____

Practicum Certification Form

Name of Organization: _____ **Date:** _____

Name of Student: _____

Did the student complete his/her 300/600 hours of practicum commitment? __Y__N
(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: _____ **Telephone:** _____

 Signature: _____

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 or No

Are there other practicum possibilities at this site than the work that you did? Yes or No

Please describe other possible practica.

_____
_____

Was this a paid practicum? Yes or No If yes, what was the salary? _____

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

_____
_____
_____
_____
_____
_____
_____

4   DOCTORAL PROGRAM IN APPLIED DEVELOPMENTAL PSYCHOLOGY

4.1 Program Goals

The primary goal of the program is to train students to do research and teaching on basic processes of development (e.g., cognition, socialization) and on problems of development (e.g., attachment in infants born prematurely, information processing in learning disabled children). Students with this training are employable in a variety of settings including university departments of psychology, human development, and education as well as research firms that focusing on development and developmental contexts of children.

A secondary goal of the program is to train some students to do work that requires licensure in Applied Psychology (e.g., developmental assessment, development and evaluation of primary prevention programs in schools and health care settings, consultation to developers of day care and products for specific age groups). This kind of training prepares students for employment in applied settings such as Developmental Follow-up Clinics and Parent/Infant Education Programs and allows those employed in university settings to act as consultants to medical practitioners, private industry, government programs, and the media.

4.2 Track Structure

The basic program requires 72 hours of graduate course work. All students receive a thorough grounding in developmental processes, research methodology, and a psychology core. The developmental perspective is emphasized throughout.

Note: If a student earns the MA along the way, 30 hours of the ADP MA may count towards the PhD and you need a minimum of 42 hours applied to the PhD only (of which 12 are 998/999). Students with master's degrees outside of the Applied Developmental field will be granted reduction of credits on a course-by-course approval

4.3 Time Limit

Doctoral students have six years from the time of first enrollment as a degree-seeking student to become advanced to candidacy (i.e., Doctoral students admitted in Fall must attain candidacy by the end of summer in the sixth year). Doctoral students earning the MA degree as a secondary program are allotted six years to complete their MA degree. Once the MA is complete, the time limit to complete the PhD does not reset. Students have five years from the time of advancement to candidacy to graduation (i.e., doctoral students admitted to candidacy in Fall must complete the dissertation and all other requirements for the degree by the end of summer in the fifth year). Doctoral students admitted in Spring or Summer and doctoral students admitted to candidacy in Spring and Summer will follow the same scheme (i.e., the calendar clock expires with the beginning of the seventh year for candidacy or the sixth year for degree completion.

Students who are given permission to re-enroll following an absence from the university may not count the time limits as beginning on the date of re-enrollment. Students who will not meet published time limits due to circumstances beyond their control, may petition their school, college, or institute for an extension. Failure to meet the time limits, or to secure approval of an extension request, may result in termination from the program.

4.4 **Program Requirements for Concentration in Applied Developmental Psychology**

4.4.1 Course Requirements

- **3 credits of PSYC 704 Lifespan Development**

- **6 credits from the following:**
  PSYC 701 - Cognitive Bases of Behavior
  PSYC 702 - Biological Bases of Human Behavior
  PSYC 703 - Social Bases of Behavior
  PSYC 892 – Special Topics in Psychology (with approval)

- **13 credits of Quantitative Methods:**
  Two required courses
  - PSYC 611 - Advanced Statistics
  - PSYC 754 - Quantitative Methods III: Psychological Applications of Regression Techniques
  Two courses chosen from:
  - PSYC 557 - Psychometric Methods
  - PSYC 646 - Longitudinal Data Analysis
  - PSYC 652 - Quantitative Methods II: Analysis of Variance
  - PSYC 756 - Quantitative Methods IV: Multivariate Techniques in Psychology
  - PSYC 757 - Advanced Topics in Statistical Analysis (with approval)
  - PSYC 892 - Special Topics in Psychology (with approval)

- **6-9 credits of Advanced Specialized Methods including the following:**
  Students who take 6 credits of Advanced Specialized Methods must take 15 credits of Developmental Content.
  - PSYC 654 - Naturalistic Methods in Psychology
  - PSYC 619 - Applied Behavior Analysis: Principles, Procedures, and Philosophy
  - PSYC 794 - Developmental Assessment
  - EDRS 631 - Program Evaluation
  - PSYC 592 - Special Topics (with approval)
  - PSYC 802 - Special Topics in Psychology (with approval)

- **12-15 credits of Developmental Content:**

Students who take 6 credits of Advanced Specialized Methods must take 15 credits of Developmental Content.

Select at least two courses from the following:

- PSYC 669 - Social and Emotional Development
- PSYC 566 - Cognitive and Perceptual Development
- PSYC 615 - Language Development
- PSYC 592 - Special Topics (when topic is Peer Relationship and Development or with approval)
- PSYC 892 - Special Topics (when topic is Peer Relationship and Development or with approval)

Select at remaining credits from the following:

- PSYC 614 - The Psychology of Aging
- PSYC 617 - Child Psychopathology
- PSYC 630 - Developmental Disabilities
- PSYC 648 - Developmental Psychopathology
- PSYC 780 - Applied Developmental Psychology
- PSYC 592 - Special Topics (when topic is Early Childhood Education, Childcare, and the Transition to School or developmental in content)

- **3 credits of Seminar in Professional Psychology**
  - PSYC 890; 1 hour taken during each semester of the first year and 1 in a subsequent year

- **8 credits of Directed Readings and Research or Practicum**
  - PSYC 792 – Psychology Practicum. Practicum can be taken for a maximum of 6 hours. (Forms found elsewhere in Handbook.)
  - PSYC 897 – Directed Reading and Research. (Can be repeated for credit) arch

- **12 credits of Dissertation Proposal and Doctoral Dissertation: PSYC 998 and 999**
  - At least 3 of 998 and at least 3 of 999. Minimum 12 combined.
  - The dissertation requirement is designed to demonstrate the student's ability to apply psychological principles to research problems. Once enrolled in PSYC 999 Doctoral Dissertation, students must follow the university's continuous registration policy as specified in AP.6.10.6 Dissertation Research. Students who defend in the summer must be registered for at least 1 credit of PSYC 999 Doctoral Dissertation.

- **Electives**
  Students complete the 72 credits required for the degree with elective courses, which may include credits of PSYC 897 – Directed Reading and Research over and above those used to fulfill the requirements above. Credits for MA thesis and proposal (PSYC 798, 799) may not be used as electives in the PhD program.

TOTAL CREDITS: **72**

Note. Students cannot use a single course to fulfill both the general Psychology core requirement and the Specialized Content requirement.

4.5 Course Registration

Both Ph.D. and MA students must get approval from their advisor before registering for classes each semester. An e-mail to the advisor with a list of proposed courses for the semester is the most efficient way to request approval. For enrolling in courses that required Individualized Section Forms (PSYC 597, 897, 798 & 799), both the adviser and the Graduate Program staff must sign the form before the Registrar will process it.

4.6 Second-Year Research Project

A second year no-credit research project is required as part of the student's program. It must be completed before the student can take comprehensive exams. The expectation is that the research will be submitted for presentation at a national conference or to an appropriate journal or publication.

Minimum Requirements:

- Presentation at an ADP/Department colloquium.
- Students entering the ADP doctoral program with an M.A but no M.A Thesis will be required to complete this requirement before taking comprehensive exams. No course credit will be given in this situation.

4.7 Guidelines for Dissertation Support Application

The department will provide up to $400 to cover the cost of dissertation 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. These funds are provided in the form of reimbursements for expenses, not cash grants or up-front money paid to vendors. Therefore, 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. To apply, you must provide:

1. A copy of the signature sheet of your approved dissertation.
2. A budget that specifies how you plan to spend the money.
   - The budget must be signed by your advisor.
   - If the budget includes copying, office supplies, postage, and other such items that can be purchased by or through the department, the budget must be reviewed and initialed by Susan Ridley, Psychology Department Office Manager, prior to submission.

3. A statement from your advisor that s/he does not have funds to support this research (e.g., from a grant).

4.8   The Graduate Student Travel Fund

The Graduate Student Travel Fund (GSTF) 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 **for those who are presenting 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://gstf.gmu.edu/

4.9 Relation to the Applied Behavioral Analysis Program

Students in the ADP Psychology program (both MA and PhD) can register for all of the ABA classes without applying to the Special Education program as long as they are registering for the PSYC (not EDSE) sections. Students can officially add the ABA Certificate to their program by speaking with an academic advisor for Special Education. Speak with the academic advisor before taking the coursework, because this is not our program and we cannot guarantee anything about their procedures.

For an ABA internship, students must complete and submit internship applications and required materials by the appropriate deadline. Students do not need to be admitted to the ABA certificate program to do internship.

Those doctoral students who are working toward the ABA certificate, the first of the five courses in the sequence, PSYC 619, may be used as 3 credits of Specialization courses in the ADP portion of the MA program. Another 3 credit course in this series may be used as elective credit in the ADP MA portion of the program. If students wish to take more courses in this series, they must be taken in addition to the 32 hours required for the ADP MA portion of the program

If PhD students are working toward the ABA certificate, the first of the five courses in the sequence, PSYC 619, may be used as 3 credits of Specialized Methods in the ADP doctoral program. Another 3 credit course in this series may be used as elective credit in the ADP doctoral program. If students wish to take more courses in this series, they must be taken in addition to the 72 hours required for the ADP doctoral program.

4.10 <u>Outside work</u>

Ph.D. students must inform their advisor of any employment outside Mason if they have Mason support of any kind. It is best to discuss with your advisor your Mason time commitments and rules before committing to outside employment. Generally, fully-funded Ph.D. students can work no more than five (5) hours per week outside Mason, with program director and provost approval.

5   ADP PH.D. POLICY ON SATISFACTORY PROGRESS AND EXCEPTIONS

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

Although graduate students' performance evaluation from outside positions will not be solicited by the program, unsolicited reports of student performance from these settings may be considered in evaluation of the student by the program.

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

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

A student who anticipates being unable to make satisfactory progress may petition the Program, via the Program Director, for a reduction of the minimum hours, or an unofficial leave of absence from the program. **Please note that leaves of absence do not extend the various time limits [time to complete MA program, advance to PhD candidacy, etc.] required by the university or college.** Reasons which may be acceptable include (1) personal (financial, family, etc.) or (2) medical. In either case, the student must demonstrate that the reasons are temporary, that they are likely to be resolved by the end of the proposed leave/waiver period, and that they are unlikely to prevent satisfactory progress after the end of the proposed leave/waiver period. The student must demonstrate a clear commitment to return to the program after the end of any leave period. A waiver or leave of absence cannot normally be granted without the recommendation of the student's advisor.

Students may not receive more than one year of unofficial leave/waiver during their entire program, and the time left to graduate is not paused. Students who anticipate that personal or medical problems will prevent satisfactory progress for more than one year should resign from the program. If their circumstances change in the future, they will be considered without

prejudice in future admissions decisions. However, they will be evaluated with respect to the applicant pool in the year they reapply. Students who are dismissed from the program are ineligible to apply for admission in the future.

6   APPLIED DEVELOPMENTAL PROGRAM OF STUDY (POS)

The POS should be developed, beginning during a student's first year in the program, in consultation with the major advisor. The POS and a semester-by-semester listing of courses should be submitted to the Program Director for approval by the end of the student's second year (earlier submissions often result in many changes; submission of the final product at this time helps to assure less need to submit revisions for CHSS scrutiny). The Program Director will keep this Program of Study on file until after your comprehensive exams, also in order to avoid such myriad revisions going forward to the College. Changes to this POS are, however, possible, but must be approved by your advisor and the ADP Director. You are strongly encouraged to save an electronic copy of this document for future updating. Additionally, prior to obtaining Faculty and ADP Director signatures, students should email a copy of their POS to the Graduate Programs Coordinator for checking/editing.

While you are planning Comprehensive Exams, any necessary changes should be made; this final version will be reviewed by the Graduate Programs Coordinator, approved and signed by your advisor and the ADP Director, and sent on to the College of Humanities and Social Sciences, as part of your request for advancement to candidacy. This Program of Study must be correct when submitted to CHSS Graduate Academic Affairs. Incorrect programs of study will be returned for correction.

2018-2019 DOCTOR OF PHILOSPHY PROGRAM OF STUDY
APPLIED DEVELOPMENTAL PSYCHOLOGY

Name: _____   G#: _____

Address: _____   Email_____

Admit Year: _____   Proposed Date of Comprehensive Examination: _____

Proposed Dissertation Type (circle one):   Traditional   Manuscript-Style

PLEASE ADD A SEMESTER-BY-SEMESTER LISTING OF ALL COURSES

CORE CONTENT COURSES (9 HOURS)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 704	Life-Span Development		3
Choose 6 hours from the following			
PSYC 701	Cognitive Bases of Behavior		3
PSYC 702	Biological Bases of Human Behavior		3
PSYC 703	Social Bases of Behavior		3
PSYC 892	Special Topics in Psychology		3
		Total Hours:	

QUANTITATIVE METHODS (13 HOURS)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 611	Advanced Statistics		4
PSYC 754	Psychological Applications of Regression Techniques		3
6 hours from the following			
PSYC 557	Psychometric Methods		3
PSYC 646	Longitudinal Data Analysis		3
PSYC 652	Analysis of Variance		3
PSYC 756	Multivariate Techniques in Psychology		3
PSYC 757 – With Adviser and Instructor Approval	Advanced Topics in Statistical Analysis		3
PSYC 892 – With Adviser and Instructor Approval	Special Topics in Psychology (methodological/statistical content)		3

		Total Hours:

ADVANCED SPECIALIZED METHODS (6-9 HOURS)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 654	Naturalistic Methods in Psychology		3
PSYC 619	Applied Behavioral Analysis: Principles, Procedures and Philosophy		3
PSYC 794	Developmental Assessment		3
EDRS 631	Program Evaluation		3
PSYC 592	Special Topics (with approval)		3
PSYC 892	Special Topics in Psychology (with approval)		3
Students who take 6 credits of Advanced Specialized Methods must take 15 credits of Developmental Content		**Total Hours:**	

DEVELOPMENTAL CONTENT (12-15 HOURS)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
Choose at least two courses from the following:			
PSYC 669	Social and Emotional Development		3
PSYC 566	Cognitive and Perceptual Development		3
PSYC 615	Language Development		3
PSYC 592	Special Topics in Psychology (when topic is Peer Relationships and Development)		3
PSYC 892	Special Topics in Psychology (when topic is Peer Relationships and Development)		3
Choose remaining credits from the following:			
PSYC 614	Psychology of Aging		3
PSYC 617	Child Psychopathology		3
PSYC 630	Developmental Disabilities		2
PSYC 648	Developmental Psychopathology		3
PSYC 780	Applied Developmental Psychology		3
PSYC 592	Early Childhood Education, Childcare and The Transition to School		3
Students who take 6 credits of Advanced Specialized Methods must take 15 credits of Developmental Content.		**Total Hours:**	

PROFESSIONAL SEMINAR/ETHICS (3 HOURS)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 890			1
PSYC 890			1
PSYC 890			1
Students should take 1 hour during each semester of the first year and the remaining 1 credit in subsequent years.		**Total Hours:**	

DIRECTED READINGS & RESEARCH/PRACTICUM (8 HOURS)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 897	Directed Readings and Research	2-8	
	And/Or		
PSYC 792	Practicum	0-6	
* Students must take a total of 8 hours combined with no more than 6 hours of Practicum.		**Total Hours:**	

DISSSERTATION PROPOSAL/DISSERTATION (12 HOURS MIN.)

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 998	Dissertation Proposal		
PSYC 999	Dissertation		
Min. 3 hours in each of PSYC 998/999 w/a minimum combined total of 12 hours.		**Total Hours:**	

ELECTIVES

Course #	Title as Shown on Your Transcript	Term/Year	Hours
		Total Hours:	

TOTAL HOURS

Reduction from MA	Applied to PhD	Dissertation	GRAND TOAL
			72

Note: It is expected that students will have a provisionally approved Program of Study by the end of the second year in the program. Students are also expected to be continuously engaged in research throughout the program.

_____   _____

Student   **Date**

_____   _____

Advisor   **Date**

_____   _____

Program Director   **Date**

_____   _____

Associate Chair for Graduate Studies   **Date**

_____   _____

Graduate Programs Coordinator   **Date**

7   ADP COMPREHENSIVE EXAMINATION

7.1 Goal

The goals of comprehensive examinations in the ADP program are three-fold:

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

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

3) *Evaluative* – To assess whether students possess sufficient breadth and depth of knowledge and skill in their field to hold the degree they are pursuing.

7.2 Eligibility and Registration

Students normally complete all coursework for the doctoral degree (except dissertation credits), before taking comprehensives. Occasionally, a student who trails only one course from the general psychology core or the methods (not statistics) area may be approved to take comps. Such cases are reviewed on an individual basis by ADP faculty. Comprehensive exams are offered twice a year; once in January and once in July (see timeline below). Students must register their desire to take comprehensive exams and form their comprehensive examination committees by the November before Summer comps or by the May before Winter comps. This is done by filling out the two forms below (Application for Approval to Take Comprehensive Exams and Approval of Ph.D. Comprehensive Exam Committee) and turning it in to both your advisor and the ADP program director, who each sign the documents, which you then submit to the Graduate Programs Coordinator. The composition of the comprehensive exam committee may be changed up to the date that the specialized reading list is finalized. No change to a committee will be permitted in the case that a retake of the exam is necessary because the student has failed the exam.

Shortly after students are approved to take the comprehensive exam, they will receive more information about the examination, including a sample rating form used by faculty to evaluate student's written performance. Students will also receive at this time the standard reading list for comprehensive exams which is developed and updated at least every other year by ADP faculty.

7.3 Procedure

Comprehensive examinations consist of
(a)   a take-home exam and
(b)   a required pre-proposal meeting with your Comprehensive Exam Committee (see below and section on Dissertation Proposal).

7.4 Take-Home Comprehensive Exam

1) For the take-home component, students will receive 3 questions according to the following structure:

General Research Methods/Statistics (All students taking the exam at a given time will receive the same question). Readings are common across all students. Digital copies of most readings will be supplied by the program.

Specialized
- One (1) Specialized question will be on the content area of the student's area of specialization
- One (1) Specialized question will be on methods in the student's area of specialization.

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

3) Students will prepare two (2) hypothetical comp questions (1 specialized content, and 1 specialized methods) for consideration by the comps committee members. The extent to which the student-submitted questions resemble the student's final exam questions will vary and be determined by the committee.

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

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

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

7) Students must submit a digital copy of each of the answers (in a format readable by the staff person) to the staff person responsible for processing ADP comprehensive exams.

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

7.5 **Evaluation of Take-Home Answers**

1) Answers must be word-processed and written in APA style (current edition). Each answer is strictly limited to 15, double-spaced pages (not including references), with one-inch margins on all sides and 12-point font. Readers will stop reading after 15 pages and evaluate answers only on the basis of material in the first 15 pages.

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

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

4) Exam answers will be independently evaluated by two faculty readers. The general methods question will be graded by the same set of faculty for all students taking the exam at a particular time, regardless of whether or not they serve on any given student's committee. Answers to exam questions will be assessed along the following 5 dimensions:

- Writing Quality/Formatting
- Comprehensiveness/Breadth
- Integration/Synthesis/Scholarly Depth
- Accuracy/Timeliness
- Completeness

Each dimension will be rated on a 0-5 scale with 0-1 = "Needs Work," 2-3 = "Competent," and 4-5 = "Excellent." A minimum of a 15 is required to receive a passing score. If both raters score a question as a Fail, then the student has failed that question. If only one rater scores the answer as a Fail, then a third rater will score the response, with the majority of ratings determining whether the response is a pass or fail.

5) Students receive feedback on the results of their written exam through written comments made by faculty grading the exam and, in some cases, through individual meetings with graders

6) There are three possible outcomes for the student's first sitting for the ADP Comprehensive Exam:

1. **Complete Pass** – Student passed all three questions.
    a. In the event of a complete pass, the student should set up the pre-proposal meeting. The student may apply to be advanced to candidacy.

2. **Partial Pass**- The student fails one question.
    a. In the event of the partial pass, the student rewrites the same failed question within 30 days of receiving their scores. The question will be re-graded.
        i. If the rewritten response passes, the student has completely passed the comprehensive exam (see 1a).
        ii. If the rewritten response fails, the student is considered to have failed the rewrite. At this point, the student re-sits for comprehensive exams at the next normal 2-week period for comprehensive exams. Only the type of question that was failed will need to be re-sat for. The type of question will be the same for the re-sitting, but the question may be changed.
            1. If the response from the re-sitting passes, the student has completely passed the comprehensive exam (see 1a).
            2. If the response from the re-sitting fails, the student has the opportunity to re-write the failed question within 30 days of receiving their score. The question will be re-graded.
                a. If the rewritten response from the re-sitting passes, the student has completely passed the comprehensive exam (see 1a).
                b. If the rewritten response from the re-sitting fails, the student has no more options for completing the ADP Comprehensive Exam and will be separated from the program.

3. **Fail** – The student fails two or more questions.
    a. In the event of the student failing the first sitting of the comprehensive exam, the student sits for a second time for the comprehensive exam at the next normal 2-week comprehensive exam period with three new questions
        i. If the student passes all three questions, the student has completely passed the comprehensive exam (see 1a).
        ii. If the student fails one question, the student has the opportunity to rewrite the failed question within 30 days of receiving their scores. The question will be re-graded.
            1. If the rewritten response passes, the student has completely passed the comprehensive exam.
            2. If the rewritten response fails, the student has no more options for completing the ADP Comprehensive Exam and will be separated from the program.
        iii. In the event that the student fails two or more questions during their second sitting, the student has no more options for completing the ADP Comprehensive Exam and will be separated from the program.

7.6 Pre-proposal Meeting

After the student passes comprehensive exams, a meeting is scheduled with the student and their Doctoral Committee (just after its creation). During the meeting the student and committee will discuss the student's planned theoretical constructs, research methods, and hypotheses for the dissertation (either "regular" or "manuscript style"), drawing liberally, it is hoped, from the specialized questions just written. This meeting should take place within six (6) weeks of notification of passing written comps questions, with scheduling completed within three (3) weeks of such notification.

7.6.1 Comprehensive Exam Timeline		
Deadlines* **(Winter comps)**	**Action(s)**	**Deadlines*** **(Summer comps)**
May 15	Student's intent to take comps is registered and student's comps committee is formed	*November 15*
June 1	Student's intent to take comps is approved by ADP faculty Student is notified of comps approval and is sent a sample rating form and the reading list. Student begins to construct specialized reading list with advisor	*December 1*
July 1	Student submits draft of specialized reading list to advisor Student reads and prepares	*January 3*
September 1	Specialized reading list needs to be finalized and approved by advisor Student reads and prepares	*March 1*
October 1	Meeting of student's comps committee Student submits (at meeting) 3 hypothetical comp questions to committee members Student reads and prepares	*April 1*
January 1	Comprehensive exam questions given to student	*July 1*
January 15	Comprehensive exam answers due	*July 15*
March 1	Comprehensive exam questions graded	*September 1*
March 15	Results are communicated to the student (including re-write requirements)	*September 15*
April 15	Re-write due to advisor, if student was asked to re-write	*October 15*

*Note: All deadlines above refer to the first university working day after the date listed if the posted date falls on a weekend or on a day when the university is closed (i.e., Jan. 3).

Applied Developmental Program

7.6.2   Application for Approval to Take Comprehensive Exams

Name: _____

Expected date of comprehensive exam: _____

Approved tentative POS on file with Director (date): _____

Are you proposing to trail *any* courses by expected date of exam other than 998/999?_____ If so, which course?

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

Date of completion of 2nd year project: _____

Approved _____   Not Approved _____

Advisor_____
                                                                          Date
Program Director _____
                                                                          Date

Applied Developmental Program

7.6.3   Approval of Ph.D. Comprehensive Exam Committee

Student Name _____

Proposed Comps Date: _____

Dissertation Chair: _____

Signature: _____

Committee Member #1: _____

Signature: _____

Committee Member #2: _____

Signature: _____

Program Coordinator	**Date**
Department Chair	**Date**

<u>Note</u>: Approval must be obtained by 5/15 for Winter comps and by 11/15 for Summer comps.

Applied Developmental Program

7.6.4   Faculty Approval of Specialized Reading List for Comprehensive Exams

Student Name _____

Dissertation Chair: _____

Signature: _____

Committee Member #1: _____

Signature: _____

Committee Member #2: _____

Signature: _____

_____   _____

Program Coordinator   **Date**

A copy of the specialized reading list should be attached to this form and given to the ADP Director by the following deadlines.

September 1 for Winter comps
March 1 for Summer comps

7.6.5

PSYCHOLOGY - RUBRIC FOR EVALUATION OF WRITTEN COMPREHENSIVE EXAMINATIONS
A minimum score of "15" is required to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)	Comments
WRITING QUALITY/ FORMATTING 20% _____	Well-organized paragraphs & good topic sentences. Paragraphs logically ordered, with good transitions between paragraphs and topics. Sentences clear and understandable. Minimal typos. Correct format. Followed instructions.	Some paragraphs contain a mix of different topics. Paragraphs not always related to prior or following paragraphs, or transitions between paragraphs poor. Several sentences somewhat understandable. Moderate typos, some format instructions not followed.	Many paragraphs contain a mix of different topics, descriptions of single topics scattered throughout paragraphs. Paragraphs have no logical order. Sentences are unintelligible. Many typos. Little attention to required format and instructions.	
COMPREHENSIVE NESS /BREADTH - 20% _____	Excellent breadth of knowledge represented. Comprehensive and complete discussion of relevant theoretical and empirical literature.	Only moderate breadth and coverage of relevant theoretical and empirical literature. Some gaps and/or little breadth in discussion	Unaware or confused about relevant theoretical and empirical literature. Significant gaps and shallow in coverage of topic.	
INTEGRATION/ SYNTHESIS/ SCHOLARLY DEPTH - 20% _____	Scholarly and creative integration of the literature displayed. Synthesis of contrasting and complementary ideas displayed.	Moderate synthesis and integration with some text appearing as isolated findings.	Very little integration/synthesis across studies and theories. Piecemeal discussion.	
ACCURACY/ TIMELINESS - 20% _____	Interpretation is correctly placed in the context of current research. Statements are true, correct, and represent the current state of knowledge in field.	Interpretation is somewhat placed in the context of current research. Several statements not accurate, true, or fully correct,. Only moderately consistent with current state of knowledge in field.	Interpretation is not placed in the context of current research. Many statements not accurate, true, or correct,. Much is not consistent with current state of knowledge in field.	
COMPLETENESS 20% _____	All components of the question were answered completely and thoroughly	Most parts were answered but some were only marginally answered	One or more meaningful components of the question remains unanswered	

Score: _____ out of 25   DATE_____

STUDENT NAME:_____

COMMITTEE MEMBER NAME:_____
COMPS QUESTION:_____

8   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) passed comprehensive examination(s); (c) have an approved POS on file; and (d) been recommended by the doctoral program director for advancement. If the student has not completed any course other than dissertation proposal or dissertation, they are not allowed to advance.

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

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

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

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

9   POLICIES ON COURSE EXEMPTION

9.1   Reduction of Credit

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

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

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

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

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

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

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

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

9.2 **Transfer of Credit**

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

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

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

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

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

The student is encouraged to provide any additional information about the course or experience that he/she thinks will help the faculty to make a decision, including a copy of the textbook, exams, and papers written for the course. A student who is attempting to use previous

non-course experience to earn exemptions should work with his/her advisor in constructing evidence for the equivalency of that experience to program requirements.

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

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

9.3 Credit from Other Institutions after Admission

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

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

9.4 University Consortium

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

10   DOCTORAL DISSERTATION COMMITTEE

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

10.1 The Composition of the Doctoral Dissertation Committee

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

10.2 Thesis and Dissertation Committee Composition Form

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

11   THE DISSERTATION PROPOSAL

A dissertation proposal is required for the doctor of philosophy degree in Applied Developmental Psychology. The proposal is a written piece of original thinking that demonstrates doctoral candidates' mastery of subject matter, methodologies, and conceptual foundations in their chosen field of study. This is generally achieved through consideration of a problem on the boundaries of knowledge in the discipline.

ADP doctoral students may take 1 to 5 credits of dissertation proposal during the semester prior to sitting for comprehensive exams if they have met the following conditions: (a) the advisor has given approval, (b) the student's request to take comprehensive exams the following semester has been approved by ADP faculty, and (c) the comprehensive exam committee has been approved by ADP faculty.

During the period that the Doctoral Dissertation Committee is reviewing a dissertation proposal (after comprehensive exams are passed), the student is required to enroll in a minimum of 1 hour of PSYC 998 - Dissertation Proposal. Normally the student will make an oral presentation of the dissertation proposal to the entire committee. After this committee approves the dissertation proposal, it is forwarded by the student to the Associate Chair for Graduate Studies for approval. After the Graduate Dean has approved the dissertation proposal, the student is ready to enroll in PSYC 999 - Dissertation.

The University does not require continuous registration in Dissertation Proposal (PSYC 998). However, after two consecutive terms of non-enrollment (excluding summer), students will fall out of active status and will be required to submit the Permission to Re-Enroll Form. You should consult your advisor to outline your Proposal and Dissertation plans.

The University will only certify you as having Part-Time status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship. International students must follow registration rules set forth by the Office of International Programs and Services (IOPS)

11.1 **Registering for Dissertation Proposal (PSYC 998)**

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

11.2 **Dissertation Proposal Processes**

Note. Applied Developmental Ph.D. student now have a choice of "traditional" dissertation or "manuscript style" dissertation. In what follows, discussion of a traditional dissertation precedes the discussion of the manuscript style dissertation.

For either traditional or manuscript style dissertation:

Formal Proposal Approval

    a. The student selects a dissertation advisor with assent of the faculty member.
    b. Student and advisor select a general area for the dissertation and decide whether the student will opt for the "traditional" or "manuscript style" dissertation.
    c. The student applies during the proposal meeting (using the Dissertation Proposal Application).
    d. The student receives approval for the dissertation choice ("traditional" or "manuscript style") his/her committee.
    e. Student, in consultation with advisor, develops and revises rough drafts of proposal.
    f. When advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee.
    g. There may or may not be (a) meeting(s) of the committee prior to the proposal defense.
    h. 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.

11.3   Types of Dissertations

There are two types of dissertations: traditional and manuscript style. For some students—particularly those interested in pursuing an academic career—a manuscript-style dissertation may be a better option than a traditional dissertation. In a manuscript-style dissertation, students prepare multiple, manuscript-length, publishable papers in lieu of one traditional dissertation document. These manuscripts are then presented *en masse* as the student's dissertation. Many students find it helpful to present a line of research when applying for their first job.

The manuscript-style dissertation is at least as rigorous as completing a traditional dissertation in that a student must present a programmatic line of research. This requires that the student be organized, efficient, and thoughtful about pursing thematic research. As such, this is not a good option for all students and it is up to the student's dissertation committee to approve it as an option for the student.

11.4   A "traditional" proposal includes the following:

The proposal contains a clear, focused literature review germane to the dissertation. The committee approves the design, choice of variables investigated, procedures, and the rationale behind the proposal. A 10-20 page literature review is a rough guideline, although relevance of coverage is the primary criterion for length.

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.

11.5 ADP Manuscript-Style Dissertation Guidelines
11.5.1 Requirements

The end product of the manuscript-style dissertation will consist of three publishable manuscripts. One of the manuscripts may be a literature review. In all cases, the final manuscript will be empirical. There are two acceptable forms that a manuscript-style dissertation may take: 1) Two first-authored empirical papers and a first- or second-authored empirical paper, or 2) A first-authored literature review/book chapter with two first-authored empirical papers. Although considerable overlap in theme is expected, each of the three manuscripts must be able to stand on its own. The final paper must be first-authored.

As with any researcher, a student's research is likely to evolve over time. That being said, it is expected that the three manuscripts will demonstrate programmatic research. To demonstrate these themes, the student will write a brief document to be included as a preface of the dissertation that highlights the themes found across the three manuscripts.

We require that these manuscripts be *publishable* in a respected journal in the field. To the extent that any of the manuscripts are already published, the student's assertion that the manuscripts are publishable is bolstered. However, it is the committee's decision about what is considered 'publishable' and not the editors'. In some circumstances, a committee may even require revisions to a manuscript that has already been accepted for publication (or even published) for inclusion in the dissertation. Some material more suited for a traditional dissertation (e.g., analyses and accompanying discussion) may be required of the student for inclusion in an appendix—even if there is no expectation that it will be included in the journal submission.

As with normal (i.e., non-dissertation) writing, if the student works collaboratively, then it is expected that the collaborators will appear as authors on the manuscript. In other words, the student does not need to be the sole author on the manuscripts. For first-authored manuscripts, it is expected that the student was providing the majority of the intellectual capital and work for the manuscript. For a second-authored manuscript, the student needs to have made substantive contributions to the manuscript. Other authors may be required to submit a document stating that this was the case.

11.5.2 Manuscript-Style Dissertation Sequence of Events

Arguably, one of the more difficult elements of the manuscript-style dissertation is the sequence of events that occur for its completion. First and foremost, we encourage students who are interested in pursuing this option to talk to their advisor early in their program. For students who wish to complete the manuscript-style dissertation in a timely manner, it is imperative that they begin writing manuscripts early in their program. As

the student approaches the completion of their coursework, at least one manuscript should be published or at least submitted. Another manuscript will need to be nearing completion at the time of comprehensive exams.

The goal is to propose one final, empirical study that the student will complete for their final manuscript in their dissertation. This proposal occurs after comprehensive exams and after advancement to candidacy, at the dissertation proposal meeting with the dissertation committee. At this point, the dissertation proposal for the manuscript-style dissertation is the same as that of a traditional dissertation with one exception: As part of the manuscript-style dissertation proposal, the student will formally ask to include the two prior manuscripts as part of their dissertation (using the Dissertation Proposal Application). *If the committee does not agree, the student will be asked to complete a traditional dissertation.* After this meeting, the student submits the Dissertation Proposal Application form to the Program Director, and the standard Dissertation Proposal Signature Sheet to the Graduate Programs Coordinator.

In other words, the student proposes a final study. That final study will either be completed in long form (traditional dissertation) or short form (manuscript-style dissertation). For those who are pursuing a manuscript style dissertation, a note must be included in any submitted manuscript that the manuscript was completed in partial fulfillment of the author's dissertation. If a paper is accepted for publication, the journal editor must be contacted and provide documentation that online indexing of the dissertation is acceptable.

11.5.3 Possible Sources of Manuscripts

PhD students complete a second year project. This second year project could be subsequently written up as a manuscript.

Some PhD students complete a master's thesis *en route* to completing their PhD. This master's thesis or a master's thesis completed prior to enrolling in the PhD program may be used as a source of one of the manuscripts provided it is thematically aligned and substantively different from the thesis itself.

After completing comprehensive exams, the student may wish to re-write some of their responses into a literature review manuscript.

11.6 Evaluation of the Dissertation Proposal

The written document will be evaluated on four dimensions: Writing, Content – Background, Content – plan. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 9 is required by all committee members to receive a passing score.

The presentation will be evaluated on four dimensions: Knowledge and understanding of topic/significance of research, Knowledge and understanding of methodology and results, Communication, and Use of Visual Aids. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 12 is required by all committee members to receive a passing score.

11.7 **After proposal approval (either type):**

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. 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 on the Psychology Department Website.

After proposal approval, the committee may NOT require: additional dependent measures and a significant modification to the design. The committee MAY require: a *few* additional statistical analyses if outcomes of planned analyses, upon reflection, indicate this would be appropriate (please see your advisor for assistance when this comes up); updated literature review when the dissertation is final; and extended discussion based upon data and analysis

Applied Developmental Psychology

11.7.1   Dissertation Proposal Application

Please indicate below which option you would like to pursue for your dissertation. (Your advisor should be aware of your choice before you make your selection.) Include this completed sheet when you distribute your proposal. Once your Adviser and Program Director signs please provide both the Program Director and the Graduate Programs Coordinator copies of the signed form.

I, _____ (name), intend to pursue a:

___ Traditional Dissertation

Tentative Title:
_____

OR a

___Manuscript-Style Dissertation

Programmatic Title or Theme of the Manuscripts:
_____
Please provide complete references for published work as well as planned work proposed to be included as part of the manuscript-style dissertation following the APA Publication Manual 6th ed. Planned work should include complete list of authors (in the order in which they will appear when the manuscript will be submitted), the title, and the targeted outlet (journal title or the book for which a chapter is being prepared)

1. Reference for first paper:

2. Reference for second paper:

3. Tentative title of final paper:

The committee approves the student to pursue a
___traditional dissertation.
___manuscript style dissertation.
Advisor:_____
Date:_____
Member:_____
Date:_____
Member:_____
Date:_____
Member (optional):_____
Date:_____

PSYCHOLOGY - RUBRIC FOR EVALUATION OF THESIS/DISSERTATION PROPOSALS (Document)

Task Description: Describe the research proposed for your dissertation or thesis. Briefly review the background of the field, state the goals, aims or hypotheses of your research, showing how the research is important and addresses unknown questions. Explain your methodology and data analysis plan and demonstrating the feasibility of proposed research.
A minimum score of "9" is required averaged across all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
WRITING 30% _____	Ideas and description are well organized into paragraphs with good topic sentences. Paragraphs are logically ordered, with good transitions between paragraphs and between topics. Sentences are clearly understandable.	Some paragraphs contain a mix of different topics. Paragraphs are not always related to prior or following paragraphs, or transitions between paragraphs are poor. Sentences are somewhat understandable.	Most paragraphs contain a mix of different topics, and descriptions of single topics are scattered throughout multiple paragraphs. Paragraphs have no logical order. Sentences are unintelligible.
CONTENT - background 30% _____	Student has identified a significant question in psychology. Goals of research are clearly stated. Displays superior knowledge/understanding of relevant theoretical and empirical literature.	Student has identified a reasonable question in psychology. Goals of research are stated somewhat vaguely. Displays basic knowledge and understanding of relevant theoretical and empirical literature.	Significance of question to be addressed is uncertain. Goals of research are unclear. Unaware or confused about relevant theoretical and empirical literature.
CONTENT - plan 40% _____	Research plan is well designed to address the question, including appropriate controls. Demonstrated the feasibility of the research, shows mastery of the techniques to be used. Proposed analysis is clearly explained, and demonstrates superior understanding of methods and relevant statistical/data analyses.	Research Plan approaches or partly addresses the question; controls are included, but not sufficient. Some understanding of the techniques to be used. Analysis plan demonstrates moderate understanding of data analysis and relevant statistical/data.	Research Plan is poorly designed - it will not address the question or hypothesis; relevant controls are not included. Project does not seem feasible. Incorrect or missing explanation of how results will be analyzed.

Score (0 to 5 points for each dimension): _____ out of 15   DATE _____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

PSYCHOLOGY - RUBRIC FOR ORAL PRESENTATION (Thesis/Dissertation/Otherwise)

Explain the research or project proposed, in progress or performed for your dissertation/thesis/project. Alternatively, explain research performed by others and published in a journal article. Clearly identify goals and significance of research, methodology (including data analysis), results (which may be preliminary for research proposals) and interpretation or implications of the results.
An average score of "12" is required by all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
Knowledge and understanding of topic/significance of research 25% _____	The presentation demonstrates a depth of understanding by using relevant and accurate detail. Significance and goals have been clearly identified.	The presentation shows moderate understanding using somewhat relevant and accurate detail. Significance and goals are partially or vaguely described.	The presentation uses little relevant or accurate information. Significance and goals have not been identified.
Knowledge and understanding of methodology and results 25% _____	Methods and data analyses are described well; limitations in methodology are acknowledged. Major results are identified, explained, and placed in context.	Methods and data analyses are described somewhat; limitations in methodology are not really acknowledged. Major results are not identified, explained, and placed in context very well.	Methods and data analyses are not described or described poorly; limitations in methodology are not acknowledged. Major results are not identified, explained, and placed in context.
Communication 25% _____	The presentation is interesting, engaging, and effective. Appropriate eye contact, voice quality, and poise is exhibited.	The presentation basically conveys the main ideas, but is not particularly interesting. Minimal eye contact and poise.	The presentation is uninteresting and/ or confusing. Ideas not conveyed well at all. Poor presence.
Use of visual aids 25% _____	The presentation includes appropriate, creative, and easily understood visual aids, that complement and enhance the presented information.	The presentation includes some appropriate visual aids, but these are too few, or are difficult to understand, or the presenter does not refer to or explain them well.	The presentation includes no visual aids. Or the visual aids distract from or confuse rather than complement the information.

Score (0 to 5 points for each dimension): _____ out of 20   DATE_____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

12 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 are required for the doctoral degree (at least 3 hours each of 998 and 999). For more information on registering for PSYC 999, please see the Graduate Programs Coordinator.

12.1 **Registering for PSYC 999**

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

(1) An approved dissertation committee as documented in the Dissertation/Committee Composition Form;
(2) Successfully defended their dissertation proposal;
(3) A copy of the Dissertation Proposal Signature Sheet is on file with the Dean's Office (this is done by submitting a signed copy of the form along with a hard copy of the proposal to the Graduate Programs Coordinator);
(4) All IP grades for PSYC 998 have been changed to S and:
(5) The student has Advanced to Candidacy.

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

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

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

12.2 **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.

12.3 **Writing up the Dissertation**

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

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

Dissertations cannot go to orals without the assent of <u>all</u> 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.

12.4 **Scheduling the Dissertation Defense**

Advisors and committee members vary in terms of whether they prefer a finalized version of the dissertation to be ready prior to scheduling a defense – thus, students should work closely with their advisor and committee members to ensure an understanding of whether this is the case. When committee members allow for a defense to be scheduled before reading and approving the draft, students should be prepared for the possibility that the committee will require major additional revisions after the defense prior to the document being formally approved. Even when committee members choose to read and approve the draft for defense first, students should still be prepared to make additional revisions after the defense.

Do not move to schedule your oral defense until your advisor (and possibly committee members, pending the preferences of your advisor and committee) has seen and approved your last draft. It is <u>very common</u> 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.

The oral defense of the dissertation should be scheduled through the Graduate Programs Coordinator who informs the Graduate Dean of the defense ***at least three 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. ½ - ¾ page abstract;
8. Any A/V equipment needs.

12.5 **Evaluation of the Dissertation**

The written document will be evaluated on four dimensions: Writing, Content – Background, Content – Methods and Data Analysis, and Content – Discussion. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of "12 is required by all committee members to receive a passing score.

The presentation will be evaluated on four dimensions: Knowledge and understanding of topic/significance of research, Knowledge and understanding of methodology and results, Communication, and Use of visual aids. Each dimension is rated on a six-point scale with 0-1 = "Needs Work," 2-3 = Competent, and 4-5 = Excellent. An average score of 12 is required by all committee members to receive a passing score.

12.6 **Dissertation Signature Sheets**

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

12.7 Format Review

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

12.8 Dissertation Submission and Fees

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

PSYCHOLOGY - RUBRIC FOR EVALUATION OF FINAL THESIS/DISSERTATION (Document)
An average score of "12" is required by all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
WRITING 25% _____	Ideas and description are well organized into paragraphs with good topic sentences. Paragraphs are logically ordered, with good transitions between paragraphs and between topics. Sentences are clearly understandable.	Some paragraphs contain a mix of different topics. Paragraphs are not always related to prior or following paragraphs, or transitions between paragraphs are poor. Sentences are somewhat understandable.	Most paragraphs contain a mix of different topics, and descriptions of single topics are scattered throughout multiple paragraphs. Paragraphs have no logical order. Sentences are unintelligible.
CONTENT - Background 25% _____	Student has identified a significant question in psychology. Goals of research are clearly stated. Displays superior knowledge/ understanding of relevant theoretical and empirical literature.	Student has identified a reasonable question in psychology. Goals of research are stated somewhat vaguely. Displays basic knowledge and understanding of relevant theoretical and empirical literature.	Significance of question to be addressed is uncertain. Goals of research are unclear. Unaware or confused about relevant theoretical and empirical literature.
CONTENT - Methods and Data Analysis 25% _____	Results clearly answer the research question(s); analyses include appropriate controls. Shows mastery of the techniques used. Analysis is clearly explained, and demonstrates superior understanding of methods and relevant statistical/data analyses. Excellent use of graphs, figures, and/or tables.	Research approach partly addresses the question; controls are included, but not sufficient. Some understanding of the techniques used. Analysis demonstrates moderate understanding of data analysis and relevant statistical/data. OK use of graphs, figures, and/or tables.	Research is poorly designed – does not address the question or hypothesis; relevant controls are not included. Incorrect or missing explanation of how results were analyzed. Poor use of graphs, figures, and/or tables.
CONTENT - Discussion/ Implications 25% _____	Interpretation of results is well placed in the context of prior research and linked to theory, Clear and appropriate implications for practice/policy and for future research are provided.	Interpretation of results is only somewhat placed in the context of prior research and linked to theory, Weak implications for practice/policy and for future research are provided.	Interpretation of results is not placed in the context of prior research and linked to theory, Implications for practice/policy and for future research are not provided or are inappropriate.

Score: _____ out of 20   DATE_____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

PSYCHOLOGY - RUBRIC FOR ORAL PRESENTATION (Thesis/Dissertation/Otherwise)

Explain the research or project proposed, in progress or performed for your dissertation/thesis/project. Alternatively, explain research performed by others and published in a journal article. Clearly identify goals and significance of research, methodology (including data analysis), results (which may be preliminary for research proposals) and interpretation or implications of the results.
An average score of "12" is required by all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
Knowledge and understanding of topic/significance of research 25% _____	The presentation demonstrates a depth of understanding by using relevant and accurate detail. Significance and goals have been clearly identified.	The presentation shows moderate understanding using somewhat relevant and accurate detail. Significance and goals are partially or vaguely described.	The presentation uses little relevant or accurate information. Significance and goals have not been identified.
Knowledge and understanding of methodology and results 25% _____	Methods and data analyses are described well; limitations in methodology are acknowledged. Major results are identified, explained, and placed in context.	Methods and data analyses are described somewhat; limitations in methodology are not really acknowledged. Major results are not identified, explained, and placed in context very well.	Methods and data analyses are not described or described poorly; limitations in methodology are not acknowledged. Major results are not identified, explained, and placed in context.
Communication 25% _____	The presentation is interesting, engaging, and effective. Appropriate eye contact, voice quality, and poise is exhibited.	The presentation basically conveys the main ideas, but is not particularly interesting. Minimal eye contact and poise.	The presentation is uninteresting and/ or confusing. Ideas not conveyed well at all. Poor presence.
Use of visual aids 25% _____	The presentation includes appropriate, creative, and easily understood visual aids, that complement and enhance the presented information.	The presentation includes some appropriate visual aids, but these are too few, or are difficult to understand, or the presenter does not refer to or explain them well.	The presentation includes no visual aids. Or the visual aids distract from or confuse rather than complement the information.

Score (0 to 5 points for each dimension): _____ out of 20   DATE_____

STUDENT NAME:_____   COMMITTEE MEMBER NAME:_____

13 GUIDELINES FOR GRADUATE STUDENT GRIEVANCES AGAINST FACULTY

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

Grievance Procedures

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

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

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

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

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

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

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

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

14 APPENDIX

14.1 **Mason ID Cards**

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

14.2 **GMU E-Mail**

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

14.3 **Parking**

Parking decals may be purchased in person in the Parking Services Office located in the Shenandoah Parking Deck, or via the Parking Services website. 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.

14.4 **Health Insurance/Student Health Services**

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

14.5 **Student Wage/Hourly Employees**

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

14.6 **Mailboxes**

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

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

14.7 **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 - https://fellowships.gmu.edu/

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

Office of Research Integrity and Assurance (Institutional Review Board) - http://oria.gmu.edu/

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 - https://learningservices.gmu.edu/

Multicultural Services - https://odime.gmu.edu/

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

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

University Registrar - https://registrar.gmu.edu/

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

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