

College of Humanities and Social Sciences
Department of Psychology

George Mason University

Industrial-Organizational Psychology Masters and Doctoral Program

Student/Faculty Handbook

2020-21 Edition
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II. INTRODUCTION

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

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

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

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

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

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

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

III. Policies and Procedures

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 Policy](#) section of this catalog. Additional policies and procedures for all students in the college are presented online under [Policies for All Students](#).

University Policies and Procedures – All George Mason Students

[Sexual Harassment Policy](#) - 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/>.

[E-mail Communication 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.

[Accommodations](#) - Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

[Academic Calendar](#) – Calendar outlining each Academic Year

[Dates and Deadlines](#) – Important deadlines as they relate to university processes
(Registration deadlines, graduation, dissertation due dates, etc)

[Financial Good Standing](#)

[Registration Procedures](#)

[Special Registration Procedures](#)

[Permission to Study Elsewhere](#)

[Special Registration for Non-enrolled Students \(ZREG 200\)](#)

[Enrollment for Credit Without Grade Points \(S/NC\)](#)

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University Policies and Procedures – All Graduate Students

University Policies and Procedures – All Graduate Students

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[Embargo](#)

[Graduate Council](#)

[Graduate Faculty](#)

College of Humanities and Social Sciences (CHSS) Policies

The graduate program is part of the Department of Psychology. In turn, the Department of Psychology is housed within the College of Humanities and Social Sciences (CHSS). As such, students are required to comply with CHSS graduate policies. You will find information about the College in general, and about graduate policies and procedures specifically, on this website: <http://chss.gmu.edu/graduate>.

You are very strongly encouraged to review these policies and procedures at the beginning of your graduate career and to consult them when questions arise during your graduate tenure.

[Withdrawal](#)

[Credit Overload](#)

[Reduction of Credit](#)

[Transfer of Credit](#)

[Dissertation Registration](#) – CHSS procedures

[Time Limits](#)

[Extension Requests](#)

[Graduate Appeals of Termination](#)

[Voluntary Resignation](#)

III. PROFESSIONAL ETHICS

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

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

Policy on Discrimination

The university does not tolerate discrimination on the basis of age, race/ethnicity, sex, national origin, sexual orientation, gender identity, disability, or religious beliefs. If you believe you have been subject to such discrimination, you should contact the Chair of the Department or the university's affirmative action/equal employment officer as soon as possible. Please see the University's full policy on non-discrimination, <http://universitypolicy.gmu.edu/policies/nondiscrimination-policy/>

Policy on Sexual Harassment

Sexual harassment by either faculty or students will not be tolerated by the Psychology Department or the university. If you believe you have been subject to sexual harassment, you should contact your advisor, the Chair of the Department or the university's affirmative action/equal employment officer as soon as possible. Please see the University's full policy on sexual harassment, <https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>

Dismissal from the Program

Students may be terminated from the program for due cause. Consistent with the University Catalog, fully admitted graduate students enrolled in degree and/or certificate program may be terminated from the program for 1) failing to make satisfactory progress toward degree as determined by the academic unit (i.e., the I-O faculty) or 2) accumulating grades of C or lower in two graduate courses. Please note that these criteria are stricter than the minimum criteria set by the University (see <http://catalog.gmu.edu/policies/academic/graduate-policies/>). Also, any student receiving a grade of C or lower in any graduate course must retake that course until receiving a B- or higher.

With regard to point 1 above, sufficient progress toward the doctoral degree is marked by successful achievement of the benchmarks (see Section VI, Doctoral Program Benchmarks). After the comprehensive exam benchmark, insufficient progress would be indicated by failure to achieve a benchmark one year after the stated completion date. The faculty also can deem insufficient progress in other cases as well when the faculty strongly feels that the student is failing to put forth appropriate effort and dedication toward degree completion.

IV. THE ROLE OF THE ADVISOR AND IMPORTANT POLICIES

The Advisor

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

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

All entering students are assigned an advisor based on expressed interests of the students and the faculty's availability. Students may find that their research interests change over time; in this event, they may wish to change advisor to a faculty member whose specialty and research interests are closer to their own. In this event, students should contact the Director of the Program with a request to change advisors. The Program Director will discuss this change with the student and help him/her with it if such a change is deemed appropriate.

Approval to Schedule of Classes

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

Full-Time and Part-Time Status

The Industrial-Organizational Faculty at George Mason University expects doctoral students to be committed to the program on a full-time basis. A full-time academic load consists

of 10 hours per semester the 1st year and 6 hours per semester in subsequent years. It should be noted that to be considered “Full-Time” by the University for the purposes of enrollment certification, financial aid, loan deferment and ancillary University services, students must be registered for 9 credit hours if they do not have a 20-hour assistantship. Masters students may elect to take more credit hours reflecting the lack of requirement to be engaged in research. This schedule leaves the summer available for doctoral students to continue and expand their research activities and for master’s students to accumulate additional credit hours through coursework or practicum experiences.

Please see the [Full-Time/Half-Time Graduate Student](#) status policy for detailed information about part-time and full-time status designations, including when you are enrolled in 998 or 999.

Employment

Students who choose to pursue their masters while employed must recognize that flexibility from their organization is a requirement for participation in the I-O graduate program. Off-campus employment is meant to supplement what students learn in-class and through research. In reality, many students would not have acquired their employment positions if not in the program.

PhD students who are on a department package are not permitted to have additional paid positions (e.g., off-campus positions) during the academic year during their first four years in the program. PhD students who are on a department package are permitted to work a maximum of 5 additional hours (beyond the 20-hour position) on paid research project(s) during the academic year. The position(s) must be research-related and must be approved by the faculty advisor.

Students working more than 20 hours on campus will need to complete the Request to Work More than 20 Hours/Week Form. Please see the Department grants and budget administrator(s) to help process the paperwork.

Students receiving summer funding through the department are required to make research activities their top priority during the summer months. Before the summer begins, students should meet with their advisors to set specific research goals that they will accomplish during the summer. It is recommended that students work no more than 24 hours a week in the summer in order to maintain progress in their research activities.

For both masters and doctoral students, there are academic functions (research team meetings, colloquia, etc.) that are required during daytime hours throughout the academic year and during the summer and students are expected to attend regardless of work schedule.

Annual Evaluation

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

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

Registration

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

V. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY MASTERS PROGRAM

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

Degree Requirements (32 hours required):

1. *Statistics (at least 10 credits)*

PSYC 611 Advanced Statistics Research Methods I,

PSYC 754 Multiple Regression

PSYC 557 Psychometrics Methods **OR** PSYC 633 Evaluative Research in Psychology

2. *Survey of Content (3 credits)*

PSYC 636 Survey of Industrial-Organizational Psychology

3. *Specialized Content (at least 12 credits)*

At least 12 credits selected from the following Specialized Content Courses: e.g., PSYC 626 Organizational Change and Development, PSYC 631 Industrial and Personnel Testing and Evaluation (Selection), PSYC 638 Training, PSYC 640 Techniques in I-O, PSYC 733 Issues in Personnel Psychology, PSYC 741 Psychology of Work Motivation, PSYC 667 Behavior in Small Groups and Teams, , PSYC 668 Personality, PSYC 703 Social Psychology, PSYC 739 Leadership, PSYC 742 Careers, PSYC 743 Behavior and Performance at Work.

For PSYC 592/892 special topics such as Diversity, Occupational Health Psychology, Work-Family, Decision Making, Big Data, and others as offered, students must obtain advisor approval prior to enrolling.

4. *Professional Development (at least 1 credit)*

PSYC 730 Practicum (Students need an advisor's approval to register for practicum).

PSYC 892 (I-O Learning Series) Students must obtain advisor approval prior to enrolling

5. Master's Thesis Option (at least 6 credits)

PSYC 798 Thesis Proposal

PSYC 799 Master's Thesis

Masters students may elect to do a Master's Thesis. If this option is elected, students will register for up to 6 credit hours.

Sample Timeline for Curriculum – Master's Program in Industrial-Organizational Psychology

This Table displays a sample/typical timeline for the MA program. This is meant to serve as a general guideline. Your timeline may look somewhat different depending on various factors.

Y1

Fall Semester	Spring Semester
636 (Survey of I-O)- 3 credits	Specialized Content - 3 credits
Specialized Content- 3 credits	633 (Methods)- 3 credits
611 (Advanced Statistics Research Methods I)- 4 credits	754 (Regression)- 3 credits

Y2

Fall Semester	Spring Semester
2 Specialized Content or Practicum (6 credits)	2 Specialized Content or Practicum (6 Credits). *Be sure to consult with your advisor when selecting classes.
892 (Learning Series)- 1 credit in the fall or spring	

*Note that International students without graduate assistantships must take a minimum of 9 credits until their final semester in order to maintain full-time status for visa purposes. Hence, this timeline will vary for them during their second year. Students in this situation should discuss this with their advisor prior to registering for classes in their third semester.

Conferral of the Master's Degree

The student may be awarded a Master's Degree in Psychology after completing 32 semester hours of graduate credit in Psychology that satisfy MA catalog requirements for the Industrial-Organizational specialization programs (see current Catalog). For more information on graduation procedures, visit: <https://registrar.gmu.edu/students/graduation/>. Also, the following website has useful information about various graduate students policies and forms. You are strongly encouraged to visit it: <http://chss.gmu.edu/graduate/policies/policies>

Thesis Option

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

The following guidelines are to provide assistance in preparing for thesis deadlines. More specific guidelines may be found in the *Guide for Preparing Graduate Theses, Dissertations, and Projects*. Copies may be found at: <http://library.gmu.edu/udts>

Students working on a thesis proposal enroll in PSYC 798. Continuous registration in PSYC 798 is not required. Students who have an approved proposal and are conducting the research enroll in PSYC 799. **Continuous registration in PSYC 799 is required until the student graduates – regardless of whether they need the credits.** Per the [University Requirement](#), students must register for at least 3 hours of PSYC 799 in the first term they are eligible to do so. Contact the graduate program coordinator for enrollment procedures.

Thesis Advisor and Committee

The thesis advisor works closely with the student in developing and focusing the research problem or question; writing the thesis proposal; collecting, analyzing, and interpreting the data; and writing the final version of the thesis. The thesis advisor will help to choose the members of the Thesis Committee. The list of faculty interests at the end of this handbook may be of assistance in identifying an advisor and/or thesis advisor.

The Thesis Committee consists of three persons, including the thesis advisor. The thesis advisor must be a full-time faculty member in the Industrial-Organizational Psychology program in the Department of Psychology. At least one of the other two members must also be full-time faculty in the Department of Psychology. The task of this group is to provide advice and

consultation at all stages of the thesis, particularly in the development of the proposal. The point at which this committee is formed is left to the discretion of the thesis advisor.

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

Thesis Proposal

The thesis proposal consists of the following:

- Thesis/Dissertation Proposal Cover Sheet:
<http://psychology.gmu.edu/graduate/formsgrad> (and then click on “Dissertation Thesis Proposal Signature Sheet)
- A statement of the major problem or research and supporting problems. The proposal should include a very brief review of the literature and the methods proposed to carry out the research.

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

Thesis Proposal Presentation and Evaluation Rubrics

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

- a. The student must bring copies of the Rubric for Evaluation of Thesis/Dissertation Proposals for all members of the committee to the meeting. A minimum score of “9” on this form, averaged across all committee members, is considered a passing score.
- b. The student must bring copies of the Rubric for Oral Presentation for all members of the committee to the meeting. A minimum score of “12” on this form, averaged across all committee members, is considered a passing score.

- c. The committee is to complete these forms at the meeting. The chairperson of the committee (or another designated member) then must turn in the completed forms to the Graduate Programs Coordinator immediately after the meeting concludes.

**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	Good (4-5 points)	Mediocre (2-3 pts)	Poor (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.

<p>CONTENT - plan 40%</p> <hr/>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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	Good (4-5 points)	Mediocre (2-3 pts)	Poor (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: _____

Writing the Thesis

The thesis is to be written to conform to the standards of the American Psychological Association as published in the seventh edition of the *Publication Manual of the American Psychological Association*. Before a draft is submitted to the thesis committee, the student and his/her advisor should have perfected the paper as much as possible in terms of content, grammar, and format. The members of the Thesis Oral Examination Committee should receive a draft in sufficient time for them to read and critique the paper, and for the student to make any necessary revisions prior to the submission deadline.

Thesis Oral Examination and Evaluation Rubrics

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

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

- a. The student must bring copies of the Rubric for Evaluation of Final Thesis/Dissertation for all members of the committee to the meeting. A minimum score of “12” on this form, averaged across all committee members, is considered a passing score.
- b. The student must bring copies of the Rubric for Oral Presentation (see above) for all members of the committee to the meeting. A minimum score of “12” on this form, averaged across all committee members, is considered a passing score.
- c. The committee is to complete these forms at the meeting. The chairperson of the committee (or another designated member) then must turn in the completed forms to the Graduate Programs Coordinator immediately after the meeting concludes.

The final draft must be approved by the Thesis Oral Examination Committee, the Area Coordinator, the Associate Chair for Graduate Studies and the Dean with an original and one approved copy submitted to Fenwick Library by the date announced on the CHSS website.

Deadlines are strictly adhered to and students should be certain to visit the following CHSS site for deadline details. <http://chss.gmu.edu/graduate/graduation-checklist/checklists>

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	Good (4-5 points)	Mediocre (2-3 pts.)	Poor (0-1 pt.)
<p>WRITING 25%</p> <p>_____</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>CONTENT - Background 25%</p> <p>_____</p>	<p>Student has identified a significant question in psychology. Goals of research are clearly stated. Displays superior knowledge/ understanding of relevant theoretical and empirical literature.</p>	<p>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.</p>	<p>Significance of question to be addressed is uncertain. Goals of research are unclear. Unaware or confused about relevant theoretical and empirical literature.</p>

<p>CONTENT - Methods and Data Analysis 25%</p> <p>_____</p>	<p>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,</p>	<p>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.</p>	<p>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.</p>
	<p>and/or tables.</p>		
<p>CONTENT - Discussion/ Implications 25%</p> <p>_____</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Score: _____ out of 20

DATE _____

STUDENT NAME: _____ COMMITTEE MEMBER NAME: _____

Thesis Signature Sheets

Students must have the Thesis Signature Sheet signed by all committee members, their Program Director, Associate Chair for Graduate Studies, and Associate Dean for Research and Graduate Programs. It is the responsibility of the student to collect all signatures. Students are encouraged to make appointments to secure signatures with both the Associate and Associate Dean. When obtaining the Dean's signature, students must bring all paperwork required for submission to the library so that copies can be made.

Formatting Review and Submission

The library conducts the review for formatting of all dissertations and theses. Students will submit completed theses directly to the library and hand all the requisite paperwork (for University Microfilms International and the National Opinion Research Center). For additional information contact [University Dissertations and Thesis Services](#). They can be reached at (703) 993-2222, udts@gmu.edu, or <http://library.gmu.edu/udts>

MA Students Considering Applying for the Doctoral Program

MA students may consider applying for the PhD program. In order to be most competitive and to maximize the likelihood of being accepted into the PhD program, MA students should at least meet, if not exceed, the research expectations for first- and second-year doctoral students. That is, from the beginning of their graduate careers, MA students should seek to make themselves indistinguishable from the top doctoral students in terms of their research efforts and productivity.

In addition to helping make you more competitive as an applicant to the PhD program, being on the same research trajectory as the PhD students will prevent you from being behind the PhD students in your cohort in your third year (and beyond) if you ultimately are accepted into the doctoral program. Furthermore, being research active also will help you in pursuing your other career goals (e.g., applying to other doctoral programs and in applied positions).

To be specific, we strongly encourage any MA student who is considering applying to the PhD program to do the following:

1. Complete the paper in PSYC 611. This paper is required for PhD students but is optional for Master's students.
2. Take PSYC 754
3. Be heavily involved in research (groups) with two faculty members. You could consider working with more than two faculty members, but you also want to be sure not to "stretch yourself too thin."

4. Complete and submit your annual development report your first and second year.
5. Submit, and ideally present, multiple papers/talks at conferences. Ideally, you should be first author on some of these papers.
6. Try to ensure that that ALL parts of your application (e.g., GREs, letters of recommendation) are on par with the strongest applicants to the PhD program.

Following the steps above in no way ensures admission to the PhD program. Obviously, admission decisions depend on various factors, some of which unfortunately may be out of the control of an applicant (e.g., the strength of other applicants in the “pool” that year, the number of funding packages available that year). However, following the steps above will also be helpful in strengthening your application to PhD programs at other universities.

VI. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY DOCTORAL PROGRAM

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

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

Degree Requirements (72 hours required):

Core (6 credits)

PSYC 703 Social Bases of Behavior

PSYC 668 Personality: Theoretical and Empirical Approaches

Statistics (19 credits)

PSYC 557 Psychometric Methods

PSYC 611 Advanced Statistics

PSYC 633 Evaluative Research Methods

PSYC 754 Quantitative Methods III: Regression

Select two additional specialized statistics courses ¹

¹ Such as [PSYC 646](#) Longitudinal Data Analysis, [PSYC 756](#) Quantitative Methods IV: Multivariate Techniques in Psychology, [PSYC 889](#) Structural Equation Modeling and Meta Analysis, [PSYC 892](#) Special Topics in Psychology

Professional Development (at least 10 credits)

PSYC 890 (Seminar- 3 hours) - Required

PSYC 892 (Learning Series - 6 hours) – Required

PSYC 850 Teaching Practicum in Psychology (take at least 1 credit)

Students taking 12 credits of specialized content may take an additional 3 credits of [PSYC 897](#) Directed Reading and Research.

NOTE. Except in rare circumstances, students will not receive credit for taking a content course (that is regularly offered) as a Directed Readings course. Students must obtain the entire faculty approval before registering for 897 when attempting to do so.

Survey of Content (3 credits)

PSYC 636 Survey of Industrial-Organizational Psychology

Six to Seven courses of Specialized Content (18-21 credits)

PSYC 626 Organizational Change and Development

PSYC 631 Industrial and Personnel Testing and Evaluation

PSYC 638 Training: Psychological Contributions to Theory, Design, and Evaluation

PSYC 667 Behavior in Small Groups and Teams

PSYC 733 Issues in Personnel Psychology

PSYC 739 Seminar in I-O Psychology

PSYC 741 Psychology of Work Motivation

PSYC 742 Careers

PSYC 743 Behavior and Performance at Work.

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

***If you are planning to take a course other than those listed above, you must first check with your advisor to ensure that the course will fulfill credit requirements.**

Electives

Students complete the remaining credits required for this degree through additional course work in professional development or dissertation.

Dissertation (at least 12 credits)

PSYC 998 Doctoral Dissertation Proposal and PSYC 999 Doctoral Dissertation

Students complete a minimum of 3 credits of PSYC 998 Doctoral Dissertation Proposal and 3 credits of PSYC 999 Doctoral Dissertation. They must apply a minimum of 12 dissertation credits (PSYC 998 Doctoral Dissertation Proposal and PSYC 999 Doctoral

Dissertation combined) to the degree. Because of the continuous registration policy, students may be required to register for additional credits of these courses.

Sample Timeline for Curriculum – Doctoral Program in Industrial-Organizational Psychology

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

Y1

Fall Semester	Spring Semester
636 (Survey of I-O)- 3 credits	668 (Personality) or 703 (Social) – 3 credits
668 (Personality) or 703 (Social) – 3 credits	633 (Methods)- 3 credits
611 (Intro)- 4 credits	754 (Regression)- 3 credits
892 (Learning Series)- 1 credit	892 (Learning Series)- 1 credit
890 (Prosem)- 1 credit	

Y2

Fall Semester	Spring Semester
Specialized Content - 3 credits/	Specialized Content- 3 credits
557 (Psychometrics)- 3 credits	Specialized Statistics - 3 credits
892 (Learning Series)- 1 credit	892 (Learning Series)- 1 credit
890 (Prosem)- 1 credit	

Y3

Fall Semester	Spring Semester
Specialized Content- 3 credits	Specialized Content- 3 credits
Specialized Content - 3 credits	Specialized Statistics - 3 credits/
892 (Learning Series)- 1 credit	892 (Learning Series)- 1 credit
890 (Prosem)- 1 credit	897 Directed Readings/730 Practicum- 1 credit

Y4

Fall Semester	Spring Semester
Specialized Content- 3 credits	Specialized Content- 3 credits
Dissertation Proposal- 4 credits	Dissertation Proposal- 3 credits

Y5

Fall Semester	Spring Semester
Dissertation Proposal- 3 credits	Dissertation Proposal- 3 credits

Doctoral Program Benchmarks

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

Program of Study (POS)

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

What is a Program of Study?

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

How to Determine the Program of Study

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

Submission of the Program of Study

After the Program of Study is determined by the student and advisor, the Program of Study Form is completed. Before the student obtains signatures, they are encouraged to submit an electronic copy to the Graduate Programs Coordinator for evaluation. The POS is then signed by the advisor and forwarded to the Program Director. The Program Director presents it to the I-O faculty, and, if approved, signs and forwards the Program of Study to the Graduate Programs Coordinator who will then obtain the signature of the Associate Chair for Graduate Studies and forward to the Dean of CHSS for approval. Students are encouraged to keep both an electronic and hard copy of their POS for their records.

Making a Change in the Program of Study

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

**2020-21 PROGRAM OF STUDY FORM INDUSTRIAL-ORGANIZATIONAL
PSYCHOLOGY**

Date: _____ **Term Admitted:** _____

Name: _____ **G#:** _____

Address: _____ **Phone:** _____

Email: _____ **Proposed Date of Comprehensive Exams:** _____

CONTENT COURSES

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>TERM/YR.</u>	<u>HOURS</u>	<u>GRADE</u>
<i>Three (3) Hours of Core Classes</i>				
PSYC 703	Social Bases of Behavior		3	
			Total Hours:	

REQUIRED COURSES IN STATISTICS

<i>19 Hours of Quantitative/Research Methods</i>				
PSYC 557	Psychometric Methods		3	
PSYC 611	Advanced Statistics I		4	
PSYC 633	Evaluative Research in Psychology		3	
PSYC 754	Quantitative Methods III – Regression		3	
			Total Hours:	

<i>At Least Six Hours of Quantitative/Research Methods</i>				
PSYC 646	Issues and Methods in Longitudinal Developmental Research		3	
PSYC 756	Quantitative Methods IV – Multivariate		3	
PSYC 889	Structural Equation Modeling and Meta-Analysis		3	
PSYC 892*	(Not SEM/Meta) or other quantitative /research methods course			
* PSYC 892 may be repeated.				Total Hours:

SURVEY OF CONTENT

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>TERM/YR</u>	<u>HOURS</u>	<u>GRADE</u>
<i>Twelve (12) Hours of Survey Content</i>				
PSYC 631	Industrial and Personnel Testing and Evaluation		3	
PSYC 636	Survey of Industrial Psychology		3	
PSYC 639	Survey of Organizational Processes		3	
PSYC 739	Seminar in Industrial/Organizational Psychology: Leadership		3	
				Total Hours:

SPECIALIZED CONTENT

<i>Twelve (12) to Fifteen (15) Hours of Specialized Content Electives (Choose Any Combination)</i>				
PSYC 638	Training: Psychological Contribution to Theory, Design and Evaluation		3	

PSYC 667	Behavior in Small Group and Teams		3	
PSYC 668	Personality: Theoretical and Empirical Approaches		3	
PSYC 733	Issues in Personnel Psychology		3	
PSYC 741	Psychology of Work Motivation		3	
PSYC 742	Careers		3	
PSYC 743	Behavior and Performance at Work		3	
PSYC 892*			3	
* PSYC 892 may be repeated.			Total Hours:	

PROFESSIONAL DEVELOPMENT

<i>At Least Nine (10) Hours of Special Topics in Professional Development</i>				
PSYC 890 (at least 3 hours)	Professional Seminar		3	
PSYC 892 (at least 6 hours)	Brown Bag		6	
PSYC 850	Teaching Practicum in Psychology		1	
PSYC 897 or PSYC 730	Directed Readings/Practicum			
			Total Hours:	

ELECTIVES

<u>COURSE #</u>	<u>COURSE TITLE</u>	<u>TERM/YR</u>	<u>HOURS</u>	<u>GRADE</u>
<i>Students complete the remaining credits required for this degree through additional course work in professional development or dissertation.</i>				
			Total Hours:	

DISSERTATION RESEARCH

<i>At Least Twelve Hours Minimum of Dissertation Proposal/Dissertation</i>				
PSYC 998	Dissertation Proposal			
PSYC 999	Dissertation			
Students must take a minimum of 3 credits in each of PSYC 998 and PSYC 999 for a minimum combined total of 12 credits. No more than 24 hours of PSYC 998/999 will count towards the degree				Total Hours:

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

Student

Date

Advisor

Date

Program Director

Date

Graduate Programs Coordinator

Date

Associate Chair for Graduate Studies

Date

Evaluation Form

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

Graduate Student Annual Report

For Calendar Year _____

Name _____ **Date** _____

Year entered program _____ **Advisor** _____

INSTRUCTIONS: Complete this report to the best of your abilities, keep a copy for yourself, and send one copy to your advisor and one copy to the Program Director by May 1, 2021. Note that not all items will apply to every student; use "N/A" if an item does not apply to you. Attach a copy of your vita to this report.

1. Statement of current research interests.

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

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

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

Scientific Idea/ Research Results

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

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

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

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

6. Conferences attended without presentations or other program participation.

Conferences attended

7. Membership in scientific/professional societies:

Scientific/Professional Society

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

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

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

Semester	Course Number	Title	Instructor	Credit Hours	Grade

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

Date of Comp Exam	Actual/Projected	Result

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

Dissertation Title/Topic	Chair	Committee Members

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

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

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

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

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

Committee	Responsibilities	Time Commitment per Week

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

Strengths
Weaknesses

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

Skills to be acquired:
Activities planned:
Outcomes anticipated:

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

Future career plans
Characteristics of your “ideal” job

VIII. The I-O Comprehensive Exam

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

Timing

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

Format

The Comprehensive Exam is an in-person, closed-book test consisting of questions from Industrial Psychology, Organizational Psychology, and Research Methods/Statistics. The test will be administered in three half-day sessions occurring over three consecutive days. In each session, students will choose three questions to answer from four or five options. Some questions in each section may be integrative in nature (e.g., some “I” questions may ask you to draw on both “I” and “O” knowledge). The questions can be on any topic relevant to the field of I-O psychology. Time extensions for documented reasons will be considered upon request. Extensions for time requests must be made prior to the exam.

Grading

Each question is graded by two faculty members using the rubric below. Each answer is scored on a 25-point scale with an average of 15 (across the two graders) being the minimum passing grade.

Once the faculty members have completed their grading, the grades are examined for disagreement. If two graders disagree by more than four points, then those two faculty members must discuss the answer in order to resolve the discrepancy. If the discrepancy cannot be resolved, a third reader is assigned and asked to resolve the discrepancy through collaboration with the two graders. Disagreements aside, the score for a given answer is the mean of the two grades.

Passing

1. If a student passes every question, the student passes the exam.

2. If a student fails one or two questions but passes all other questions and has an average of at least 15 across questions, the student will have the opportunity to rectify failing answers in a take-home format (see below). If the student earns a passing score on all take-home answers, the student passes the test.

If, upon first taking comprehensive exams, the student fails the exam, the student may elect to retake the exam the following summer. Students fail the exam if they fail three or more questions, have an average score below 15 across questions, or do not earn a passing score on take-home questions. Students who pass every in-person question will not be required to complete take-home questions.

If a student fails to meet the deadline for the pre-comprehensive paper and, as a result, has to delay taking the comprehensive exam for a year AND if that student then fails the comprehensive exam, the student has the option to retake the exam the following January (instead of waiting until the following summer) if the student's advisor approves .

If the student fails a second time, the student is dismissed from the program.

Rectifying Answers

Students who fail fewer than three questions in total will have the opportunity to earn a passing score by completing a take-home question for each question they failed. The Comprehensive Exam Coordinator will work with students who need to complete take-home questions to determine an appropriate time for completion.

After completing the take-home portion, each answer will be scored by two faculty members, using the rubric below. If each take-home answer earns a score of 15 or higher, the student passes the Comprehensive Exam. If the student fails any take-home answers, the student fails the Comprehensive Exam.

Students who pass every in-person question will not be required to complete take-home questions.

Security

Before receiving their questions, students should choose a random number to be used as an identifier. Only the staff person in charge of graduate coordination will know the random numbers chosen by the students. All personal identifiers must be removed from all answers prior to submission. Answers will not be graded if they contain direct or indirect personal identifiers. The graders, therefore, have no knowledge of the identities of the students who submitted the

answers being graded. Only after all grades have been generated and discrepancies resolved are the identities of the test takers made known.

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

Dimension	Good (4-5 points)	Mediocre (2-3 pts)	Poor (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.	
COMPREHENSIVENESS /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/synthes is 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: _____

COMPREHENSIVE QUESTION: _____

XI. RESEARCH REQUIREMENTS FOR DOCTORAL STUDENTS

Purpose

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

Initial Research Experience

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

Second Year Research Requirement

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

Pre-Comprehensive Exams Research Requirement

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

Prior to being allowed to take the comprehensive examination, all students in the PhD program must submit a first-authored manuscript to a high-quality peer-reviewed journal. The research project should be *planned* and *executed* with two I-O faculty members of the student's choice. Before submitting the manuscript for publication, the student must obtain consent from

both faculty members. Students should submit the first full draft of their first-authored manuscript to faculty when it is ready; however, this must occur by **March 1** of the third year if the student intends to take comprehensive exams that summer in order to allow sufficient time for revisions and submission. The faculty will only give consent if they feel the paper is of sufficient quality for submission. Comprehensive exams will not be distributed to students who have not completed the Research Submission Requirement.

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

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

X. COLLOQUIA & LEARNING SERIES

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

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

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

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

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

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

XI. SPECIAL TOPICS IN PROFESSIONAL ISSUES

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

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

XII. THE PRACTICA

Purpose

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

Fulfilling I-O Practicum Requirements

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

The Criteria for Practicum Credit

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

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

When to Enroll in a Practicum

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

1. For on-site practica.

- a. The student must receive on-the-job guidance/instruction from a supervisor with specialized knowledge in an applied area (e.g., a training director, research director, testing coordinator, etc.). This person will generally possess an advanced degree in psychology or a related discipline.
- b. The practicum experience must not involve only skills already learned. Although this might be beneficial to the sponsoring organization, it would not facilitate the acquisition of *new* knowledge and skills by the student.
- c. If a student is already employed, no practicum credit will be granted for performance of regular job duties (e.g., those listed in the job description). Employees are generally hired on the basis of current skills; in the performance of regularly assigned duties they typically perfect old skills but seldom acquire new professional skills to the extent desirable for a practicum. For this reason, students working full-time will usually not be able to apply these hours toward their practicum. If an employed student can demonstrate that a special project (above and beyond regularly assigned duties) would meet practicum criteria, hours spent on said project may be considered for practicum credit. Such appeals will be decided upon by the committee appointed to assess practicum placement requests. Students who are interning at a particular organization would usually be eligible to apply that experience (with faculty approval) toward practicum credit.

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

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

Examples of On-site Practica

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

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

Procedures for Enrolling in Practicum

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

Two Semesters Prior to Registering for Practicum

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

Society

Personnel Testing Council/Met. Wash. (<http://www.ptcmw.org>)

American Society for Training & Devel. (<http://www.dcastd.org>)

Society for Human Resource Management <http://www.shrm.org>

Faculty Contact

Kaplan

Buffardi

60 Days Prior to Registering for Practicum

- Complete an "Intent to Register" form and submit it to faculty member coordinating the upcoming practicum course.
- Contact the faculty member coordinating practica.
- Notify faculty coordinator of any "lead" you have developed for permission to pursue the lead.
- Contact leads provided by faculty coordinator.
- Interview with potential on-site supervisor.

- If interview result appears promising, file a "Practicum Application Form" with faculty coordinator *no later than 1 week prior* to the beginning of the semester.

During the Semester You are Registered for Practicum

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

Grades

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

Intent to Register for Practicum
(PSYC 730)

Name: _____
Address: _____
Phone Number: _____
Program: _____ MA _____ Ph.D.

Semester when you intend to register: _____

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Relevant Professional Work Experience:

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

Type of Practicum Preferred:

Practicum Application Form

Part I - To be completed by student

Name: _____ G#: _____ Date: _____

_____ In-House Practicum On-Site
_____ Practicum
_____ No. Hours Practicum Credit Requested

for this Practicum Site

No. Hours of Previous Credit Earned at this Practicum Site

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

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

Part II - To be completed by the supervisor

Name: _____ Degree and Date _____

Awarded:

University:

Awarding Degree:

Area of
Specialization:

Brief Description of Current Work:

It is understood _____ will complete his/her Practicum at that

(Student's Name)

In the capacity of _____

(Name of
Organization)

(Position Title)

The student will be
employed from

to

(month/date/year)

(month/date/year)

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

Organization:

Address: _____
Telephone: _____
Supervisor's _____

Signature: _____

Practicum Certification Form

Name of Organization: _____ Date: _____

Name of Student: _____

Did the student complete his/her 100 hours per credit of practicum commitment?

Yes _____ No _____ **(If no, what were the circumstances of the student's failure to complete the required hours)**

What practicum commitment did this student complete?

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

(7=outstanding and 1=unsatisfactory)

What do you consider this student's professional strengths?

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

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

Supervisor's Name: _____
Position and Title: _____
Organization: _____ 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 No

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

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

Yes No

Please describe other possible practica.

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

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

XIII. DOCTORAL SUPERVISORY COMMITTEE

Students may begin work on their dissertation as soon as their advisor feels they are ready (typically, in their third or fourth year in the program). Students should work with their advisor to select their preferred committee members. This committee is responsible for approving the doctoral dissertation proposal, supervising all aspects of the dissertation such as research design, data collection, data analysis and the writing of the dissertation. This committee reads the various drafts of the dissertation guiding the student in the direction that the dissertation should take and directing the student in the various changes that are necessary. Although the committee has the ultimate responsibility for the dissertation, the Doctoral Supervisory Committee advisor gives the primary guidance to the student.

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

The Composition of the Doctoral Supervisory Committee

All dissertation committees must consist of at least three members of the graduate faculty, at least two of whom must be from the Psychology department – one being the student’s major advisor and the other being a faculty member from the Psychology Department and typically a member of the I-O faculty. Only a graduate faculty member with a full-time appointment at George Mason may serve as dissertation chair. Other Mason faculty, as well as individuals from outside the university, may be appointed as additional members to the committee. Such appointments are made where the additional member’s expertise and contribution add value to the dissertation, but appointment does not require graduate faculty status.

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 Approval Form](#). The student should obtain both the printed and signed name of each member of their committee along with the IO Program Director and turn the form into the Graduate Programs Coordinator, 2013F DKH. Students are **strongly** advised to submit this form prior to holding a Thesis/Dissertation Proposal defense.

XIV. THE DISSERTATION PROPOSAL

The doctoral dissertation proposal provides a broad literature review, well-developed rationale, a research design, and a data analysis plan. The proposal should include an Introduction section that synthesizes previous research and theory and extends, integrates, or applies these ideas in a novel manner, a detailed method plan section, and a detailed analysis plan section. During the period that the Doctoral Supervisory Committee is reviewing a dissertation proposal, the student is required to enroll in a minimum of three (3) hours of PSYC 998 - Dissertation Proposal. When the committee agrees, the student will make an oral presentation of the dissertation proposal to the entire committee. After this committee approves the dissertation proposal, it is forwarded by the student to both the Program Coordinator and the Associate Chair for Graduate Studies for approval. If acceptable, the proposal will be forwarded to the Dean for approval; the student is ready to enroll in PSYC 999 – Dissertation once the Dean has approved the proposal.

The University does not require continuous registration in Dissertation Proposal (PSYC 998); however, you should consult your advisor to outline your Proposal and Dissertation plans.

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

Registering for Dissertation Proposal (PSYC 998)

Students wishing to register for Dissertation Proposal (PSYC 998) should contact the Graduate Programs Coordinator for the CRN which corresponds with the adviser's last name. Continuous enrollment in PSYC 998 (Dissertation Proposal) is *not* required; however, after two consecutive terms of non-enrollment in classes (excluding summer), students will fall out of active status and will be required to submit the [Permission to Re-Enroll Form](#).

Dissertation Proposal Approval Process

1. An approved proposal signifies the following:

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

on planned statistical analysis for the committee to be clear on the planned procedures; the committee is satisfied that the procedures are appropriate to the design, hypotheses, and variables investigated.

- a. After proposal approval, the committee may NOT require: additional dependent measures and a significant modification to the design.
- b. The committee MAY require: a few additional statistical analyses if planned analyses, upon reflection, indicate this would be appropriate; updated, re-written literature review when the dissertation is final; and extended discussion based upon data and analysis.

2. The Proposal Approval Process

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

1. Evaluation Rubrics

- a. The student must bring copies of the Rubric for Evaluation of Thesis/Dissertation Proposals for all members of the committee to the meeting (see MA Thesis option above)

for form). A minimum score of “9” on this form, averaged across all committee members, is considered a passing score.

- b. The student must bring copies of the Rubric for Oral Presentation for all members of the committee to the meeting (see MA Thesis option above for form). A minimum score of “12” on this form, averaged across all committee members, is considered a passing score.
- c. The committee is to complete these forms at the meeting. The chairperson of the committee (or another designated member) then must turn in the completed forms to the Graduate Coordinator immediately after the meeting concludes.

2. Dissertation Proposal Cover Sheet

After successfully defending the dissertation proposal, students should submit the signed Dissertation Proposal Signature Sheet signifying that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Signature of the Associate Chair for Graduate Studies indicates concurrence. Completed signature sheets along with a hard-copy of the proposal should be turned into the Graduate Programs Office – 2013F DKH. Signature sheets can be found at:

<http://psychology.gmu.edu/graduate/formsgrad>

XV. ADVANCEMENT TO CANDIDACY

Before doctoral students may be advanced to candidacy by the Dean, they should have (a) completed ALL COURSEWORK except for proposal/dissertation hours, including electives; (b) been certified in all doctoral research skills required; (c) passed the comprehensive candidacy examination; (d) submitted an approved POS; and (e) been recommended by the doctoral program director.

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

Students wishing to advance to candidacy should ensure they meet all requirements then request that their adviser recommend them for advancement to their program director. As soon as the above steps are completed, making sure that the adviser and director approve their advancement is the responsibility of the student. Assuming the program director approves, he/she should notify the Graduate Programs Coordinator. 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 follow [University Policy](#) in accordance to Time Limit for Advancing to Candidacy. ~~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 (9) years even for those students granted a time extension for advancement to candidacy. Students who are given permission to re-enroll following an absence from Mason may not count the time limits as beginning on the date of re-enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program.

Advancement will only occur during the add/drop period at the beginning of each term. Requests for Advancement must be made no less than 2 weeks prior to the first day of the term.

XVI. 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://library.gmu.edu/udts>. A minimum total of twelve (12) hours of PSYC 998 and 999 is required for the doctoral degree (at least 3 hours each of 998 and 999).

Normally, frequent committee meetings are unnecessary and burdensome during the dissertation process. Frequent consultation with the advisor is essential. Occasional brief progress reports to the committee are often appreciated. Committee consultation is usually necessary only when substantial changes must be made to the approved proposal.

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

Students are required to send their Dissertation Chairperson electronic copies of all data files before the Chairperson can approve scheduling of the final defense. This includes all data files, all syntax files, and any other files used for the analyses.

The final form of the dissertation should be a journal-length manuscript (approximately 35 pages of text for a single study paper, similar to that which might appear in journals such as the *Journal of Applied Psychology* or *Personnel Psychology*). This should include a focused literature review, well-grounded hypotheses, a clear description of the method and relevant results, and a discussion of theoretical and practical implications of the research. The dissertation proposal (which represented a broader presentation of relevant theory and research) as well as any additional results that are not directly relevant to the journal manuscript should be included as an appendix.

Dissertations cannot go to orals without the assent of all committee members and the Program Director. There may be situations where one member of a committee disagrees with the majority of the committee as to whether a draft is appropriate for defense. If the disagreement cannot be reconciled after extensive discussion, and the faculty member strongly disagrees over the quality of the dissertation, it is appropriate for the faculty member to resign from the committee. The dissertation cannot then proceed to orals unless and until the student

secures agreement of another faculty member to join the committee. Appointing additional committee members follows the same procedures as original appointment of the committee.

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

When the committee requires revision of the dissertation, the student should work closely with the advisor to address all of the issues before calling another committee meeting.

Registering for Dissertation (PSYC 999)

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

- (1) An approved dissertation committee as documented in the [Dissertation/Committee Approval 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's;
- (5) Advanced to Candidacy completed.
- (6) Submitted passing Evaluation Rubrics from the Proposal Meeting to the Graduate Programs Coordinator

For more information on registering for PSYC 999, please see the [Graduate Student Support Guidelines](#).

Please keep in mind that Doctoral students who have advanced to candidacy and have completed the minimum number of credits required by the university and their degree program, including the minimum number of credits of 998 and 999, are considered full-time if they are registered for at least 1 credit of 999 AND the student along with their advisor and department chair certify each semester that they are working full-time on the dissertation.

To be considered as full-time under this clause, a student must complete and submit the Doctoral Dissertation Research Full-Time Equivalent Status form [which can be found here: <https://registrar.gmu.edu/forms/>]. This form must be turned in before the semester begins.

Also, keep in mind that International students must follow registration rules set forth by the Office of International Programs and Services (IOPS): <http://oips.gmu.edu/>

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

Continuous Enrollment in PSYC 999

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

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

Scheduling the Dissertation Defense

Prior to scheduling the oral defense, the student is required to send the Dissertation Chairperson electronic copies of all data and analysis-related files before the Chairperson can approve scheduling of the final defense. The oral defense of the dissertation should be scheduled through the Graduate Program Coordinator who informs the Graduate Dean of the defense **at least 21 days 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.

Do not ask your Dissertation Committee Chair to schedule your oral defense until your committee has seen and approved your last draft. It is very common for several drafts of the dissertation to be required prior to scheduling your defense and, if all goes well, at least one revision after orals. The dissertation represents the culmination of your program and an

important contribution to the body of psychological knowledge. It is the faculty's responsibility to the field and to you that the final product meets a high standard.

Evaluation Rubrics

- a. The student must bring copies of the Rubric for Evaluation of Final Thesis/Dissertation for all members of the committee to the meeting (see MA Thesis option above for form). A minimum score of "12" on this form, averaged across all committee members, is considered a passing score.
- b. The student must bring copies of the Rubric for Oral Presentation (see above) for all members of the committee to the meeting (see MA Thesis option above for form). A minimum score of "12" on this form, averaged across all committee members, is considered a passing score.
- c. The committee is to complete these forms at the meeting. The chairperson of the committee (or another designated member) then turn in the completed forms to the Graduate Programs Coordinator immediately after the meeting concludes.

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. The form can be found here:

<http://library.gmu.edu/udts/SignatureSheets#CHSS>. **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 and Associate Dean. 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. **All signatures must be original and in BLACK INK.**

Format Review

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

information contact the University Dissertations and Theses Coordinator.
<http://library.gmu.edu/udts>. Also, please note the format review deadline on this website.

Dissertation Submission and Fees

Dissertations are generally due to the library by 5pm on the last Friday of classes. For exact dates, please visit the Checklist For Graduation website at:

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

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

XVII. DISSERTATION, THESIS, AND TRAVEL SUPPORT

Guidelines for Dissertation, Thesis, and Travel Support Applications

Dissertation and Thesis Support

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

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

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

Travel Support

The department will provide up to \$400 to **doctoral** students to help pay for travel to a conference at which the student is presenting. Doctoral students have access to a total of \$400 – which can be used for dissertation support (see above) or travel. To be eligible to use this money for travel, the student must be either first author of the paper/poster or second author if the first author is a faculty member. Ordinarily, only one such request over the course of each student's graduate career will be approved. The department will help pay for airfare and conference registration but not lodging, meals, taxis, etc.

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

1. A letter from the conference indicating that your paper, poster, etc. has been accepted.

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

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

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

The Graduate Student Travel Fund

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

The GSTF is charged with the responsibility of administering funds received from the Office of the Provost and student fee funds allocated by the Student Funding Board (SFB). The application standards utilized by the GSTF are designed to evaluate requests in a fair and

unbiased manner, providing equal opportunity for all Mason graduate students. The GSTF as it currently exists provides financial support for conference travel only. At this time, requests for dissertation support or job interview travel cannot be honored as these types of requests fall beyond the scope of the GSTF. The GSTF was established to help supplement conference related expenses; it is not meant to fund your entire conference. Award amounts vary depending on conference location and type of participation. award amounts range from \$150.00-\$500.00. This amount is subject to change at any time. For specific policies and requirements, visit their webpage at: <http://gstf.gmu.edu/>

XVIII. RESEARCH PROJECTS

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

Approval of Research Projects

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

Research Space

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

Computer Facilities

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

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

XIX. THE UNIVERSITY

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

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

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

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

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

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

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

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

DISSERTATION Student can register for dissertation credits after the appropriate Dean receives sheet. Student follows format guidelines in Thesis and Dissertation Guide (available in University copy centers); clears format with the College of Humanities and Social Sciences.

Committee and Chair determine that student is ready for dissertation defense. Working copies (bound or boxed) filed both with the College and at Library Reserve desk at least two weeks prior to date of scheduled defense.

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

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

APPENDICES

Guidelines for Graduate Student Grievances Against Faculty

Please see this website for [University Grievance Procedures](#).

February 7, 1996

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

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

Faculty

1. The professional performance and behavior of faculty is subject to continual evaluation and review, including evaluation and review by students. Student evaluation may, on occasion, involve the resolution of a complaint by a student concerning faculty performance.
2. The Department expects faculty to treat a student's concerns with dignity and respect. Essential to this is listening to a student's concern attentively and non-defensively. Although defensiveness is difficult to avoid when one believes one is being unfairly criticized or challenged, non-defensive listening is the first step toward a successful resolution of a conflict. Non-defensive listening may be facilitated by recognition of the

apprehension and anxiety a subordinate (the student) usually feels when confronting a person of power and authority.

Students

1. Faculty and students enter into an educational alliance whose objective is the imparting to students knowledge and skill. As part of this alliance, faculty are responsible for setting standards for mastery of this knowledge and skill and for evaluating students' progress toward meeting these standards. Students in professional psychology programs provide services to various types of clients (individuals and organizations), and faculty are ultimately responsible for the quality of these services. Thus, faculty evaluation of student performance and progress provides assurance of the quality of these services.
2. Graduate education is, by nature, difficult, demanding, and stressful (If it wasn't, anyone could get a Ph.D.). Thus, subjective distress alone is not a valid indicator that a course is inappropriately demanding or that a student is being treated unfairly by a faculty member.
3. In trying to fulfill their responsibility in setting standards and evaluating students' progress, faculty will, on occasion, make errors in judgment that are usually unintentional. Even for faculty, to err is human, and most student grievances concern faculty behavior that is non-malevolent in intent. Nonetheless, when such errors create problems or hardships for students, they have the right to address their concerns with the faculty in question.
4. The ability to effectively address and resolve disagreement and conflict in a mature manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict with faculty offers an opportunity for personal and professional development.
5. Faculty also deserve to be treated with respect and dignity. Complaining about faculty behavior to one's Program Coordinator or the Department Chairperson is a serious matter and should not be done with malicious intent or simply to seek retribution for a perceived wrong or slight. Also, approaching a faculty member in an angry or hostile manner or complaining to others about the behavior of the faculty member is not an effective strategy for resolving conflict. Students also should be prepared to listen non-defensively to a faculty member's explanation of his/her side of the conflict.

6. The Department cannot guarantee that resolution of a complaint or conflict will be favorable to the student. Nor should faculty expect that the issue will be resolved in their favor simply based on their position as faculty. The Department does guarantee, however, that students and faculty will be fully heard, that their concerns will be treated with dignity, and that an honest attempt will be made to reach a reasonable solution.
7. A student who, in good faith and in keeping with the above principles and with the procedures outlined below, complains about faculty behavior will be protected from retribution by the faculty member in question and by other faculty to the extent that the university has control over faculty behavior. Retributive or vengeful behavior by faculty toward a student complainant will not be tolerated. The Department has no control, however, over a faculty member's emotions, and a faculty member may decide to sever a working relationship (e.g., dissertation supervision, collaborative research or writing project) with a student following a complaint that the faculty member views as frivolous, unfounded, or malicious. Faculty who do so will not necessarily be viewed as engaging in retributive behavior. If a faculty advisor terminates a working relationship with a student following a complaint by that student against that advisor, the Department will make a good faith effort to secure another advisor for that student. The Department cannot, however, force a faculty member to work with a student.

Grievance Procedures

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

1. Discuss the problem with the faculty member in question. Many disagreements, disputes, and conflicts between faculty and students are the result of miscommunication or misinformation and can be resolved informally between the concerned parties.

Consultation with the academic advisor usually will be helpful in determining whether or not a grievance is legitimate and in developing an effective strategy for presenting the concern to the faculty member in question. If a student cannot discuss the concern with his/her advisor, the student should consult another faculty member. The goal of such a consultation is to seek advice, not to spread rumor or simply complain.

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

2. If the discussion with the faculty member with whom the student has a concern does not produce a fair resolution, the student should consult with his/her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the student's Program Coordinator.
3. If consultation with the Program Coordinator does not produce a fair resolution, the student should consult with his/her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the Associate Chairperson for Graduate Studies. The Associate Chairperson may appoint an ad hoc committee charged with working with the student and faculty member in resolving the grievance. This committee may include a graduate student as a member.
4. If consultation with the Associate Chairperson for Graduate Studies does not produce a satisfactory resolution, the student has the option of bringing the matter to the attention of the Department Chairperson.
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.