

College of Humanities and Social Sciences  
Department of Psychology

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# George Mason University

## Applied Developmental Masters and Doctoral Program

Student/Faculty Handbook

**2010-2011 Edition**

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

These policies apply to all graduate students within the College of Humanities and Social Sciences (CHSS). For more specific information on your individual program, please read further on in this handbook.

### **The College of Humanities and Social Sciences (CHSS)**

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

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

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

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

### **The Graduate Council**

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



## **Policies for All Students**

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

### ***Registration and Degree Audit***

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

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

### ***Transfer of Credit***

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

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

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

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

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

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

Credits used in reduction of credit are not subject to time limits, and the credits must have been applied to a previous degree. All the other conditions given above for eligibility of transfer of credit apply also to reduction of credits.

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

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

Enrolled, degree-seeking graduate students may be eligible to take a limited number of courses through the Consortium of Universities of the Washington Metropolitan Area. See the University Consortium section in the Registration, Attendance, and Grading chapter of the University Catalog. Credits earned through the consortium are considered resident, not transfer, credits, and are therefore not subject to transfer of credit conditions or limitations.

### ***Washington Consortium of Universities Registration***

Eligible students may enroll in courses at any of the institutions in the Consortium of Universities in the Washington Metropolitan area. Students are limited to one consortium course per semester, with a career maximum of 6 credits. To register for a consortium course, students must have an overall GPA of at least 3.00 and be in good academic standing. Students with

grades of IN on their record or who earned grades of C or F in the most recent semester are not eligible to register for a consortium course. Students who have received a grade less than 3.00 in a consortium course are not permitted to enroll in additional consortium courses. Newly admitted graduate students are not permitted to enroll in consortium courses during their first semester of graduate study. Students who wish to enroll in consortium courses during their second semester of study must wait until the grades for the previous semester have been posted. More information about the Consortium of Universities can be found in the [Academic Policies](#) chapter.

### ***Graduate Level Grading***

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

#### **Grade Quality Points Graduate Courses**

A+ 4.00 Satisfactory / Passing

A 4.00 Satisfactory / Passing

A- 3.67 Satisfactory / Passing

B+ 3.33 Satisfactory / Passing

B 3.00 Satisfactory / Passing

B- 2.67 Satisfactory\* / Passing

C 2.00 Unsatisfactory/Passing

F 0.00 Unsatisfactory / Failing

\* Note: Students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application.

### ***Grade Appeals***

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

### ***Academic Warning***

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

### ***Academic Termination***

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

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

### ***Academic Dismissal***

A graduate student is dismissed upon accumulating either grades of F in two courses or nine credits of unsatisfactory grades in graduate courses. These are minimum standards of academic performance; some programs have higher standards. A student may also be dismissed for failure to meet other program requirements such as doctoral competence examinations. The notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional course work at the university.

### ***Graduate Appeals of Dismissal or Termination***

All graduate students should be familiar with the university policies on dismissal and termination as stated in the Academic Policies chapter of the University Catalog. Students who meet the criteria for dismissal or termination may submit a written appeal to the Office of

Graduate Academic Affairs. Appeals should include all relevant information on the basis for appeal, as well as any appropriate documentation. Appeals of termination and dismissal are reviewed at the beginning of each semester by a faculty committee. The ruling of that committee represents the final decision of the college.

### ***Voluntary Resignation for a Graduate Degree Program***

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

### ***Full-time Classification of Graduate Students***

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

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

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

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

Note that different criteria for full-time status may apply for tuition, verification, loan deferral, and financial aid. Contact Student Accounts, the Registrar's Office, and Student Financial Aid, respectively, for more information.

### ***Permission to Re-enroll in Graduate Study***

Permission to re-enroll in a program must be obtained by all master's and doctoral degree students who have failed to enroll in at least 1 credit of course work for two or more consecutive semesters at Mason. A program may allow a student to petition to graduate under any catalog in effect while the student was enrolled. All program components, including concentrations, must appear in the catalog for the year selected. The final decision as to catalog year rests with the unit dean or director. Forms are available from the Office of the Registrar at [registrar.gmu.edu/forms](http://registrar.gmu.edu/forms).

### ***Masters and Doctoral Program Time limits***

Master's degree students have six years from the time of first enrollment as a degree-seeking student to complete their degrees. Individual master's programs may have stricter time limits, which are published in this catalog. International students attending in F-1 or J-1 status also have more restrictive time limits; contact the Office of International Programs and Services for information. Students who are given permission to re-enroll following an absence from Mason may not count the six-year time limit as beginning on the date of re-enrollment. Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program.

Doctoral students have six years from the time of first enrollment as a degree-seeking student to advance to candidacy. Students have five years from the time of advancement to candidacy to graduation. Individual doctoral programs may have stricter time limits, which are published in this catalog. International students attending in F-1 or J-1 status also have more restrictive limits; contact the Office of International Programs and Services for information. 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. Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program.

### **III. APPLIED DEVELOPMENTAL PROGRAM POLICIES**

**Effective immediately, the following regulations will apply to all graduate students in ADP programs.**

- 1.** All MA students must maintain continuous registration.
- 2.** Both Ph.D. and MA students must get approval from their advisor before registering for classes each semester. An e-mail to the advisor with a list of proposed courses for the semester is the most efficient way to request approval.
- 3.** Ph.D. students must inform their advisor of any employment outside GMU if they have GMU support of any kind.
- 4.** Although graduate students' performance evaluation from outside positions will not be solicited by the program; unsolicited reports of student performance from these settings may be considered in evaluation of the student by the program.

#### **IV. MASTERS PROGRAM IN APPLIED DEVELOPMENTAL PSYCHOLOGY**

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

##### **Time Limit**

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

##### **Degree Requirements:**

1. 32 hours of graduate credit
2. Core (6 hours): Choose one course from any two areas below.  
  
Cognitive Core – PSYC 701, 766, or 768  
Biological Core – PSYC 702, 558, or 559  
Social Core – PSYC 703, 667, or 668 (Personality Theory)
3. Quantitative and Research Methods courses (8 hours)  
  
PSYC 611 – Advanced Statistics Research Methods I  
PSYC 612 – Advanced Statistics Research Methods II
4. Specialization courses (9 hours)  
  
Three of: PSYC 592 – Special Topics with Developmental Content  
PSYC 614 Psychology of Aging  
PSYC 615 – Language Development



PSYC 617 – Child Psychopathology  
 PSYC 630 – Developmental Disabilities  
 PSYC 648 – Developmental Psychopathology  
 PSYC 666 – Cognitive and Perceptual Development  
 PSYC 669 – Social/Emotional Development  
 PSYC 704 – Life-Span Development  
 PSYC 780 – Applied Developmental Psychology

**5. 4 hours of research/practicum experience:**

**Choose one**

Thesis (4 hours of a combination of 798/799)

**or**

Practicum/Directed Reading & Research (3 hours of 792 & 1 hour of 597)

**6. 2 hours of professional seminar (PSYC 591) in Fall and Spring semester of first year**

**7. Electives: 3 hours of electives (course content, practicum, or directed reading & research).**

Electives may come from other departments. An approved list of electives from outside the department follows. Other possible electives can be discussed with your advisor and the Director. Practicum forms can be found in the appendix.

ANTH 750 Ethnographic Genres  
 EDCD 601 Introduction to Research Counseling  
 EDCD 602 Introduction to Counseling Theory and Practice  
 EDSE 540 Characteristics of Students with Emotional Disturbance and Learning Disabilities  
 EDSE 555 Language Development and Emerging Literacy  
 EDSE 615 Early Intervention for Infants and Toddlers with Disabilities  
 EDSE 648 Introduction to Psycho-Educational Assessment  
 EDRS 631 Program Evaluation  
 EDUT 512 Assessment of Diverse Young Learners, Ages 3-5  
 EDUT 612 Development and Assessment of Diverse Learners, K to 3  
 EDCI 511 Developing Curriculum and Designing Instruction in Early Childhood Education  
 PUAD 502 Administration in Public and Nonprofit Organizations  
 PUAD 640 Public Policy Process  
 PUAD 643 Public Policy Research  
 PUBP 713 Policy and Program Evaluation  
 SOCI 608 Juvenile Delinquency  
 SOCI 632 Evaluation Research for Social Programs  
 SOCI 640 Social Theory and Social Policy

**Thesis Option**

A thesis is not required for the MA degree: however, either a practicum or thesis is required for the Applied Developmental and the Biopsychology MA. Up to 6 hours of thesis

research (PSYC 798 and PSYC 799 combined) may be used as elective credits. 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 obtained from the following link:  
[http://thesis.gmu.edu/DTP\\_GUIDE.pdf](http://thesis.gmu.edu/DTP_GUIDE.pdf)

Students working on a thesis proposal enroll in PSYC 798. Students who have an approved proposal and are conducting the research enroll in PSYC 799. Credits earned for Directed Readings will not be converted to thesis credits. Contact Darby Wiggins at [dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu) for enrollment procedures.

### **Writing the Thesis**

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

### **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 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.

## **Thesis Proposal**

The thesis proposal consists of the following:

1. Cover sheet—format is found at: <http://thesis.gmu.edu/dtformsnew.htm>
2. A substantial, critical review of the literature as background to the problem you are investigating, a statement of specific hypotheses **and/or research questions**, a detailed methods section, and a plan for statistical analysis.

The thesis proposal must be approved by the thesis committee, the Program Director, and the Associate Chair for Graduate Studies. It must then be submitted to the Dean of the College Humanities and Social Sciences (CHSS) **before** registration for thesis credit (PSYC 799). Six copies of the typewritten thesis proposal should be submitted to the major thesis advisor. These will be forwarded to the Associate Chair for Graduate Studies and the Dean via the Graduate Programs Office (2014F DKH).

## **Thesis Proposal Presentation**

The thesis proposal must be presented to the thesis committee for approval. This presentation is open to anyone who wishes to attend and should therefore be announced to the department. The student should discuss the procedure for this presentation with his/her thesis advisor.

## **Thesis Oral Examination**

An oral defense of the final thesis to the Thesis Committee is required. The defense is concerned with the problem, design, method, interpretation, and knowledge in the general area of the thesis. The defense is conducted by the thesis advisor. Successful completion of the defense is reflected by approval of the thesis committee. The defense may be attended by any interested persons; thus, the date should be provided to the Graduate Programs Assistant at least two weeks in advance.

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

## **University Dissertation and Thesis Services**

University Dissertation and Thesis Services (UDTS) facilitates completion and submission of dissertations, theses, and graduate-level projects for students by helping students meet university requirements and deadlines for submission of their works. The program assists George Mason students in all stages of dissertation, thesis, or project production. [UDTS' web site](http://thesis.gmu.edu/dtcoordinatornew.htm) provides students with useful tools, such as George Mason's Dissertation, Thesis, or Project Guide, downloadable templates of necessary dissertation/thesis/project elements, forms required for the submission process, and links to related Web sites. UDTS is located in Fenwick Library, Wing 2C (Special Collections and Archives). For more information please contact the University Dissertation/ Thesis Coordinator, <http://thesis.gmu.edu/dtcoordinatornew.htm>

## **Thesis Submission**

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

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

The department will provide up to \$200 to cover the cost of master's thesis research. Only MA students are eligible for master's thesis support. Doctoral students who elect to write a masters thesis are not eligible for this support. These funds are to be used to assist in the collection of data, including payment to participants if the research requires a population not readily available at the University. All equipment, books, software, tests, etc that are purchased with department funds becomes the property of the department. These funds are provided in the form of reimbursements for expenses, not cash grants or up-front money paid to vendors. Therefore, keep good records of your expenses, including all receipts. Only original receipts (not photocopies) will be accepted.

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

1. A copy of the signature sheet of your approved dissertation or thesis proposal.
2. A budget that specifies how you plan to spend the money.
  - The budget must be signed by your advisor.
  - If the budget includes copying, office supplies, postage, and other such items that can be purchased by or through the department, the budget must be reviewed and initialed by Susan Ridley prior to submission.
3. A statement from your advisor that he/she does not have funds to support this research (e.g., from a grant).

## **Applying for Graduation**

The deadlines for submission of MA degree applications to Student Records typically (but not always): September 30 for January graduation; January 31 for May graduation; May 30 for August graduation. **These dates may change, so please consult the University Catalog.** Steps in completing a graduation application for the MA degree can be found at: <http://chss.gmu.edu/checklistsforgraduation>

## **V. DOCTORAL PROGRAM IN APPLIED DEVELOPMENTAL PSYCHOLOGY**

### **Program Goals**

The primary goal of the program is to train students to do research and teaching on basic processes of development (e.g., cognition, socialization) and on problems of development (e.g., attachment in infants born prematurely, information processing in learning disabled children). Students with this training are employable in university departments of psychology and human development and in teaching hospitals that conduct research on intervention strategies and long-term consequences of early insult.

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

### **Track Structure**

All students receive a thorough grounding in developmental processes, research methodology, and a psychology core. The developmental perspective is emphasized throughout.

The basic program requires 72 hours of graduate course work. It is also possible for students in the ADP doctoral program to concurrently enroll in the Program in School Psychology/CAGS. A separate application for this secondary program is required. Only students accepted for this option will be able to take assessment courses and be eligible for certification as School Psychologists.

### **Time Limit**

Doctoral students have six years from the time of first enrollment as a degree-seeking student to become advanced to candidacy. Students have five years from the time of advancement to candidacy to graduation. Individual doctoral programs may have stricter time limits, which are published in the catalog. Students who are given permission to re-enroll following an absence from the university may not count the time limits as beginning on the date of re-enrollment. Students who will not meet published time limits due to circumstances beyond their control, may petition their school, college, or institute for an extension. Failure to meet the time limits, or to secure approval of an extension request, may result in termination from the program.

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

Students must complete the following requirements:

- 3 credits of Developmental core (PSYC 704)
  - 6 credits of Cognitive, Biological, Social or History core (2 of PSYC 701, 766, or 768 for cognitive; 702, 558, or 559 for biological; 703, 667, or 668 for social; or 705)
  - 8 credits of Quantitative Methods: PSYC 611 and 612
  - 9 credits of Advanced Specialized Methods including the following:
    - *Quantitative Methods*: At least 3 credits from PSYC 652, 754, or 756 or 892 Meta-Analysis/Structural Equations Modeling
    - *Research Methods*: At least 3 credits from PSYC 646 or 654
    - *Specialized Methods*: PSYC 619, 673, 684, 709\*, 710\*, 722\*, 786, PSYC 592 Developmental Assessment
  - 15 credits of Specialized Content:
    - Choose from PSYC 592 (Early Childhood Education, Childcare, and the Transition to School), 614, 615, 617, 630, 648, 666\*\*, 669\*\*, 780, 892 (Special topics with developmental content), or EDRS 631 (Program Evaluation)
  - 3 credits of Professional Seminar/Professional Ethics (1 hour taken during each semester of the first years and 1 spring semester in a subsequent year, preferably the 2<sup>nd</sup>)
  - 8 credits of Directed Readings and Research (897)/Practicum (792) (maximum 6 hours; forms can be found in the Appendix)
  - 12 credits of dissertation: PSYC 998 and 999 (at least 3 of 998 and at least 3 of 999. Minimum 12 combined)
- SubTotal = 64 credits**

## **Second Year Research Project**

A second year research project is required as part of the student's program. It must be completed before the student can take comprehensive exams. The expectation is that the research will be submitted for presentation at a national conference or to an appropriate journal or publication.

### ***Minimum Requirements:***

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

## **Electives**

M.A Thesis Proposal and Thesis Credits cannot be used as elective credits in the Ph.D. Program; however, PSYC 897 credits over and above those used in the category above may be utilized here

0 to 8 credits of Electives

**SubTotal = 8**

**TOTAL CREDITS: 72**

\* Can be taken only by students concurrently enrolled in the School Psychology M.A. Concentration

\*\* Required Specialized Content requirements

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

### **Applied Behavioral Analysis Courses**

There are 5 courses in this sequence leading to a certificate. The first one, PSYC 619, may be used as 3 credits of Specialized Methods in the ADP doctoral program. Another 3 credit course in this series may be used as elective credit in the ADP doctoral program. If students wish to take more courses in this series, they must be taken in addition to the 72 hours required for the ADP doctoral program.

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

The POS should be developed during a student's first year in the program in consultation with the major advisor. The POS and a semester-by-semester listing of courses should be submitted to the Program Director for approval by the end of the student's second year (earlier submissions often result in many changes; submission of the final product at this time helps to assure less need to submit revisions for CHSS scrutiny). Subsequent changes to the POS are, however, possible, but must be approved by the ADP Faculty. You are strongly encouraged to save an electronic copy of this document for future updating. Additionally, prior to obtaining Faculty and Program Director signatures, students should email a copy of their POS to Darby Wiggins ([dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu)) for editing.



**The Doctoral of Philosophy in Applied Developmental Psychology  
Program of Study**

(Last Update (November 10, 2009))

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_ G#: \_\_\_\_\_  
 Email: \_\_\_\_\_ Date Accepted into Program: \_\_\_\_\_

Proposed Date of Comprehensive Examination: \_\_\_\_\_

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

**Core Content Courses (9 Hours)**

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 704			3
6-Credits from Cognitive (PSYC 701), Biological (PSYC 702), Developmental (PSYC 703) and History (PSYC 705) Core or approved alternative (see program requirements)			
<b>Total Hours:</b>			

**Core Quantitative & Methods Courses (8 Hours)**

Course #	Title as Shown on Your Transcript	Term/Year	Hours
PSYC 611			4
PSYC 612			4
<b>Total Hours:</b>			

**Advanced Quantitative & Specialized Methods (9 Hours)**

Course #	Title as Shown on Your Transcript	Term/Year	Hours
<b>Quantitative Methods (at least 3 hours)</b>			
<b>Research Methods (at least 3 hours)</b>			
<b>Specialized Methods</b>			

<b>Total Hours:</b>			

**Specialized Content (Foundations and Applications) (15 Hours)**

<b>Course #</b>	<b>Title as Shown on Your Transcript</b>	<b>Term/Year</b>	<b>Hours</b>
PSYC 666			3
PSYC 669			3
<b>Total Hours:</b>			

**Research/Practicum (8 Hours)**

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

**Professional Seminar/Ethics (3 Hours)**

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

**Dissertation Proposal & Dissertation (Min. of 3 hours each of 998/999)**

<b>Course #</b>	<b>Title as Shown on Your Transcript</b>	<b>Term/Year</b>	<b>Hours</b>
PSYC 998	Dissertation Proposal		

PSYC 999	Dissertation		
<b>Total Hours:</b>			

**Electives (0 – 8 Hours)**

<b>Course #</b>	<b>Title as Shown on Your Transcript</b>	<b>Term/Year</b>	<b>Hours</b>
<b>Total Hours:</b>			
<b>Grand Total Hours:</b>			

**TOTAL HOURS**

<b>Applied to MA</b>	<b>Post MA</b>	<b>Dissertation</b>	<b>GRAND TOAL</b>

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

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

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

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

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

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

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

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

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

**Doctoral Program in Applied Developmental Psychology**  
**Non-Psychology Electives**

ANTH 750	Ethnographic Genres
EDCD 601	Introduction to Research in Counseling
EDCD 602	Counseling Theory and Practice
EDUT 512	Assessment of Diverse Young Learners, Ages 3-5
EDUT 612	Development and Assessment of Diverse Learners
EDCI 511	Developing Curriculum and Designing Instruction in Early Childhood Education
EDSE 540	Characteristics of Students with Emotional Disturbance and Learning Disabilities
EDSE 555	Language Development and Emerging Literacy
EDSE 615	Early Intervention for Infants and Toddlers with Disabilities
EDSE 648	Introduction to Psycho-Educational Assessment
PUAD 502	Administration in Public and Nonprofit Organizations
PUAD 640	Public Policy Process
PUAD 643	Public Policy Research
PUBP 713	Policy and Program Evaluation
SOCI 608	Juvenile Delinquency
SOCI 632	Evaluation Research for Social Programs
SOCI 640	Social Theory and Social Policy

## VI. ADP COMPREHENSIVE EXAMINATION

### **Goal**

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

- 1) *Educational* – To provide doctoral students with an opportunity to learn, review, and synthesize the current knowledge base in the field of developmental psychology.
- 2) *Programmatic* – To assist students as they progress toward the process of writing their dissertation proposal, and
- 3) *Evaluative* – To assess whether students possess sufficient breadth and depth of knowledge and skill in their field to hold the degree they are pursuing.

### **Eligibility and Registration**

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

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

### **Procedure**

Comprehensive examinations consist of

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

## Take-Home Comprehensive Exam

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

*General Research Methods/Statistics*(All students within track will receive the same question)

### *Specialized*

- One (1) Specialized question will be on the content area of the student's area of specialization
  - One (1) Specialized question will be on methods in the student's area of specialization.
- 2) In collaboration with their advisor/comps committee chair, students will create an additional, specialized reading list for distribution to their comps committee. This specialized reading list will be revised and finalized by the student and his/her comps committee members.
  - 3) Students will prepare three (3) hypothetical comp questions (1 general methods/statistics, 1 specialized content, and 1 specialized methods) for consideration by the comps committee members. The extent to which the student-submitted questions resemble the student's final exam questions will vary and be determined by the committee.
  - 4) Three months before questions are given; a meeting of the student's comps committee takes place in which the group discusses the topics represented on the student's reading list(s), the student's hypothetical questions, and the student's strategies/progress on studying for comps. After the student leaves this meeting, committee members will form a game plan for who writes which questions, covering which areas.
  - 5) Students are encouraged to study together for comps up until the time when they get the questions, at which point there will be no discussion on comps between students.
  - 6) After questions are distributed, students can consult only with their comps committee chair to get clarification/assistance with the comps questions. They may not seek assistance from anyone else after questions are passed out, unless this is approved by the comps committee chair. All communication between the student and comps committee chair concerning clarification/assistance on the questions must be in written form (email is fine).
  - 7) Students must submit two (2) hard copies of each answer and a disk copy of each of the answers (in a format readable by the staff person) to the staff person responsible for processing ADP comprehensive exams. Questions distribution, answer collection, and answer evaluation will all be conducted anonymously, so students, instead of identifying themselves on their answers, need to follow the instructions given to them for coding answers only by code number and/or color.

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

### ***Pre-proposal Dissertation Committee Meeting***

At this meeting, the student and the proposed dissertation committee will discuss the students planned theoretical constructs, research methods, and hypotheses for the dissertation (either “regular” or “manuscript style”, drawing liberally, it is hoped, from the specialized questions just written. This meeting should take place within six (6) weeks of notification of passing written comps questions, with scheduling completed within three (3) weeks of such notification.

### **Evaluation of Take-Home Answers**

- 1) Answers must be word-processed and written in APA style (current edition). Each answer is strictly limited to 15, double-spaced pages (not including references), with one-inch margins on all sides and 12-point font. Readers will stop reading after 15 pages and evaluate answers only on the basis of material in the first 15 pages.
- 2) Students can use any written source (i.e., journal articles, textbooks, course notes, books) to help them answer the questions. Students are expected to rely heavily on and their reading lists and the current, relevant research literature to answer the questions. Additional sources outside of the student’s reading lists can be used (and may be needed) depending on the question. Students are required to give appropriate references to the sources they use and to include a reference section in their papers. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the entire examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others’ work are advised to ask for guidelines their comps committee chair.
- 3) Answers to exam questions will be assessed along the following 7 dimensions:
  - Comprehensiveness or breadth of diverse material covered
  - Original Integration/Synthesis of material
  - Accuracy – extent to which statements made are factual/correct
  - Scholarly Depth of answer
  - Clarity/Organization of the response
  - Quality of writing – Syntax, spelling, coherence, punctuation...
  - APA style and other Formatting Requirements listed in #1 above

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

- 4) Exam answers will be independently evaluated on a 12-point scale by two faculty readers. Each general take-home question will be graded by the same set of faculty for all students taking the exam at a particular time. An average rating across the two readers of 8 or higher is required in order to pass the question. If the ratings of the two graders for a question differ by more than 2 points, the raters should try to resolve the discrepancy through discussion. In the rare case that discussion does not lead to a resolution, a third reader should be asked to grade the answer, and the mean of the three graders should be used as the score for that question.
- 5) Students receive feedback on the results of their written exam through written comments made by faculty grading the exam and, in some cases, through individual meetings with graders. There are three possible outcomes: 1) Pass – student passed all 3 written questions, 2) Rewrite – Student must rewrite one failed written questions, or 3) fail – student failed 2 or more questions.
- 6) Failure on the written comprehensive examinations is defined by failing any two or more questions, or, in the case where a student fails one question, by failing to earn a “B” or better (i.e., an average score of “8” or better) across all questions, or by failing any re-write question. In all cases, the student must retake the entire comprehensive examination again and this would take place during the next regularly scheduled time for comps. Ordinarily, the questions asked at the time of retake will be new, although the faculty reserves the right to draft questions that, in their judgment, best fit the interests and development of the student. Students who fail comps will only receive one retake opportunity. Students can re-write a failed comp question only if the average score across all questions is an “8” or better. The same rewrite policy will be effective the second time if a student must retake the entire exam.

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



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

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

**Applied Developmental Program**  
**Application for Approval to Take Comprehensive Exams**

Name \_\_\_\_\_

Expected date of comprehensive exam: \_\_\_\_\_

Approved POS on file (date): \_\_\_\_\_

\_\_\_\_\_  
Any courses not completed by expected date of exam:

	<u>Course #</u>	
<b>1. General Core Requirements:</b>		
a. Cognitive	_____	_____
b. Biological	_____	_____
c. Social	_____	_____
d. Developmental	__704__	_____
e. Historical	_____	_____
 <b>2. Research Methods</b>	_____	_____
(Advanced)	_____	_____
	_____	_____

Date of completion of MA thesis (if applicable): \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Signature

Date

Advisor \_\_\_\_\_

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

**Applied Developmental Program  
Approval of Ph.D. Comprehensive Exam Committee**

**Student's Name** \_\_\_\_\_

**Proposed date of Comprehensive Exam** \_\_\_\_\_

**Members of the committee** \_\_\_\_\_ (Chair)

\_\_\_\_\_

\_\_\_\_\_

**Approval**

**Date**

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

**Department Chair** \_\_\_\_\_

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

**Applied Developmental Program  
Faculty Approval of Specialized Reading List for Comprehensive Exams**

**Signature**

**Date**

**Student**

\_\_\_\_\_

**Committee  
Chair**

\_\_\_\_\_

**Committee  
Member**

\_\_\_\_\_

**Committee  
Member**

\_\_\_\_\_

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

September 1 for January comps

March 1 for July comps

## ADP Comprehensive Examination Question Grading Form

**Student Code:**

**Date of Exam:**

**Current Date:**

**Reader's Name**

**General**

\_\_\_\_ Research Methods/Statistics

**Specialized**

\_\_\_\_ Content

\_\_\_\_ Methods

---

**Strengths:**

---

**Weaknesses:**

---

**Other Comments:**

---

12=A+ 11=A 10=A- 9=B+ 8=B 7=B- 6=C+ 5=C 4=C-

In order to pass a question a student must have an average of 8.

### Grading Sheet for ADP Comprehensive Examination Answers

A) **Comprehensiveness or breadth of diverse material covered**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

B) **Original Integration/Synthesis of material**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

D) **Scholarly Depth of answer**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

E) **Clarity/Organization of the response**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

F) **Quality of writing – Syntax, spelling, coherence, punctuation.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

G) **APA style and other Formatting Requirements**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Poor</i>	<i>Fair</i>	<i>OK</i>	<i>Good</i>	<i>Excellent</i>

## **VII. ADP PH.D. POLICY ON SATISFACTORY PROGRESS AND EXCEPTIONS**

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

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

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

A student who anticipates being unable to make satisfactory progress may petition the Program, via the Program Director, for a reduction of the minimum hours, or a leave of absence from the program. Reasons which may be acceptable include (1) personal (financial, family, etc) or (2) medical. In either case, the student must demonstrate that the reasons are temporary, that they are likely to be resolved by the end of the proposed leave/waiver period, and that they are unlikely to prevent satisfactory progress after the end of the proposed leave/waiver period. The student must demonstrate a clear commitment to return to the program after the end of any leave period. A waiver or leave of absence cannot normally be granted without the recommendation of the student's advisor.

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

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

## ADP Doctoral Student Evaluation Form

Name \_\_\_\_\_

G# \_\_\_\_\_

Date \_\_\_\_\_

	N/A	Poor	Average		Excellent	
<b>1. <u>Research Activity</u></b>						
a. Knowledge of research area	0	1	2	3	4	5
b. Skills						
Design	0	1	2	3	4	5
Data Gathering/Management	0	1	2	3	4	5
Data Analytic	0	1	2	3	4	5
c. Initiative	0	1	2	3	4	5
d. Effort	0	1	2	3	4	5
e. Creativity	0	1	2	3	4	5
f. Products	0	1	2	3	4	5

Comments:

<b>2. <u>Academic Progress</u></b>						
a. Knowledge of General Literature	0	1	2	3	4	5
b. Classroom Preparation & Participation	0	1	2	3	4	5
c. Oral Skills	0	1	2	3	4	5
d. Written Skills	0	1	2	3	4	5
e. Teaching Skills	0	1	2	3	4	5

Comments:

<b>3. <u>Professional Development</u></b>						
a. Attendance at Colloquia, "Brown Bag" Lunches, etc.	0	1	2	3	4	5
b. Conference Attendance	0	1	2	3	4	5
c. Relationships with colleagues/ other professionals	0	1	2	3	4	5

Comments:



4. **Developmental Assessment and Intervention**

For students in the School Psychology option, attach the School Psychology Evaluation checklist.

5. **Identified Strengths**

6. **Identified Weaknesses**

7. **Overall Evaluation (remedial plan, if indicated)**

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## VIII. POLICIES ON COURSE EXEMPTION

Graduate coursework completed elsewhere and other experiences (e.g. work, practica, teaching) completed prior to admission to the doctoral program may be used to meet up to 30 hours of doctoral degree requirements. Credit hours for previous coursework are not transferred. Instead, the number of hours required for the Ph.D. is reduced, usually through exemptions for specific required courses. Such reduction of credit requires the approval of the program director and the dean or director of the school/college/institute, who determine whether the credit is eligible, and whether it is applicable to the specific certificate or degree program.. Reduction of credit is limited to a maximum of 30 credits in a doctoral program; it is not allowed in the ADP MA program because this program total is less than 39 credits (see GMU Catalog, page 43).

Students must file an application for approval to reduce graduate credits earned prior to admission to the Developmental doctoral program. This process is normally carried out during consultation with the faculty advisor about the student's Program of Study. Students with GMU MA's will work out course equivalencies through consultation with their advisors when they complete the Program of Study.

### **Min. Requirements:**

- Previous credits must have been earned within 5 years of admission to the doctoral program.
- A grade of B or higher must have been earned in previous coursework to be used for course exemptions.
- Requests for course exemptions must be made by the end of the spring semester of the student's first year in the program.

Exemption requests must be submitted along with the form entitled "Reduction of Credits for Doctoral, MFA, and Master's Programs". The request is made to the student's advisor, who then is responsible for bringing the request to the Program Director for his/her approval. The Program Director will usually consult with his/her program faculty and with instructors who teach the courses for which the exemptions are sought. If approved, the Program Director is responsible for forwarding the request to the Associate Chair for Graduate Studies for his/her approval. Upon approval, the Associate Chair forwards the requests to the Office of the Dean of the CHSS.

To be eligible for reduction, the credit must be graduate credit earned at another accredited university, earned at another institution and recommended for graduate credit in the American Council on Education guidebook, or earned at George Mason while in a non-degree status or while enrolled through Extended Studies. The credit must have been earned within five years prior to first enrollment as an admitted student in the specific certificate or degree program, and a minimum grade of B (3.0) must have been earned. The course must be applicable toward a degree at the institution offering the course. Extension and in service courses that are not intended by the institution offering the courses to be applied to a degree program are not eligible

for reduction in credit to George Mason. The credits cannot have been previously applied toward a degree at another institution or at George Mason.

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

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

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

A student who is attempting to use previous non-course experience to earn exemptions should work with his/her advisor in constructing evidence for the equivalency of that experience to program requirements.

In addition to the above documentation, program faculty may require a student to take a written or oral examination to earn an exemption from a required course or experience.

### **Credit from Other Institutions after Admission**

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

## **IX. RESEARCH/PRACTICUM HOURS**

### **Purpose**

The purpose of the practica (**PSYC 792**) is to provide learning experiences in the professional application of psychology and in conducting research in work settings (on-site practica) or under direct supervision of a faculty member (in-house practica). Forms for practicum can be found in the appendix.

### **Fulfilling ADP Practicum Requirements**

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

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

Students are expected to work a minimum of 100 hours for each **research/ practicum** credit hour for which they are enrolled. Students typically register for 3 hours of practicum at a time, and are allowed a maximum of six hours of **PSYC 792 or 897** per semester.

### **The Criteria for Practicum**

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

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

1. For on-site practica.
  - a. The student must receive on-the-job guidance/instruction 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. While this might be beneficial to the sponsoring organization, it would not facilitate the acquisition of new knowledge and skills by the student.
- c. If a student is already employed, no practicum credit will be granted for performance of regular job duties (e.g., those listed in the job description). Employees are generally hired on the basis of current skills; in the performance of regularly assigned duties they typically perfect old skills but seldom acquire *new* professional skills to the extent desirable for a practicum. For this reason, students working full-time will usually not be able to apply these hours toward their practicum. If an employed student can demonstrate that a special project (above and beyond regularly assigned duties) would meet practicum criteria, hours spent on said project may be considered for practicum credit. Such appeals will be decided upon by the committee appointed to assess practicum placement requests.

**2. For in-house practica.**

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

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

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

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

### **Courses Appropriate for Practicum Placements**

Placement in a practicum is greatly facilitated when a student has completed courses relevant to a particular professional area. Since an appreciable amount of advanced and specialized courses are necessary for each placement, students must seek the advice and approval of the practicum faculty coordinator. At minimum, PSYC 611-612 are required.

## **Procedures for Enrolling in Practicum**

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

1. Complete an "Intent to Register" form 60 days prior to registering for practicum and submit it to the faculty member coordinating the upcoming practicum course.
2. Contact leads and interview with potential on-site supervisors.
3. If interview result is promising, file a "Practicum Application" form with the faculty coordinator no later than 1 week prior to the beginning of the semester.
4. During the semester you are registered for Practicum you will be required to attend practicum class meetings.
5. Thirty days prior to the last day of classes, provide the on-site supervisor with a "Practicum Certification" Form to be completed and returned to the faculty coordinator.
6. Complete "Practicum Summary" form for faculty coordinator.
7. Complete the Experiential Learning Agreement and have your site supervisor and the Chair sign it.

## **Grades**

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

**Intent to Registrar for Practicum  
in Developmental (PSYC 792)**

**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 that \_\_\_\_\_ will complete his/her Practicum at \_\_\_\_\_

(Student's Name)

In the capacity  
of

(Name of  
Organization)

(Position Title)

The student will be employed  
from

to

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

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



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

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**Organization:** \_\_\_\_\_

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

**Telephone:** \_\_\_\_\_

**Supervisor's** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## Practicum Certification Form

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

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

Did the student complete his/her 300/600 hours of practicum commitment?

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?

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---

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?

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---

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

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---

---

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?

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

## **X. THE DISSERTATION PROPOSAL**

The student must submit a dissertation proposal to his/her Doctoral Supervisory Committee.

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

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

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

1. An approved Program of Study
2. Advancement to candidacy
3. An approved dissertation committee
4. An approved dissertation proposal

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

### **Advancement to candidacy**

Before doctoral students may be advanced to candidacy by the Dean, they should have completed all course work required by the program faculty, have been certified in all doctoral research skills required, have passed the comprehensive candidacy examination, and have been recommended by the doctoral program director. "All coursework required by the program faculty" is viewed by the Dean's Office to refer to all non-elective courses. When a student's record is reviewed, if the student has completed all courses (besides 998/999) except one listed under the Electives section of the Program of Study, they are still allowed to advance (with notation made in their letter that they still have to complete the remaining course before their degree will be conferred). If the student has not completed a course under a non-elective section, they are not allowed to advance until the remaining course has been completed.

## **Dissertation Proposal Approval Process**

Note. Applied Developmental Ph.D. student now have a choice of “regular” dissertation or “manuscript style” dissertation. In what follows, discussion of the “dissertation proposal” refers to the plan for the final study/manuscript for those who opt for the “manuscript style” dissertation.

### **1. An approved “regular” proposal includes 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. A 10-20 page literature review is a rough guideline, although relevance of coverage is the primary criterion for length. There is a clear set of hypotheses, and enough detail on planned statistical analysis for the committee to be clear on the planned procedures; the committee is satisfied that the procedures are appropriate to the design, hypotheses, and variables investigated.

An approved “manuscript style” proposal is discussed on pages following this section.

After proposal approval (either type):

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

### **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 and decide whether the student will opt for the “regular” or “manuscript style” dissertation.
- c. In consultation with advisor, student selects a dissertation committee. This generally occurs (informally, due to the candidacy requirement) the semester before student’s comprehensive exams, in order to hold the required pre-proposal meeting after passing comprehensive exams.

The committee must consist of at least three members. At least two members must be faculty in the Department of Psychology (the advisor and one other member), one of whom must be a member of the ADP Faculty. A third member must be chosen from among the graduate faculty within the university outside the Department of Psychology. [Note: assent of faculty members to participate in a dissertation is voluntary. The department expects that all faculty will 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 the voluntary consent of a committee, the dissertation cannot proceed.]

- d.** The student receives approval for the dissertation choice (“regular” or “manuscript style”) his/her committee (see form following this section).
- e.** Student, in consultation with advisor, develops and revises rough drafts of proposal..
- f.** When advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before initial committee meeting. At the initial meeting the committee gives approval or directs changes in the scope and design of the dissertation, with feedback on what changes are required before final approval is given.
- 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.** When the committee determines that the proposal is ready to proceed to an oral defense, a courtesy draft is submitted to the department chair, at least two weeks before the meeting at which approval is anticipated. At this time, a review copy will be made available for faculty in the department office, and faculty will be notified of the date and time of the meeting at which approval is anticipated. This meeting is open.
- i.** Committee signature on the proposal signifies that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Signature of the Associate Chair for Graduate Studies indicates concurrence.
- i.** A hard-copy of the proposal should accompany the signature sheet to the Graduate Program Office for the Associate Chair for Graduate Programs to sign.

## **ADP Manuscript-Style Dissertation Guidelines**

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

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

### ***Requirements***

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

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

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

As with normal (i.e., non-dissertation) writing, if the student works collaboratively, then it is expected that the collaborators will appear as authors on the manuscript. In other words, the student does not need to be the sole author on the manuscripts. For first-authored manuscripts, it is expected that the student was providing the majority of the intellectual capital and work for the



manuscript. For a second-authored manuscript, the student needs to have made substantive contributions to the manuscript. Other authors will be required to submit a document stating that this was the case.

### ***Sequence of Events***

Arguably, one of the more difficult elements of the manuscript style dissertation is the sequence of events that occur for its completion. First and foremost, we encourage students who are interested in pursuing this option to talk to their advisor early in their program. For students who wish to complete the manuscript-style dissertation in a timely manner, it is imperative that they begin writing manuscripts early in their program. As the student approaches the completion of their coursework, at least one manuscript should be published or at least submitted. Another manuscript will need to be nearing completion at the time of comprehensive exams. The goal is to propose one final, empirical study that the student will complete for their final manuscript in their dissertation. At this point, the dissertation proposal for the manuscript-style dissertation is the same as that of a traditional dissertation with one exception: As part of the manuscript-style dissertation proposal, the student will formally ask to include the two prior manuscripts as part of their dissertation (using the Dissertation Proposal Application). *If the committee does not agree, the student will be asked to complete a traditional dissertation.* In other words, the student proposes a final study. That final study will either be completed in long form (traditional dissertation) or short form (manuscript-style dissertation). For those who are pursuing a manuscript style dissertation, a note must be included in any submitted manuscript that the manuscript was completed in partial fulfillment of the author's dissertation. If a paper is accepted for publication, the journal editor must be contacted and provide documentation that online indexing of the dissertation is acceptable.

### ***Possible Sources of Manuscripts:***

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

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

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



### Dissertation Proposal Application Applied Developmental Psychology

Please indicate below which option you would like to pursue for your dissertation. (Your advisor should be aware of your choice before you make your selection.) Include this completed sheet when you distribute your proposal.

I, \_\_\_\_\_ (name), intend to pursue a:

\_\_\_ Traditional Dissertation

Tentative Title:

**OR a**

\_\_\_ Manuscript-Style Dissertation

Programmatic Title or Theme of the Manuscripts:

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

1. Reference for first paper:

2. Reference for second paper:

3. Tentative title of final paper:

The committee approves the student to pursue a  
\_\_\_ traditional dissertation.

\_\_\_ manuscript style dissertation.

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

Member: \_\_\_\_\_

Date: \_\_\_\_\_

Member: \_\_\_\_\_

Date: \_\_\_\_\_

Member (optional): \_\_\_\_\_

Date: \_\_\_\_\_

## **XI. THE DISSERTATION**

The Doctoral Supervisory Committee guides the student in the preparation of the dissertation. Specific guidelines, especially for, but not limited to, the “regular” dissertation, may be found in the *Guide for Preparing Graduate Theses, Dissertations, and Projects*. This publication may be found at the following link: <http://thesis.gmu.edu/dtaboutnew.htm>. A 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).

Once a student begins enrolling in 998, they are not required to maintain enrollment until the proposal is defended; however, failure to do so will result in suspension of University privileges after the second consecutive term of non-enrollment. To avoid this, students to contact the Graduate Programs Assistant, Ms. Darby Wiggins at [dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu) and request a ZREG for those terms. The fee for this is \$45.00.

Students are required to enroll in 3 credits of dissertation in the term immediately preceding the one in which they submitted their Dissertation Proposal Cover Sheet to the Dean’s Office. In each subsequent semester thereafter, students are required to enroll in at least 3 credits of dissertation until they have completed the minimum 12 hours combined. Only after completing the minimum combined 12 hours of dissertation, may a student enroll in 1 credit of dissertation per term. You are strongly encouraged to discuss your proposal and dissertation credit plans with your advisor.

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.

### **During The Dissertation**

Normally, frequent committee meetings are unnecessary and burdensome. 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.

#### **1. Writing up the dissertation**

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

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

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

Dissertations cannot go to orals without the assent of all committee members, the Program Director, and the Associate Chair for Graduate Studies. 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.

## **2. In preparation for the defense**

The student must provide a copy of the dissertation to the library and the Associate Chair for Graduate Studies to make available to the faculty to read before the oral defense. These copies should be available at least two weeks before the scheduled oral defense.

The oral defense should be scheduled through the Graduate Programs Assistant, Darby Wiggins ([dwiggin3@gmu.edu](mailto:dwiggin3@gmu.edu)) who informs the Graduate Dean of the student's name, the title of the dissertation, the date and location of the oral defense ***at least three weeks before the projected defense date***

Do not ask your Dissertation Committee Chair to schedule orals until he/she 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.

### **Oral Defense of the Dissertation**

**Summary:** The dissertation and its oral defense represent the final demonstration that a doctoral candidate has sufficiently mastered the methods and content of the discipline, that he/she can plan a substantive research project, collect, analyze, and interpret the data, and fit the findings into literature in the area. Students must demonstrate a sufficient mastery of the discipline by showing that they can accomplish these tasks, report the dissertation work in clear technical writing in appropriate format, and defend orally what they have done in each phase of the work.

**Prior to the defense:** No dissertation can proceed to a defense until each member of the committee and the department chair have signed the Approval to Defend Dissertation form, signifying that each has individually read the dissertation draft and has concluded that it is in

final form except for minor changes. This does NOT preclude the committee from stipulating changes (possibly major ones) as a result of the issues raised in the oral examination.

***Procedure for the oral defense:*** The candidate and the examining committee must be present at the defense. An observer from the Dean's office is normally present. Other members of the university community are welcome to attend the defense as observers. Attendance by persons who are not members of the university community (e.g., family members) is not normally allowed.

The defense is chaired by the dissertation advisor, who is responsible for maintaining appropriate professional decorum. The advisor will open the meeting by reviewing procedures to be followed. Although exact procedures will vary depending upon the wishes of the dissertation committee, the procedure will normally open with a presentation of the dissertation work by the candidate. **Historically, this presentation includes the student's guiding the committee through the work done, from significance and aims, to hypotheses, and through methods, analysis, and interpretation (approximately ½ hour in length).**

During and following this presentation, the candidate is examined for thorough mastery of the methods, analysis, and interpretation of the data, and its context in the literature; only members of the examining committee may participate in this examination. If other persons present at the examination wish to question the candidate, they must submit questions in writing to the chairman of the dissertation committee in advance of the oral examination.

After conclusion of the examination, the chairman will ask others present if they wish to ask questions of the candidate. The candidate and others present are then asked to leave the room while the examining committee deliberates; the dean's representative is invited to observe the deliberations. After deliberations, a vote is taken, and the candidate is then brought back into the room and privately informed of the decision of the committee.

**The following are appropriate requirements for the oral defense:**

1. The student is expected to have mastered the research process as it relates to his/her dissertation, and to have command of the subject matter of the dissertation. The student should be able to answer procedural questions concerning data collection or statistical analysis procedures. For the latter, it is not expected that the student have each formula at his/her fingertips, but that the data analysis be explained conceptually, that it is clear that the student understands the analysis, and that the student be able to demonstrate that the assumptions of the analysis performed were reasonably valid.
2. If the data analysis has been altered since proposal approval, the student should be able to justify changes. If faculty feels that alterations should have been made, the student should be able to explain why no alteration was made. This must be kept reasonable. A student who has conducted a two-group study with a single dependent measure is not liable to questions concerning multivariate analysis. However, completion of the mechanics of data analysis is not a substitute for thoughtful data analysis, and an understanding of the limitations of analysis.

3. The student must be able to explain how interpretations were derived from the analysis of the data, and how his/her findings fit into and contribute to the existing body of literature in the area.
4. The student must be able to evaluate the strengths and weaknesses of his/her own work, and to project logical extensions of that work.

The dissertation committee is the ultimate judge of whether the student satisfactorily performs the requirements of the oral defense. Decisions of the committee may be either (1) pass, with no changes: the student has completely satisfied the committee, and no changes are required to the dissertations, (2) pass, with changes: the student has satisfied the committee, but stipulated changes must be made to the dissertation before submission\*, or (3) fail: the committee is not satisfied with the student's ability to perform the above, and/or such major changes are required in the written dissertation that another exam must be scheduled. In order to pass the exam, all members of the dissertation committee must vote to pass the candidate. All decision of the committee on whether the candidate passes or not, and what changes are required to the written dissertation, are made in a closed meeting of the examining committee immediately following the oral exam; other persons present at the examination may not be present at or take part in the discussion leading to the vote (except that the dean's representative is invited to observe the deliberations).

If a candidate does not pass the oral examination, he/she is allowed a maximum of one additional oral examination to be scheduled only after the committee is satisfied that stipulated changes in the written dissertation have been made.

**\*The committee may either sign the cover sheet and entrust the advisor to revise the changes before submission of the dissertation, or may require that the candidate circulate the final draft to the committee before signature.**

### **Format Review**

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

<http://thesis.gmu.edu/dtcoordinatornew.htm>

### **Dissertation Submission and Fee**

Two original copies on 100 percent cotton bond and one photocopied copy of the dissertation must be deposited with the college/school/institute dean or director for dean/director's signature prior to being transferred to the University Libraries. For degree conferral, two copies with cover sheets signed by committee and dean/director of college/school/institute must be submitted to the library by 5 p.m. on the last Friday of classes (select timelines link at <http://registar.gmu.edu/gradcheck> for specific deadline date). This is also the deadline for participation in the May commencement. To be included in the published program for university commencement program, students must submit copies as described above to the library by April 15. In addition, submission of the dissertation to University Microfilms

International is required; a fee of \$55 is paid by the student for this process. All copies of the dissertation must be submitted and all fees paid before the doctoral degree is awarded.

For more information, students are strongly encouraged to visit the Graduate Student Resources Webpage at  
<http://psychology.gmu.edu/Graduate%20Student%20Resources/index.htm>

## XII. FACULTY RESEARCH INTERESTS

### APPLIED DEVELOPMENTAL

Tim Curby	993-2457 / DK 2048	Classrooms as a context for students' behavior and development; Teacher-child interactions; Classroom quality; Development of classroom observational measures; Quantitative methods.
Susanne Denham <b>Director, Applied Developmental Program</b>	993-1378 / DK 1024A	Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above
Kimberly Eby	993-8671 / JC 241	Violence and gender; faculty roles in interdisciplinary collaborative work; collaborative learning; teaching and learning strategies across the disciplines.
Elyse Lehman		<i>Faculty Emeritus.</i> Memory, attention, and problem solving in children and older adults; Educational applications-Learning disabilities, gifted children, attention deficit disorder; Everyday cognition-Children's art, soft object attachments; Eyewitness testimony
Robert Pasnak	993-1354 / DK 2049	Cognitive and socioemotional development in preschool, elementary school, and special education children
Koraly Perez-Edgar	993-9366 / DK 2050	Attentional Control and Attentional Biases, Anxiety, Social Reticence/Shyness, Temperament, Biological substrates (EEG, ERP, fMRI)
Johannes Rojahn	993-4241 / DEM 202	Intellectual and developmental disabilities, autism (Socio-emotional competence, mental health/illness, psychopathology, self-injurious, stereotypic and aggressive



behaviors; applied behavior analysis; assessment)

Adam Winsler 993-1881 / DK 2023

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

### **BIOPYSCHOLOGY PROGRAM**

Linda Chrosniak 993-4139 / DK 2045  
**Director, Honors Program in Psychology**

Research interests include implicit and explicit memory processes, and relationships between stress, cognition and health. In addition, in collaboration with Dr. Flinn, she has investigated effects of trace metals (zinc, copper and iron) on memory processes.

Jane Flinn 993-4107 / DK 2022

The role of metals in learning and memory and in Alzheimer's disease

Craig G. McDonald 993-2277 / DK 2018

Psychophysiology of visual perception and cognition; nicotine-induced changes in executive functioning

Robert F. Smith 993-4339 / DK 2044  
**Director, Biopsychology Program**

Developmental neuroscience, esp. effects of drugs [currently, nicotine] on adolescent neurobehavioral development. Activity-dependent dendritic growth. Animal models of addiction.

### **CLINICAL**

Lauren Cattaneo 993-4728 / DK 2021

Community and institutional responses to intimate partner violence, helpseeking, risk assessment and empowerment.

Christy Esposito-Smythers  
993-2039 / DK 2061

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

Todd Kashdan 993-9486 / DK 2047

Emotional disturbances, social anxiety, self-regulation, personality, interpersonal

		processes, positive emotions, well-being, character strengths.
James Maddux	993-3590 / DK 2019	Social-clinical interface; Health psychology; Self-efficacy theory.
Patrick E. McKnight	993-8292 / DK 2065	Health services research, research methods, statistics, measurement, and program evaluation.
Robyn Mehlenbeck	993-1371 / DEM 202	<i>Director of Center for Psychological Services.</i> Adolescent weight management; Eating disorders in children and adolescents. Clinical specialty in pediatric psychology.
Keith D. Renshaw	993-5128 / DK 2052	Relationships of adults with anxiety and depression; Adjustment of military service members and their spouses after deployment; Combat-related posttraumatic stress disorder.
John Riskind	993-4094 / DK 2043	Anxiety disorders, Generalized Anxiety and Obsessive Compulsive Disorder, Cognitive Vulnerability factors and processes, Cognitive behavioral theories and treatment, anxiety and suicide ideation, cognitive vulnerability and stress-generation
Jerome Short <b>Director of Clinical Training</b>	993-1368 / DK 2057	Family stress and coping; Prevention programs; Mental health promotion.
June Tangney	993-1365 / DK 2007A	Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation, Substance abuse and HIV risk, Research ethics.

## **HUMAN FACTORS/APPLIED COGNITION**

Carryl Baldwin	993-4653 / DK 2062	Auditory cognition, auditory and multi-modal displays, cognitive aging, speech processing, transportation (highway and air) safety, mental workload, adaptive automation, individual differences, training, spatial navigation and neuroergonomics.
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Deborah Boehm-Davis 993-1398 / DK 2003

**Department Chairperson**

Applied cognition; understanding interruptions and cognitive workload; transportation (Aviation and highway)

C. Alan Boneau

*Faculty Emeritus.* Recognition memory and memory; Structure of psychology; Psychophysics

Robert Holt

*Faculty Emeritus.* Social cognition; Pilot cognition; Programmer cognition; Artificial intelligence; Computer assisted instruction; Computer adaptive testing; Relation of physiological measures to cognition

Raja Parasuraman 993-1357 / DK 2055

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

Human factors and cognitive neuroscience, human performance in human-machine systems, influence of automation and computer technology on attention, memory and vigilance. Cognitive neuroscience of attention using information-processing tasks, neuroimaging (ERPs and fMRI) molecular genetics of cognition.

Matt Peterson 993-4255 / DK 2058

Cognitive neuroscience of attention, memory, and perception. Visual attention, visual search, and eye movements. Attentional control and multitasking

James Sanford 993-1351 / DK 2046  
**Associate Chair for Undergraduate Studies**

Human memory and cognition, false memory, testing effect

Tyler Shaw 993-5187 / DK 2059

Neurophysiological underpinnings and individual differences in human sustained attention, automation, team collaboration and coordination dynamics

Jim Thompson 993-1342 / DK 2056

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

## **INDUSTRIAL/ORGANIZATIONAL**

Louis Buffardi            993-1363 / DK 3072

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

Employee attitudes; Quality of work life  
organizational surveys; Work and family  
issues; Human error

Jose Cortina            993-1347 / DK 3074

Statistical interaction; Philosophy of  
quantitative analysis; Personality testing

Reeshad Dalal            993-9487 / DK 3077

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

Theodore Gessner

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

Seth Kaplan            993-8475 / DK 3073

Personality, emotions, and well-being at  
work. Understanding the meaning and the  
psychological experience of work.  
Psychometric and statistical issues.

Eden King            993-1620 / DK 3076

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

Lois Tetrick            993-1372 / DK 3066A

**Director, Industrial/Organizational Program**

Occupational health psychology including  
stress, work-family, and safety;  
psychological contracts and the employment  
relationship; cross-cultural aspects of  
industrial organizational psychology;  
innovation; motivation, and compensation.

Stephen Zaccaro            993-1355 / DK 3066B

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

## **SCHOOL PSYCHOLOGY PROGRAM**

John Blaha

*Faculty Emeritus.* Assessment, learning disabilities

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

Program evaluation.

Johannes Rojahn     993-4241 / DEM 202

Intellectual and developmental disabilities, autism (Socio-emotional competence, mental health/illness, psychopathology, self-injurious, stereotypic and aggressive behaviors; applied behavior analysis; assessment)

Ellen Rowe     993-4266 / DEM 202C

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

## **APPENDICES**

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

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 practical experiences. Indeed, the nature of the close working relationships inherent in graduate education in psychology, especially in a program with an applied focus, almost guarantees that conflict will arise on occasion.

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

### **Faculty**

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

### **Students**

1. Faculty and students enter into an educational alliance whose objective is the imparting to students knowledge and skill. As part of this alliance, faculty are responsible for setting standards for mastery of this knowledge and skill and for evaluating students' progress toward meeting these standards. Students in professional psychology programs provide services to various types of clients (individuals and organizations), and faculty are ultimately responsible for the quality of these services. Thus, faculty evaluation of student performance and progress provides assurance of the quality of these services.

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



## Grievance Procedures

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

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

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

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

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

### **Student "G" Cards**

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

### **GMU E-Mail**

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

### **Parking**

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

### **Health Insurance/Student Health Services**

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

### **Student Wage/Hourly Employees**

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

## **Mailboxes**

Each student is assigned a mailbox. Doctoral student mailboxes are located in the hallway next to the Psychology Graduate Office in David King Hall. Faculty and Staff boxes are located in the copy room (DK 2001). MA mailboxes are located in the Physio Lab for Biopsychology, alongside the doctoral mailboxes for Developmental, The ARCH Lab for Human Factors, The Clinic for School Psychology and Robinson 211C for Industrial Organizational. Be sure to check the mailboxes periodically for any messages that might be left for you by faculty, staff, or students. Please be aware that student mailboxes are not secured, so use caution in what you place in them.