

College of Humanities and Social Sciences
Department of Psychology

George Mason University

Industrial Organizational Psychology Masters and Doctoral Program

Student/Faculty Handbook

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III. INTRODUCTION

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

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

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

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

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

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

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

IV. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES

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

Graduate Academic Standards and Grades

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.

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

Graduate students who are admitted provisionally may be terminated from their academic programs if they fail to meet conditions of their admission in the time limits set at admission. Students admitted provisionally may be terminated upon accumulating either grades of F in two courses or nine credits of unsatisfactory grades in graduate courses. Provisionally admitted students who accumulate 12 credits of unsatisfactory grades in undergraduate courses will also be terminated. (For students admitted provisionally, graduate and undergraduate grades are not combined in the calculation of unsatisfactory credits leading toward termination.) Students may be terminated if they fail to achieve satisfactory progress toward their degree. A letter of termination is sent by the dean or director of the school/college/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 take courses (in other programs) through Extended 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.

Full-time Classification of Graduate Students

Graduate students are considered full time if they are enrolled in at least nine credits per semester or if they hold a full time assistantship (20 hours a week) and are enrolled in at least six credits per semester. Graduate students who are enrolled in dissertation credits (either 998 or 999) are considered full time if they are enrolled in at least six credits per semester, regardless of whether they hold an assistantship or not. Graduate students who have completed the minimum number of credits required by their degree program including the minimum number of credits of 999 required by their degree program, if any, are considered full time if they are registered for at least one credit of 999 and their advisors and department chairs certify each semester that they are working full time on the dissertation. **Please note: Different criteria for full-time status may apply for tuition, verification, and financial aid purposes. Contact Student Accounts, the Registrar's Office and Student Financial Aid, respectively, for questions regarding student-specific status.**

Permission to Re-enroll in Graduate Study

Permission to re-enroll in a program must be obtained by all master's and doctoral students who have failed to enroll in at least one credit of course work for two or more consecutive semesters at George Mason University. A program may allow a student to petition to graduate under any catalog in effect while the student was enrolled. The final decision rests with the unit dean or director. Forms are available from the Office of the Registrar, 703-993-2441.

V. PROFESSIONAL ETHICS

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

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

Policy on Discrimination

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

Policy on Sexual Harassment

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

VI. THE ADVISOR

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

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

Since entering students' needs are somewhat different from those of advanced students, an advisor is appointed for those students. All MA students are advised by Dr. Lou Buffardi, MA Program Coordinator, at least initially. For entering doctoral students, this advisor provides an orientation advising session which helps students determine the courses they will take for the first two years of the program. This orientation advising is also designed to familiarize a student with the program and to answer to general questions.

After the student has familiarized him/herself with the program demands and the various areas of expertise of the faculty, he/she may wish to select a new advisor. When the student has identified a faculty member whose specialty and research interests are close to his/her own and who is willing to work with the student, contact the Director of the Program with a request to change advisors. The Program Director will assist the student in this change. The student may also change advisors should his/her research interests change over time. Again, contact the Director of the Program to help with the change of advisors.

Approval to Schedule of Classes

Before enrolling each semester, a student should contact his/her advisor and plan a schedule of classes for that semester. A student may change this schedule of classes; however, the advisor should be immediately notified about the change. Students are expected to take certain classes during their first two semesters in the program. These courses include PSYC 611—Quantitative Methods I during Fall semester and PSYC 612—Research Methods during the Spring semester. Students should begin taking the core courses as soon as possible since these courses must be completed before the comprehensive examination may be taken.

Full-Time and Part-Time Status

The Industrial Organizational Faculty at George Mason University expects doctoral students to be committed to the program on a full-time basis. A full-time academic load consists of 10 hours per semester the 1st year and 6 hours per semester in subsequent years. Masters students may elect to take more credit hours reflecting the lack of requirement to be engaged in

research. This schedule, of course, leaves the summer available to accumulate additional credit hours through coursework or practicum experiences. *At a minimum, students must complete at least 15 credit hours during any academic year including summer sessions.* Failure to comply with this requirement constitutes grounds for a separation of a student from the program.

Students who choose to pursue their masters and doctoral training while employed must recognize that flexibility from their organization is a requirement for participation in the IO graduate program. For both masters and doctoral students, there are academic functions (research team meetings, colloquia, etc.) that are required during daytime hours and part-time students are expected to attend just as full-time students are.

Annual Evaluation

All doctoral students' academic, professional, and practicum performance is evaluated each year by the Industrial Organizational Faculty. This is optional for masters students. Although students will complete and turn in a summary of activities and accomplishments (see *Graduate Student Annual Report* form on the next pages), it is the responsibility of a student's advisor to present the Industrial Organizational Faculty with a report of the student's progress in these areas.

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

Registration

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

VII. INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY MASTERS PROGRAM

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

Degree Requirements:

1. 32 hours of graduate credits
2. One of: Cognitive: PSYC 701, 759, 766, or 768, OR
Social: PSYC 703
3. Quantitative and Research Methods courses (8 hours)

PSYC 611 – Advanced Statistic Research Methods I
PSYC 612 – Advanced Statistic Research Methods II
4. Specialization Courses (12 hours minimum)

Required: PSYC 636 – Survey of Industrial Psychology
PSYC 639 – Survey of Organizational Psychology

One of: PSYC 557 – Psychometric Methods
PSYC 631 – Industrial and Personnel Testing and Evaluation
PSYC 638 – Training
PSYC 640 – Techniques in Industrial Organizational Psychology
PSYC 733 – Issues in Personnel Psychology
PSYC 592 – Special Topics (check with your advisor to see if the topic qualifies as “industrial”)

One of: PSYC 739 – Seminar in IO Psychology: Leadership
PSYC 741 – The Psychology of Work Motivation
PSYC 667 – Small Group Behavior
PSYC 735 – Psychological Perspectives on Organizational Development
PSYC 592 – Special Topics (check with your advisor to see if the topic qualifies as “organizational”)
5. Electives: Students may choose to take up to 6 hours of practica (contingent on availability) and/or up to 6 hours of thesis research. The Chair’s permission is required for the thesis option and a form is available from the graduate secretary. Alternatively,

students may choose up to 9 hours of electives with up to 6 hours allowed outside the department (see your advisor).

The programs specify some courses which are required in order for students to acquire a specialty in that area. That is, the program requirements narrow some of the choices among courses to ensure that students acquire the necessary expertise in an area.

Conferral of the Master's Degree

The student may be awarded a Master's Degree in Psychology after completing 32 semester hours of graduate credit in Psychology that satisfy MA catalog requirements for the Industrial Organizational specialization programs (see current Catalog).

Thesis Option

A thesis is not required for the MA degree. 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 CHSS Graduate Student Coordinator in College Hall, room C112.

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.

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.

An approval to pursue Master's Thesis Form is available at:
<http://mason.gmu.edu/~dwiggin3/ApprovaltoPursueMAThesis.pdf>

Thesis Proposal

The thesis proposal consists of the following:

- Cover sheet—format is found at:
<http://www.gmu.edu/library/specialcollections/dtsamplepages.htm>
- A statement of the major problem or research and supporting problems, not to exceed six double-spaced pages. The proposal should include a very brief review of the literature and the methods proposed to carry out the research.

The thesis proposal must be approved by the thesis committee, the Program Coordinator, and the Associate Chair for Graduate Studies. It must then be submitted to the Dean's Office *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 Assistant.

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.

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 Area Coordinator, and the Associate Chair for Graduate Studies, with an original and one approved copy submitted to the Dean by the date announced in the catalog.

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 the College of

Humanities and Social Sciences 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.

VIII. INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY DOCTORAL PROGRAM

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

Program Requirements

- 3 hours from cognitive core (701, 766, 768) and 3 hours from social core (703, 667, 668)
- 8-hours of quantitative and research methods PSYC 611, 612
- 9-hours of advanced quantitative and specialized methods including 754, and at least two more courses from the following 756, 557, 633, 652, 755, 654, 892 SEM/Meta-analysis
- 18 hours of specialized content: PSYC636 and 639; select at least 3 hours from PSYC631, 638, 733, 736, or 592/892 AND at least 3 hours from PSYC 667, 735, 739, 741, or 592/892. The remaining 6 hours of required specialized content can come from any of the aforementioned courses.
- 3-hours of special topics in professional issues: PSYC 890
- 12-hours of dissertation proposal (PSYC 998) and dissertation (PSYC 999)
- 9-hours of electives**
- 6-hours of practica (PSYC 730) and/or directed readings (PSYC 897)

*Students should consult advisor about which specific course to take.

**See attached list of potential elective courses.

Typical Curriculum for Industrial Organizational Psychology

1st semester

636 Survey of Industrial (3)
611 Adv Stat I (4)
Psyc Core (3)

Summer

730 Practicum (3)

3rd semester

754 Regression (3)
739/741 Ldrshp/Motiv (3)

Summer

730 Practicum (3)

5th semester

741/739 Motiv/Ldrshp (3)
xxx Psyc Core/890 (3)

2nd semester

639 Survey of Org. Processes (3)
612 Adv. Stat II (4)
631/638 Selection/Training (3)

4th semester

557/756 Psychometrics/Mltivr (3)
638/631 Training/Selection (3)

6th semester

756/557 Multivar/Psychometr (3)
xxx Psyc Core (3)

Summer—Comprehensive Exams

7th semester

890 Professional Seminar/Psyc Core (3)
xxx Elective (3)
998 Diss Proposal (3)

8th semester

xxx Elective (3)
xxx Elective (3)
999 Dissert (3)

9th semester

999 Dissertation (6)

Doctoral Program Benchmarks

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

Examples of Classes That May Be Taken Outside the Department for the IO Programs

PUAD 502	Administration in Public and Non Profit Organization		
BIOL 745	Environmental Toxicology		
COMM 501	Communication in Professional Relationships	PUAD 620	Organization Theory and Management Behavior
COMM 506	Communication in International Organizations	PUAD 621	Principles and Practice in Government Organization & Management
COMM 530	Theories in Small Group Communication	PUAD 640	Public Policy Process
COMM 535	Organizational Communication	PUAD 670	Personnel Administration in the Public Sector
COMM 536	Communication Consulting		
CS 580	Introduction to Artificial Intelligence	PUAD 671	Public Employee Labor Relations
CONF 713	Laboratory and Simulation in Conflict Processes I	PUAD 729	Issues in Public Management
DESC 435	Computer Simulation	PUAD 749	Issues in Public Policy
MKTG 725	Marketing Research	SOCI 599	Issues in Sociology
MKTG 726	Advanced Consumer Behavior	SOCI 604	Sociology of Occupations and Professions
MGMT 711	Organization Theory	SOCI 611	Classical Socialization Theory
MGMT 721	Seminar in Personnel Administration	SOCI 612	Contemporary Socialization Theory
MGMT 751	Small Business Ventures and the Entrepreneur	SOCI 621	Human Ecology and the City
MGMT 791	Seminar in Current Management Problems	SOCI 632	Evaluation Research for Social Program
OR 671	Judgment and Choice Processing and Decision Making	SOCI 686	Sociology of Aging
STAT 658	Time Series Analysis and Forecasting	STAT 657	Nonparametric Statistics

Evaluation Form

(All Doctoral students must complete the form by **February 6, 2009**; this is optional for masters students.
Electronic copies should be sent to your advisor and the **Director of the IO Program**).

**Industrial Organizational Psychology Program
George Mason University
Graduate Student Annual Report
For Calendar Year _____**

Name _____ Date _____

Year entered program _____ Advisor _____

INSTRUCTIONS: Complete this report to the best of your abilities, keep a copy for yourself, and send one copy to your advisor and one copy to Lois Tetrick by February 10, 2008. Note that not all items will apply to every student; use "N/A" if an item does not apply to you. Attach a copy of your vita to this report.

1. Statement of current research interests.

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

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

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

Scientific Idea/ Research Results

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

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

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

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

6. Conferences attended without presentations or other program participation.

Conferences attended

7. Membership in scientific/professional societies:

Scientific/Professional Society

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

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

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

Semester	Course Number	Title	Instructor	Credit Hours	Grade

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

Date of Comp Exam	Actual/Projected	Result

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

Dissertation Title/Topic	Chair	Committee Members

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

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

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

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

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

Committee	Responsibilities	Time Commitment per Week

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

Strengths
Weaknesses

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

Skills to be acquired:
Activities planned:
Outcomes anticipated:

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

Future career plans
Characteristics of your "ideal" job

Program of Study (POS)

****Doctoral Students Only****

What is a Program of Study

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

How to Determine the Program of Study

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

Submission of the Program of Study

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

Making a Change in the Program of Study

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

PROGRAM OF STUDY FORM INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY**2009-2010**

Date: _____
Name: _____
Address: _____

G#: _____
Phone: _____

Proposed Date of Comprehensive Examination: _____

CONTENT COURSES		
<u>NINE HOURS OF CORE CLASSES:</u>		
COURSE NUMBER	COURSE TITLE (As it appears on your transcript)	SEMESTER
Select One: 701, 766, 768		
Select One: 703, 667, 668		
PSYC 705		
NOTES:		Total Hours:
<u>EIGHT HOURS OF QUANTITATIVE/RESEARCH METHODS:</u>		
PSYC 611		
PSYC 612		
NOTES:		Total Hours:
<u>NINE HOURS OF ADVANCED QUANTITATIVE & RESEARCH METHODS:</u>		
PSYC 754		
At least two more courses from those listed below:		
PSYC 557		
PSYC 756		
PSYC 892 (SEM/MA)		
NOTES:		Total Hours:
<u>EIGHTEEN HOURS OF SPECIALIZED CONTENT:</u>		
PSYC 636		
PSYC 639		
Select six hours from the following list: PSYC 631, 638, 640, 733, 736, or 592/892		

Select six hours from the following list: PSYC 667, 735, 739, 741, 592/892		
NOTES:		Total Hours:
THREE HOURS SPECIAL TOPICS IN PROFESSIONAL ISSUES:		
PSYC 890		Total Hours:
TWELVE HOURS OF DISSERTATION PROPOSAL AND DISSERTATION:		
PSYC 998		
PSYC 999		
NOTES:		Total Hours:
ELECTIVES (Three Courses):		
NOTES:		Total Hours:
SIX HOURS OF PRACTICUM or DIRECTED READINGS:		
PSYC 730 or PSYC 897		
NOTES:		Total Hours:
TOTAL HOURS		
Applied to MA	Post MA	Dissertation (Limit 12)
		GRAND TOTAL
		74

Major Advisor

Date

Director of the Program

Date

Associate Chair for Graduate Studies

Date

IX. INDUSTRIAL ORGANIZATIONAL COMPREHENSIVE EXAMS

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

Timing

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

Format

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

Coverage

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

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

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

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

Grading

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

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

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

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

Failing

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

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

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

Oral defense

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

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

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

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

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

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

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

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

Rules

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

Security

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

X. RESEARCH REQUIREMENTS FOR DOCTORAL STUDENTS

Purpose

In addition to passing on existing knowledge to a new generation of psychologists, quality doctoral programs are dedicated to expanding the knowledge base of the field. Hence, the development of the student's research skills is of primary importance.

Initial Research Experience

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

Second Year Research Requirement

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

Pre-Comprehensive Exams Research Requirement

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

Prior to being allowed to take the comprehensive examination, all students in the PhD program must submit a first-authored manuscript to a peer-reviewed journal. The research project should be planned and executed with two faculty members of the student's choice. Before submitting the manuscript for publication, the student must obtain consent from both faculty members. The faculty only will give consent once they feel the paper is of sufficient quality for submission. Comprehensive exams will not be distributed to students who have not completed the Research Submission Requirement.

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

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

After Completion of these Research Requirements

Students are expected to continue working with faculty research teams throughout their program. This will foster the continued maturation of their research skills and facilitate the development of a quality doctoral dissertation proposal.

XI. GUIDELINES FOR DISSERTATION, THESIS, AND TRAVEL SUPPORT APPLICATION

July 2009

Dissertation and Thesis Support

The department will provide up to \$400 to help cover the cost of dissertation research and up to \$250 to cover the cost of master's thesis research. These funds are to be used to assist in the collection of data, including payment to participants if the research requires a population not readily available at the University. All equipment, books, software, tests, etc that are purchased with department funds becomes the property of the department. 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 Dana Park 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).
4. Students may apply for thesis/dissertation support or travel support but not both.

Travel Support

The department will provide up to \$300 to **doctoral** students to help pay for travel to a conference at which the student is presenting. To be eligible, the student must be either first author of the paper/poster or second author if the first author is a faculty member. Ordinarily only one such request per year will be approved. The department will help pay for airfare and conference registration but not lodging, meals, taxis, etc.

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

1. A letter from the conference indicating that your paper, poster, etc. has been accepted.
2. A budget describing how you plan to spend the money, including the exact cost of the airfare and/or conference registration fee.
3. Evidence that you have at least attempted to get money from other sources, including the organization sponsoring the conferences (some but not all offer support for students)

presenting), your advisor's grant, the University's graduate student organization (student may apply for Graduate Student Umbrella funds and department funds simultaneous but must provide evidence of GSU award or refusal before department funds will be awarded (www.gmu.edu/org/gstf/GSTF.html). Evidence of an attempt to get money from the University's graduate student organization is required.

4. All of the above must be submitted at least **two months** prior to the date of travel.
5. Students may apply for thesis/dissertation support or travel support but not both.

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

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

DBSPO Travel Grants

The Developmental/Biopsychology/School Psychology student organization (DBSPO) has created/facilitated methods to obtain travel funds, as well, as follows:

SIN Travel Grants

Each year SIN sponsors students to go to Neuroscience. This year SIN sponsored 11 students to go! If you are interested. Dr. Flinn is the faculty advisor.

The Graduate Student Travel Fund

Mission Statement

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

The Scope and Purpose of the Graduate Student Fund

The GSTF is charged with the responsibility of administering funds received from the Office of the Provost and student fee funds allocated by the Student Funding Board (SFB). The

application standards utilized by the GSTF are designed to evaluate requests in a fair and unbiased manner, providing equal opportunity for all Mason graduate students. The GSTF as it currently exists provides financial support for conference travel only. At this time, requests for dissertation support or job interview travel cannot be honored as these types of requests fall beyond the scope of the GSTF. The GSTF was established to help supplement conference related expenses; it is not meant to fund your entire conference. Award amounts vary depending on conference location and type of participation, award amounts range from \$150.00-\$250.00 this amount is subject to change at any time.

For specific policies and requirements, visit their webpage at:
<http://www2.gmu.edu/org/gstf/>

Psychology Department Travel Funding

- Travel support is available only to doctoral students who plan to travel to a professional or scientific meeting or convention for the purpose of presenting research or other scholarly or professional product for which the student had the primary role or a major role in designing and implementing (e.g. if you are fourth author on a Poster presentation, we are unlikely to give you money).
- Travel awards will typically be limited to \$300, but exceptions will be made under special circumstances.
- This money is to be used for travel expenses (i.e., getting to and from the meeting) and/or convention registration, but NOT for lodging and/or for meals. If the meeting takes place in the Washington area, we will only pay for registration.
- Students requesting travel support must provide evidence that the paper or poster has been accepted at the meeting.
- Students must also provide evidence that they have sought or are seeking other sources of travel support such as a faculty grant or contract, the organization sponsoring the meeting (many have student travel funds), and GMU's Graduate Student Travel Fund. The department is the place of last resort for travel funds, not first resort.
- A student who accepts money must keep all receipts of expenditures and turn them in to the department (the same we ask of faculty).
- The student agrees to take part in at least one session of the GMU Phonathon.

How to apply:

Submit the following information to the Department budget staff:

1. A letter from the conference indicating that your paper, poster, etc. has been accepted.
2. A budget describing how you plan to spend the money, including the exact cost of the airfare and/or conference registration fee.
3. Evidence that you have at least attempted to get money from other sources, including the organization sponsoring the conference (some but not all offer support for students presenting), your advisor's grant, the University's graduate student organization (student may apply for Graduate Student Umbrella and department funds simultaneous but must provide

evidence of GSU award or refusal before department funds will be awarded (<http://www.gmu.edu/org/gstf/GSTF.html>). Evidence of an attempt to get money from the University's graduate student organization is required.

4. All of the above must be submitted at least two months prior to the date of travel

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

XI. COLLOQUIA & BROWN-BAG LUNCHES

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

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

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

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

Finally, all students will be required to make presentations as part of their practicum experience and dissertation work. Such presentations give students the practice that they will need as a professional.

Attendance at professional meetings and social functions not only enhance a student's professional socialization but provide yet more opportunities to "network." As you will see, the professional world is quite small, and these contacts become invaluable in gaining employment, getting needed expertise, and evaluating projects and colleagues.

XII. Special Topics in Professional Issues

One of the requirements for the Ph.D. degree is enrollment in Special Topics in Professional Issues (PSYC 890) to be taken in the 3rd or 4th year. This requirement consists of one three-hour seminar course on issues that are deemed highly relevant to your professional expertise. These seminars are scheduled in the fall semester every other year and are graded on a satisfactory/not satisfactory basis.

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

XIII. THE PRACTICA

Purpose

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

Fulfilling IO Practicum Requirements

For Doctoral students in the IO area, 6 hours of practicum and directed readings credit are required. Practica credits (3-6 hours) may be in-house although most practica normally occur in work settings. Directed Research (PSYC 897) may substitute for the in-house practica requirement. Masters students may elect to take a practicum or additional courses.

The Criteria for Practicum Credit

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

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

When to Enroll in a Practicum

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

1. For on-site practica.

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

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

2. For in-house practica (IO students).

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

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

Procedures for Enrolling in Practicum

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

Two Semesters Prior to Registering for Practicum

- Attend practicum presentations of current students (usually scheduled the last 2-3 weeks of each semester).
- Contact Cooperative Education (Student Union I) to inquire about internship possibilities.
- Join a local professional society to enhance your network of local professionals, e.g.,

Society

Personnel Testing Council/Met. Wash.
American Society for Training & Devel.
Washington Technical Personnel Forum
Society for Human Resource Management

Faculty Contact

Tetrick
see Virginia phone book
Buffardi
Buffardi

60 Days Prior to Registering for Practicum

- Complete an "Intent to Register" form and submit it to faculty member coordinating the upcoming practicum course.
- Contact the faculty member coordinating practica.
- Notify faculty coordinator of any "lead" you have developed for permission to pursue the lead.
- Contact leads provided by faculty coordinator.
- Interview with potential on-site supervisor.
- If interview result appears promising, file a "Practicum Application Form" with faculty coordinator *no later than 1 week prior* to the beginning of the semester.
- Fill out and complete the Experiential Learning Agreement and have your Site Supervisor as well as the Program Coordinator and/or Associate Chair for Graduate Studies sign the form.

During the Semester You are Registered for Practicum

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

Grades

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

XIV. DOCTORAL SUPERVISORY COMMITTEE

Students may begin work on their dissertation as soon as their advisor feels they are ready (typically, in their third or fourth year in the program. Although the student's committee cannot be formally appointed until after they are advanced to candidacy, students should work with their advisor to select their preferred committee members at this time. This committee is responsible for approving the doctoral dissertation proposal, supervising all aspects of the dissertation such as research design, data collection, data analysis and the writing of the dissertation. This committee reads the various drafts of the dissertation guiding the student in the direction that the dissertation should take and directing the student in the various changes that are necessary. Although the committee has the ultimate responsibility for the dissertation, the Doctoral Supervisory Committee advisor gives the primary guidance to the student.

After a student has passed the comprehensive examination and been advanced to candidacy, he/she is formally ready to begin work on a dissertation. The first formal step in pursuing the dissertation is to form a Doctoral Supervisory Committee. To form your committee, your advisor should send a note to the Graduate Coordinator outlining the preferred members of the committee.

The Composition of the Doctoral Supervisory Committee

The doctoral supervisory committee consists of at least 3 members, all of which must be members of the Graduate Faculty at George Mason University. The major advisor from the psychology department and the student select a second faculty member from the department to serve on the committee. A third member from outside the department is chosen. The major criterion for selection of this outside member is his/her ability to contribute to the dissertation project. Additional members who are not part of the GMU graduate faculty or who are from outside the university may also be appointed to the committee, but these individuals cannot serve as the required member from outside the department.

The department chair is responsible for recommending the doctoral supervisory committee to the Dean. The Dean then appoints the members and reserves the right to make such substitutions as appear to be necessary, but always after consultation with the department chair. The dissertation advisor is responsible for notifying the department of the desired composition of a student's committee. The student and all members of the committee will receive a formal appointment letter from the Dean of the College of Human and Social Sciences.

XV. THE DISSERTATION PROPOSAL

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

Dissertation Proposal Approval Process

1. An approved proposal signifies the following:

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

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

2. The Proposal Approval Process

- a. The student selects a dissertation advisor with assent of the faculty member.
- b. Student and advisor select a general area for the dissertation.
- c. Student, in consultation with advisor, develops and revises rough drafts of proposal.
- d. In consultation with advisor, student selects committee. The committee composition must follow University and department guidelines, and must include one member from the Industrial Organizational Area. [Note: assent of faculty members to participate in a dissertation is voluntary. The department expects that all faculty be willing to participate as advisor or committee member on some dissertations; participation on a particular dissertation is completely voluntary. If a student cannot obtain voluntary consent of a committee, the dissertation cannot proceed.]

- e. When the advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before the initial committee meeting. This meeting approves or directs changes in the scope and design of dissertation, with feedback on what changes are required before final approval.
- f. The number of meetings of the committee will depend upon the progress of the student. Committee goodwill can be maximized by working individually with the advisor between meetings, and making substantial progress before calling another meeting.
- g. Committee signature on the proposal signifies that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Chair signature indicates concurrence.

3. 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.

4. Writing up the dissertation

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

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

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

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

Dissertations cannot go to orals without the assent of all committee members and the Program Director. There may be situations where one member of a committee disagrees with the majority of the committee as to whether a draft is appropriate for defense. If the disagreement cannot be reconciled after extensive discussion, and the faculty member

strongly disagrees over the quality of the dissertation, it is appropriate for the faculty member to resign from the committee. The dissertation cannot then proceed to orals unless and until the student secures agreement of another faculty member to join the committee. Appointing additional committee members follows the same procedures as original appointment of the committee.

5. In preparation for the defense

The student must provide a copy of the dissertation to the Program Director, the Department Chair to make available to the faculty to read before the oral defense. These copies must be available at least two weeks before the scheduled oral defense.

Do not ask your Dissertation Committee Chair to schedule orals until your committee and the department chair have 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.

XVI. THE DISSERTATION

The Doctoral Supervisory Committee guides the student in the preparation of the dissertation. Specific guidelines may be found in the Dissertation and Thesis Web *Guide*. This is managed by the University library and the guide can be found at <http://www.gmu.edu/library/specialcollections/dtwebguide.htm>.

A student is required to enroll in PSYC 999 - Dissertation for a total of six (6) credit hours. A total of twelve (12) hours of PSYC 998 and 999 is required for the doctoral degree.

All doctoral students who have been advanced to candidacy, that is doctoral students who have completed all course work and examinations and have only the dissertation to complete, will be required to maintain a minimum of one credit of continuous registration for dissertation after their last semester of course work. This one credit registration is required only when normal dissertation hours have been completed. For example, assume your doctoral program requires 12 hours of dissertation credit and that you registered for 6 hours the first semester of full-time work on your dissertation and 6 hours the next semester. You have now completed the minimum required number of dissertation hours. However, if you still have not completed your dissertation, you are required to register and pay tuition for one credit of dissertation each semester (excluding Summer) until you successfully defend your dissertation and submit signed copies to the Dean's office. After the deadline for registration by mail, the registration for one credit of dissertation should be completed during the first week of classes, but in all cases must be completed by the end of the Schedule Adjustment period. If one period of continuous registration is not maintained, a financial penalty will be assessed after the completion of the dissertation and before the award of your degree.

Students who have been advanced to candidacy 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.

Oral Defense of the Dissertation

Policy on Dissertation Defenses

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 that they can accomplish this task, 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 "permission to defend" 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 may be 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 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. 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 may do so only with the permission of the dissertation chair.

After conclusion of the examination, 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 feel that alterations should have been made, the student should be able to explain why no alteration was made. This must be kept reasonable. For example, 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 decisions 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.

If the student passes with no changes, the committee will sign the cover sheet, and the student will have completed all requirements for the degree. If the student passes with changes, 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. Students who pass with changes have not completed all requirements for the degree; they should not use the title "doctor" until the dissertation has been signed and turned in to the university.

Students who complete their dissertation after the filing deadline for the semester will receive their degree at the next graduation opportunity. However, as soon as all graduation requirements are met, the university will provide a letter stating that all doctoral requirements have been met and that the degree will be awarded at the next opportunity.

XVII. FLEISHMAN DISSERTATION AWARD

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

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

How to submit entries for the Fleishman Dissertation Award:

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

Bases for evaluation:

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

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

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

XVIII. RESEARCH PROJECTS

The Industrial Organizational Faculty encourage all IO graduate students to engage in research using any one of several approaches and it is expected of all IO doctoral Students. When a student has determined his/her area of research interest, the student may become involved in research projects in that area in several ways. The student may find a faculty member who is interested in working with the student and enroll in PSYC 897. The student may find a faculty member who has a grant or contract in a research area of interest to the student and approach this faculty member expressing interest in the project. The student may know of a professional who is off-campus with whom the student would like to work on a research project. In this case, the student should discuss this with her/his advisor to determine how this could be arranged to the student's advantage. For example, a practicum placement might be developed for the student.

Approval of Research Projects

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

Research Space

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

Computer Facilities

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

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

XIV. INDUSTRIAL ORGANIZATIONAL FACULTY

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

Industrial Organizational Psychology Program Faculty

Louis C. Buffardi, Ph.D., Kansas State University, Associate Professor: human error, work & family issues, work attitudes

Jose M. Cortina, Ph.D., Michigan State University, Professor: statistical interaction, philosophy of statistics, personality-based predictors of job performance

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

Seth Kaplan, Ph.D., Tulane University, Assistant Professor: personality characteristics relations to individuals' appraisals and performance in the workplace; affect and emotion; job attitudes; occupational stress and coping; sexism in organizations; and team performance; statistical issues related to personnel selection and performance appraisal.

Eden King, Ph.D., Rice University, Assistant Professor: equitable and effective management of diverse organizations; social stigma work-family interface, emotions, and teams in organizations

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

Lois Tetrick, Ph.D., Professor of Psychology and Director of the IO Psychology Program; Occupational health psychology, psychological contracts.

Stephen J. Zaccaro, Ph.D., University of Connecticut, Professor: Team performance, group cohesion, absenteeism

Emeritus Faculty

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

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

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

XIX. THE UNIVERSITY

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

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

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

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

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

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

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

DISSERTATION FORMAT REVIEW – Student should bring Theses and Dissertations to Sarah Patton (Special Collections, Fenwick Library, Room C201) for format review. Contact Sarah at 993-2222 or spatton@gmu.edu

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

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

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

XX. DEPARTMENTAL FACULTY RESEARCH INTERESTS

APPLIED DEVELOPMENTAL

Tim Curby	993-2457 / DK 2048	Classrooms as a context for children's behavior and development; Teacher-child interactions; Classroom quality; Development of classroom observational measures; Quantitative methods.
Susanne Denham Director, Applied Developmental Program	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; responding to the needs of domestic violence survivors.
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
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

BIOPYCHOLOGY 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; Drug-induced neuroplasticity; Pavlovian conditioning and addiction

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.
Lisa Meier	993-1371 / DEM 202	<i>Director of Center for Psychological Services.</i> Mental Health Administration and Training; Developmental/Cognitive/Learning Disabilities; Diagnostic psychological assessment, Interdisciplinary practice and training.
Jonathan Mohr	993-1279 / DK 2042	Manifestations and consequences of stigma, prejudice, and discrimination; sexual orientation identity; close interpersonal relationships
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 Director of Clinical Training	993-1368 / DK 2057	Family stress and coping; Prevention programs; Mental health promotion.
June Tangney	993-4051 / DK 2007A	Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation,

Substance abuse and HIV risk, Research ethics.

HUMAN FACTORS/APPLIED COGNITION

Carryl Baldwin 993-4653 / DK 2062

Auditory cognition, auditory and multi-modal displays, cognitive aging, speech processing, transportation (highway and air) safety, mental workload, adaptive automation, individual differences, training, spatial navigation and neuroergonomics.

Deborah Boehm-Davis 993-1398 / 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

Maria Kozhevnikov 993-1342 / DK 2068

Neural mechanisms of mental imagery; individual differences in basic information processing capacities; cognitive styles; spatial navigation; design learning technologies to accommodate individual differences and learning styles.

Chris Monk 993-3408 / DK 2059

Coordinator, Human Factors/Applied Cognition M.A. Program

Driver cognition, driver performance with in-vehicle devices, human-computer interaction, transportation safety, and interrupted task performance.

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 Associate Chair for Undergraduate Studies	993-1351 / DK 2046	Human memory and cognition, false memory, testing effect
Jim Thompson	993-1342 / DK 2056	Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.

INDUSTRIAL/ORGANIZATIONAL

Louis Buffardi Coordinator, Industrial/Organizational M.A. Program	993-1363 / DK 3072	Employee attitudes; Quality of work life organizational surveys; Work and family issues; Human error
Jose Cortina Associate Chair for Graduate Studies	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		<i>Faculty Emeritus.</i> 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 Director, Industrial/Organizational Program	993-1372 / DK 3066A	Occupational health psychology including stress, work-family, and safety; psychological contracts and the employment relationships; cross-cultural aspects of industrial organizational psychology; innovation; motivation, and compensation.
Stephen Zaccaro	993-1355 / DK 3066B	Organizational Leadership; Leader Development; Group processes; Training; Job attitudes; Occupational Stress; Absenteeism.

SCHOOL PSYCHOLOGY PROGRAM

John Blaha		<i>Faculty Emeritus.</i> Assessment, learning disabilities
Grover Foehlinger Director, School Psychology M.A./CAGS	993-5127 / DKH 2063	Program evaluation.
Jack Naglieri	993-3811 / DEM 202	Theory and measurement of intelligence, test development, cognitive processing, nonverbal assessment, nonbiased assessment of minorities, academic interventions, theory and measurement of resilience, learning disabilities, ADHD, gifted, autism, cross cultural assessment, and gender differences.
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 psychopatholog

APPENDICES

Graduate Student Resources

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

<http://psychology.gmu.edu/Graduate%20Student%20Resources/GradPsycResources.html>

Course Descriptions

Course descriptions appear in the University Catalog
<http://catalog.gmu.edu/content.php?catoid=5&navoid=99>

Syllabi for some courses can be found on the Department of Psychology's website (<http://psychology.gmu.edu/Courses%20and%20Syllabi.html>) Syllabi also are on file in the Department of Psychology Undergraduate Office.

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 complainee 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 Arts and Sciences.

Teaching Opportunities

Teaching Assistantship Descriptions and Qualifications

Please note that the indicated workload is an estimate and is based on the university standards. Actual workload, especially the first time in an assignment, will usually be greater.

PSYC 100	Introductory Psychology (two 10 hr appts). Qualifications: Admission to graduate program. Responsibilities: (10 hr appt). Assist instructor for two or three large lecture sections; construct/administer/grade exams, keep records.
PSYC 300	Statistics (six-eight 10 hr appts). Qualifications: B+ or better in PSYC 611/612 Responsibilities: (10 hr appt) each two 2 hr labs - research design, APA format; conducting/writing up labs; extensive grading of papers.
PSYC 304	Principles of Learning (one 15 hr appt). Qualifications: B+ or better in PSYC 611/612 + 701 Responsibilities: (15 hr appt) teach two 2 hr labs - research design; conducting/writing up labs demo labs; some grading of papers.
PSYC 305	Memory and Cognition (six 10 hr appts). Qualifications: B+ or better in PSYC 611/612 Responsibilities: (10 hr appt) teach two 2 hr labs - research design, APA format; conducting/writing up labs; extensive grading or papers.
PSYC 309	Perception (one 15 hr appt - spring). Qualifications: B+ or better in PSYC 611/612 + 766 Responsibilities: (15 hr appt) teach two 2 hr labs – research design; conducting/writing up labs, demo labs; some grading of papers.
PSYC 320	Tests and measurements (one 10 hr appt - spring). Qualifications: B+ or better in graduate testing course Responsibilities: (10 hr appt) teach two 2 hr labs - demonstration of tests, grading, working problems, quizzes, etc.
PSYC 323	Clinical and Social Research Techniques (one 15 hr appt - fall). Qualifications: B+ or better in PSYC 703 and one of 650 or 612 Responsibilities: (15 hr appt) teach two 2 hr labs - teach research design; conducting/writing up labs, demo labs; grade papers.
PSYC 373	Physiological Psychology (one 15 hr appt). Qualifications: B+ or better in PSYC 702 Responsibilities: (15 hr appt) teach two 2 hr labs - neuroanatomy of sheep, human research techniques; administer grade quizzes, paper.

PSYC 611 & 612	Quantitative Methods I & II (one 20 hr appt). Qualifications: A in PSYC 611/612 Responsibilities: (20 hr appt) teach two 2 hr lab – computer use; use of statistical packages, calculator work; matching design to type of statistical test; interpretation of data analysis.
PSYC 709	Measurement of Intelligence (one 10 hr appt - fall) Qualifications: A in PSYC 790 Responsibilities: teach lab.
PSYC 710	Personality Assessment (one 10 hr appt - spring) Qualifications: A in PSYC 710 Responsibilities: teach lab.
PSYC 722	Advanced Child Assessment (one 10 hr appt - fall) Qualifications: A in PSYC 722 Responsibilities: teach lab.
PSYC 750	School Practicum (one 10 hr appt - spring) Qualifications: A in PSYC 750 Responsibilities: teach assessment testing.
PSYC 810 & 811	Measurement of Intelligence and Personality Assessment (two 10 hr appt) Qualifications: A in PSYC 810/811 Responsibilities: (10 hr appt) teach lab work in assessment.

Teaching Undergraduate Courses

Graduate students are often hired as Instructors of undergraduate courses. Qualifications for these positions are: B+ or better in corresponding graduate course; at least 18 hours graduate coursework completed. Responsibilities for a 10 hour appointment: Teach one 3 hour course; responsibility for all lectures/exams/student help/office hours, etc.

All graduate students who wish to teach must take the Summer Teaching Mentoring course taught by Dr. Smith.

<u>COURSE</u>	<u>GRADUATE COURSE PREREQUISITE</u>
211	704
220	508
230	3 I/O courses
231	703
300	previously TA'ed 300
304	701 and previously TA'ed 304
305	701 and previously TA'ed 305
309	766 and previously TA'ed 309
313	704
314	704
320	557 or 631
321	2 nd year status in Clinical Doctoral program
322	831
325	616
326	880
330	506 and two clinical courses
372	702 or 558 and 559
373	702 or 558 and 559