

College of Humanities and Social Sciences
Department of Psychology

George Mason University

Biopsychology Masters and Doctoral Graduate Programs

Student/Faculty Handbook

2008-2009 Edition

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I. WHO'S WHO IN THE DEPARTMENT

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II. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES

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

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.

III. BIOPSYCHOLOGY

The Biopsychology graduate programs emphasize training in the neurobiological bases of behavior in animals and humans. Students are prepared for work in research settings, such as academic, government or industrial labs. Areas in which theses are encouraged include: neurobehavioral effects of drug exposure in pregnancy and adolescence, neural bases of learning and memory, the role of metals in learning and memory and in Alzheimer's Disease, cognition and aging, schizophrenia and related disorders, and animal models of addiction, including neural bases of addiction and related behaviors. Some students also work with advisors outside of the core Biopsychology faculty, and conduct theses that include noninvasive imaging in humans, computational modeling or neural function, other aspects of basic neuroscience, or genomic work. The program website has more information on current faculty research.
<http://www.gmu.edu/depts/psychology/GMUBio/>

PhD students are also prepared for faculty positions. Generally, all students will teach at least one course under faculty supervision while in the PhD program.

Research Resources

The Department maintains approved rat and mouse colonies. Experimental equipment includes behavioral testing equipment and histological/histochemical facilities. Behavioral equipment includes a number of video-based systems [Morris water maze for rats and mice, rat and mouse radial arm mazes, novel object recognition, open field, elevated plus maze], a fear conditioning system, and Skinner boxes for self-administration studies. The histological equipment includes a Neurolucida system for morphological quantitation, two state of the art cryostats, and a humidity chamber for Golgi work. Various other histological stains and techniques [optical and fluorescent] are also supported. An in situ hybridization histochemistry laboratory has just moved to the David King labs. A new PCR system also recently arrived. The program has collaborative arrangements with the Center for Biomedical Genomics, at the Prince William campus, allowing for genetic analyses.

The Department, and individual faculty, now have a variety of up-to-date equipment for use in research. Please bear in mind that some of it was purchased by individual faculty from research grants [and thus requires permission of the owner], that some of it is hazardous, that most of it is used by more than one person, that many items are rather expensive, and that a number of items are somewhat delicate. Your rule of thumb should be that you never use a piece of equipment, or perform an experimental process, unless you have been trained properly and have permission of the equipment owner. Violation of this may result in serious injury, charges for repair of damaged equipment, and loss of use of equipment - if the owner of a piece of equipment bans you from use of it, there is no appeal. Our students are now benefiting enormously from these recent purchases, but you must use them responsibly.

Some Biopsychology students may also wish to take advantage of other resources outside of the Psychology Department. The department works closely with other Neuroscience faculty. Three of the faculty of the new Molecular Neuroscience department [Ascoli, Butler, Blackwell] were Biopsychology faculty until formation of the new department, and working relationships

with these faculty and recent additional hires in Molecular Neuroscience continue to be cordial – the faculty of that department are prime sources of outside members of dissertation committees, and procedures not available within Biopsychology. More information on neuroscience assets at Mason outside of Biopsychology can be found at the Krasnow <http://krasnow.gmu.edu/> and Neuroscience <http://neuroscience.gmu.edu/> websites.

Some students also take advantage of local area resources outside of Mason. Thesis and dissertation work has been done at various NIH laboratories, for example. We encourage students to conduct research on campus when feasible, but work at off-campus sites may be permitted with approval of the advisor and program director.

Approval of Research Projects

All research involving human subjects must be approved by the University's Institutional Review Board, and all animal studies must be approved by the Institutional Animal Care and Use Committee (IACUC). Forms and procedures may be found on the website of the Office for Research Subject Protection. <http://www.gmu.edu/research/ORSP/IACUCMeetingSchedule.html>

Detailed information on applying for approval for research and using the Department's PSYC 100 subject pool can be received from the office manager in the Chair's office.

Computer Facilities

The university has numerous computer labs around campus that access to the Web. To activate your account, visit the following site: <https://chimera.gmu.edu/e-mail/prod/index.html> if you have any questions, please call the support center at 703-993-8870. Most GRAs have space and access to computers within the lab. GTAs may conduct their office hours either within department adjunct/GTA space [currently located in Thompson Hall] or in their advisor's research space if available. Please bear in mind that computer access does not include print support for personal uses [you can print work related to your GRA or GTA assignment, but not materials for courses in which you are registered].

Financial Support

A detailed description of financial support available and procedures for applying are listed later in this handbook. In general, PhD students are given priority for support, and most PhD students receive three-year support guarantees as part of their admission offer. Many, but not all, MA students receive GTA or GRA support – the exact distribution varies as a function of resources available. Some MA students who initially accept admission without a support offer receive offers later as new grants arrive; all students seeking support should stay in touch with Dr. Mike Hurley, who administers GTA support and is knowledgeable about support available in other offices/departments on campus, and with their advisors, who may be able to provide GRA support.

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://mason.gmu.edu/~dwiggin3/GradPsychResources.html>

IV. BIOPSYCHOLOGY MASTERS PROGRAM

Degree Requirements:

1. 32 Hours of Graduate Credit

2. Biopsychology Core Courses (8 hours)

PSYC 527 Introduction to Neurobiology

PSYC 531 Mammalian Neurobiology

PSYC 558 Neuronal bases of Learning and Memory

3. One of the following (3 hours)

PSYC 559 Behavioral Chemistry

PSYC 556 Chemistry of the Brain

PSYC 5XX Biological Bases of Mental Illness and Drug Abuse*

4. Statistics (8 hours)

PSYC 611 Advanced Statistics

PSYC 612 Advanced Statistics

5. Thesis and Thesis Proposal (6 hours combined)**

PSYC 798 Thesis Proposal

PSYC 799 Thesis

PSYC 792 Practicum in Biopsychology may be substituted for thesis **only** with the approval of the advisor and the Biopsychology Coordinator.

6. PSYC 591 Professional Seminar, (1 hour)*

Should be taken in the first semester.

7. Electives (6 hours)

6 hours may be taken from other departments or within Psychology. Advisor approval is required for electives. Examples from within Psychology include:

PSYC 561 Behavioral Biology of Substance Abuse

PSYC 522 Histology and Histochemistry of the Brain

PSYC 702 Biological Bases of Human behavior

PSYC 704 Life- Span Development

*These courses have been submitted for approval to the College of Humanities and Social Sciences, which will assign a number. They are presently being taught as PSYC 592 Special Topics.

Students normally take 558, 527 and /or 611 in the first semester, in addition to the Professional Seminar.

Students in the MA program must maintain continuous registration until completion of the degree. Students must get approval from their advisor before registering for classes each semester. An e-mail to the advisor with a list of proposed courses for the semester is the most efficient way to request approval.

The curriculum will evolve from time to time as new courses and faculty are added. Students who have questions about melding different sets of requirements, or including courses not on our suggested lists, should consult their advisor and/or the program director.

Students are also responsible for insuring that they adhere to catalog requirements, and should remain familiar with requirements of the catalog under which they intend to graduate.

Masters Thesis

A thesis is required in the Biopsychology program; in unusual circumstances the student may petition to be allowed to substitute a practicum for a thesis. Students seeking this option should consult their advisor regarding procedures. Please note that advance approval of this option is required; in no case will approval be granted after the fact.

A thesis reflects the student's ability to conceptualize, design, carry out, analyze, and formally write up a research project appropriate to the student's interests. Students should begin discussion with their advisors about possible thesis topics early in their graduate career. Please bear in mind that most Biopsychology theses are costlier than the department guidelines for thesis support, and that your project must typically be close enough to your advisor's interests that your advisor can provide some financial support.

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. Contact Darby Wiggins at dwiggin3@gmu.edu for enrollment procedures.

Thesis Advisor and Committee

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

The Thesis Committee consists of three persons, including the thesis advisor. The thesis advisor must be a full-time faculty member in the 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. It is the student's responsibility to request faculty to participate on the committee. An approval to pursue Master's Thesis Form is available in at: <http://mason.gmu.edu/~dwiggin3/GradPsychRegServices.html>

Thesis Proposal

The thesis proposal consists of the following:

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

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

Thesis Proposal Presentation

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

Writing the Thesis

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

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 Dean's office. Such scheduling will help assure adequate time for making revisions in the final draft. Scheduling of the date for the exam is the responsibility of both the student and thesis advisor.

Applying for Graduation

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

V. BIOPSYCHOLOGY DOCTORAL PROGRAM

Degree Requirements

General Core Requirements (14 hours)

Biological (11 hours)

PSYC 527 Introduction to Neurobiology
PSYC 531 Mammalian Neurobiology
PSYC 558 Neuronal bases of Learning and Memory

One of the following:

PSYC 592 Biological Bases of Mental Illness and Drug Abuse
PSYC 556 Chemistry of the Brain
PSYC 559 Behavioral Chemistry

Distribution Requirements (6 hours)

A total of 6 hours must be taken from the following areas:

Cognitive (maximum 3 hours)

701 Cognitive and Affective Bases of Behavior
766 Advanced Topics in Sensation and Perception
768 Advanced Topics in Cognitive Sciences

Developmental (maximum 3 hours)

666 Cognitive and Perceptual Development
669 Social and Personality Development
704 Life-Span Development

Social (maximum 3 hours)

703 Social Bases of Behavior
667 Behavior in Small Group and Teams
668 Personality: Theoretical and Empirical Approaches

History and Systems (maximum 3 hours)

705 History and Systems in Psychology

Research (3 hours)

897 Directed Reading and Research (1 hour/semester for 1st 3 semesters)

Statistics Requirements (8 hours)

611 Advanced Statistics
612 Advanced Statistics

Quantitative Methods and Research Methods (6 hours) *

At least one of the following:

- 652 Analysis of Variance
- 754 Psychological Applications of Regression Techniques
- 755 Statistical Packages for Psychology
- 756 Multivariate Techniques

3rd Year Research Project

A minimum of 3 hours from either of the following:

- 798, 799 MA Thesis (minimum 6 hours)
- 897 Directed Readings and Research

Specialized Content (15 hours)

Choose from relevant courses with approval of your advisor. Examples include:

- PSYC 592 Developmental Psychobiology †
- PSYC 552 Histology and Histochemistry of the Brain
- PSYC 561 Behavioral Biology of Substance Abuse
- PSYC 702 Biological Bases of Human Behavior
- BIOL 583 General Biochemistry
- BIOL 572 Human Genetics
- CSI 734 Computational Neurobiology
- CSI 739 Topics in Bioinformatics
- NEUR 601 Intro to Neurobiology
- NEUR 602 Cellular Neuroscience
- NEUR 603 Mammalian Neurobiology
- NEUR 604 Ethics in Scientific Research
- NEUR 701 Neurophysiology Lab
- NEUR 702 Research Methods
- NEUR 703 Rotations and Readings
- NEUR 709 Neuroscience@GMU
- NEUR 689 Topics in Neuroscience
- NEUR 710 Special topics in Neuroscience
- NEUR 734 Computational Neurobiology
- NEUR 735 Computational Neuroscience Systems
- NEUR 741 Introduction to Neuroimaging
- NEUR 742 Cognitive Neuroscience
- NEUR 751 Applied Dynamics in Neuroscience
- NEUR 851 Advanced Computation and Brain Dynamics

Dissertation (12 hours)

- 998 Doctoral Dissertation Proposal (at least 3 hours)
- 999 Doctoral Dissertation (at least 3 hours)

Professional Seminar (2 hours)

- 890 Seminar in Professional Psychology

Electives (6 hours)

Students choosing the thesis option (recommended) will take 9 hours from this category and fewer electives. Students who select the thesis option are required to register for a minimum of 1 credit of 798/799 each semester until the thesis is completed.

Ph.D. students must get approval from their advisor before registering for classes each semester. An e-mail to the advisor with a list of proposed courses for the semester is the most efficient way to request approval.

Suggested Examples of Non-Psychology Electives

BIOL 532	Animal Behavior
BIOL 538	Mammalogy
BIOL 553	Advanced Topics in Immunology
BIOL 573	Developmental Genetics
BIOL 583	General Biochemistry
BIOL 665	Environmental Hazards to Human Health
CHEM 502	General Biochemistry
CHEM 663	Biochemistry
CHEM 664	Biochemistry
ENGL 613	Technical and Scientific Writing
NEUR 601	Intro to Neurobiology
NEUR 602	Cellular Neuroscience
NEUR 603	Mammalian Neurobiology
NEUR 604	Ethics in Scientific Research
NEUR 701	Neurophysiology Lab
NEUR 702	Research Methods
NEUR 703	Rotations and Readings
NEUR 709	Neuroscience@GMU
NEUR 689	Topics in Neuroscience
NEUR 710	Special topics in Neuroscience
NEUR 734	Computational Neurobiology
NEUR 735	Computational Neuroscience Systems
NEUR 741	Introduction to Neuroimaging
NEUR 742	Cognitive Neuroscience
NEUR 751	Applied Dynamics in Neuroscience
NEUR 851	Advanced Computation and Brain Dynamics

Program of Study (POS)

The POS should be developed during a student's first year in the program in consultation with the major advisor. The POS and a semester-by-semester listing of courses should be submitted to the Program Coordinator for approval by the Faculty. Subsequent changes are possible, but any changes to the POS must be approved by the Faculty. You are strongly encouraged to save an electronic copy of this document for future updating. Additionally, prior to obtaining Faculty and Program Coordinator signatures, students should email a copy of their POS to Darby Wiggins (dwiggin3@gmu.edu) for editing.

The Doctoral of Philosophy in Biopsychology Program of Study

(Last updated July 16, 2007)

Name: _____ **Phone:** _____

Address: _____ **G#:** _____

Email: _____ **Term Admitted:** _____

Proposed Date of Comprehensive Examination: _____

PSYCHOLOGY CORE COURSES (12 Hours)

Course #	Title as it appears on your transcript	Term/Year	Hours	Grade
PSYC 527			3	
PSYC 531			3	
PSYC 558			3	
Biochemical Core – Choose One: (552, 556 or 559)*			3	
Total Hours:			12	

SPECIALIZED CORE CONTENT COURSES (6 Hours)

Course #	Title as it appears on your transcript	Term/Year	Hours	Grade
Cognitive Core – Choose One: (701, 766 or 768)				
Social Core – Choose one: (667, 668 or 701)				
Developmental Core – Choose One: (666, 669 or 704)				
History & Systems Core (705)				
Total Hours:			6	

CORE QUANTITATIVE & METHODS COURSES (8 Hours)

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
PSYC 611			4	
PSYC 612			4	
Total Hours:				8

ADVANCED QUANTITATIVE & RESEARCH METHODS (Minimum 6 hours)

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
Choose a minimum of 3 hours from the following				
PSYC 652				
PSYC 754				
PSYC 755				
PSYC 756				
Total Hours:				
Other Advanced Quantitative & Research Methods				
Total Hours:				

3rd YEAR RESEARCH PROJECT (3 Hours Min.)

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
PSYC 798	MA Thesis Proposal *			
PSYC 799	MA Thesis *			
PSYC 897	Directed Readings and Research			
* A min. of 6 hours is required for the Thesis option				
Total Hours:				

SPECIALIZED CONTENT (15 hours)

Choose courses with the approval of your Advisor

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
Total Hours:				

PROFESSIONAL SEMINAR/ETHICS (2 Hours)

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
PSYC 890			2	
Total Hours:			2	

RESEARCH/PRACTICUM (3 Hours)1 hour for the 1st three semesters

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
PSYC 897	Directed Readings and Research		1	
PSYC 897	Directed Readings and Research		1	
PSYC 897	Directed Readings and Research		1	
Total Hours:			3	

**DISSERTATION PROPOSAL & DISSERTATION
(Minimum 3 hours in each w/min. 12 hours total)**

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
PSYC 998	Dissertation Proposal			
PSYC 999	Dissertation			

Total Hours:				

ELECTIVES

Course #	Title as it appears on your transcript	Term/ Year	Hours	Grade
Total Hours:				
Grand Total Hours:				

Student

Date

Advisor

Date

Program Director

Date

Associate Chair for Graduate Studies

Date

VI. BIOPSYCHOLOGY PHD COMPREHENSIVE EXAMINATION

Goal

The goals of comprehensive examinations in are three-fold:

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

Eligibility and Registration

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

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

Procedure

Comprehensive examinations consist of two components:

- a take-home exam
- an oral exam

Take-Home

1) FOR THE TAKE-HOME COMPONENT, STUDENTS WILL RECEIVE 5 QUESTIONS ACCORDING TO THE FOLLOWING STRUCTURE:

General (All students within track will receive the same 3 questions)

- Two (2) questions will be on general Biopsychology content
- One (1) question will be on general research methods/statistics

Specialized

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

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

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

Oral

- 1) Students take the oral exam only after they have passed all take-home questions.
- 2) The oral examination will consist of a meeting involving the student, the comprehensive exam committee, and any other graders of the student's answers who wish to attend. Questions will be based on the student's answers to the take-home questions and the student's reading lists. This meeting takes place within six (6) weeks of notification of passing the written questions. Scheduling of the oral must be completed within three (3) weeks of notification of passing the written questions. Comps committee members will rate the student's performance during the oral on a pass/fail basis.
- 3) These procedures also apply to any retake of the oral; i.e. the retake must be taken within 6 weeks of the first oral.
- 4) Students who fail the oral examination will be allowed to retake the oral exam component only one additional time at an appropriate and convenient time for the comps committee and the student.
- 5) Students must pass both the take-home and the oral component of the exam in order to officially pass comprehensive examinations and advance to candidacy.

Evaluation of Take-Home Answers

- 1) Answers must be word-processed and written in APA style (4th edition). Each answer is strictly limited to 15, double-spaced pages (not including references), with one-inch margins on all sides and 12-point font. Readers will stop reading after 15 pages and evaluate answers only on the basis of material in the first 15 pages.
- 2) Students can use any written source (i.e., journal articles, textbooks, course notes, books) to help them answer the questions. Students are expected to rely heavily on and their reading lists and the current, relevant research literature to answer the questions. Additional sources outside of the student's reading lists can be used (and may be needed) depending on the question. Students are required to give appropriate references to the sources they use and to include a reference section in their papers. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the entire examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others' work are advised to ask for guidelines their comps committee chair.
- 3) Answers to exam questions will be assessed along the following 7 dimensions:

- Comprehensiveness or breadth of diverse material covered
- Original Integration/Synthesis of material
- Accuracy – extent to which statements made are factual/correct
- Scholarly Depth of answer
- Clarity/Organization of the response
- Quality of writing – Syntax, spelling, coherence, punctuation...
- APA style and other Formatting Requirements listed in #1 above

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

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

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

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

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

Application for Approval to Take Comprehensive Exams

Name _____

Expected date of comprehensive exam: _____

Courses completed by expected date of exam:

	<u>Course #</u>	<u>Semester Taken</u>
1. General Core Requirements		
a. Cognitive	_____	_____
b. Biological	_____	_____
c. Social	_____	_____
d. Developmental	_____	_____
e. Historical	_____	_____
2. Quantitative and Research Methods (Advanced)	_____	_____
	_____	_____
	_____	_____
	_____	_____
3. Developmental/Biopsychology Foundations	_____	_____
	_____	_____
	_____	_____

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

Approved _____ Not Approved _____

Signature

Date

Advisor _____

Program Director _____

**Biopsychology Program
Approval of Ph.D. Comprehensive Exam Committee**

Student's Name _____

Proposed date of Comprehensive Exam _____

Members of the committee _____ **(Chair)**

Approval

Date

Program Director _____

Department Chair _____

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

**Biopsychology Program
Comprehensive Examination Question Grading Form**

Student Code:

Date of Exam:

Current Date:

Reader's Name

General

___ Developmental/Physiological 1
___ Developmental/Physiological 2
___ Research Methods/Statistics

Specialized

___ Content
___ Methods

Strengths:

Weaknesses:

Other Comments:

12=A+ 11=A 10=A- 9=B+ 8=B 7=B- 6=C+ 5=C 4=C-
In order to pass a question a student must have an average of 8.

Biopsychology Program

Grading Sheet for Comprehensive Examination Answers

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

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

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

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

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

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

D) **Scholarly Depth** of answer

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

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

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

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

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

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

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

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

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

VII. BIOPSYCHOLOGY PH.D. POLICY ON SATISFACTORY PROGRESS AND EXCEPTIONS

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

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

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

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

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

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

VIII. POLICIES ON COURSE EXEMPTION

For Previous Experiences, Including Credit Reduction for MA/MS Degrees

Graduate coursework completed elsewhere and other experiences (e.g. work, practica, teaching) completed prior to admission to the doctoral program may be used to meet up to 30 hours of doctoral degree requirements. Credit hours for previous coursework are not transferred. Instead, the number of hours required for the Ph.D. is reduced, usually through exemptions for specific required courses.

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

Min. Requirements:

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

Exemption requests must be submitted along with the Application for Course Exemption/Equivalency (<http://chss.gmu.edu/chss/forgraduates/policies/index.cfm>). The request is made to the student's advisor, who then is responsible for bringing the request to the Program Coordinator for his/her approval. The Program Coordinator will usually consult with his/her program faculty and with instructors who teach the courses for which the exemptions are sought. If approved, the Program Coordinator is responsible for forwarding the request to the Associate Chair for Graduate Studies for his/her approval. Upon approval, the Associate Chair forwards the requests to the Office of the Dean of the College of Humanities and Social Sciences.

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

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

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

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

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

IX. THE DISSERTATION PROPOSAL

The dissertation proposal is developed in consultation with the advisor before submission to the committee. Please note that selection of the topic requires a junction of the student's interests, the advisor's interests, and financial considerations – typically, a Biopsychology dissertation requires more resources than the department maximum, and either the advisor's funding or the student's personal resources are required to cover some of the costs. After a draft proposal is developed, the student must submit a dissertation proposal to his/her Doctoral Supervisory Committee.

Doctoral students may take 1 to 3 credits of dissertation proposal during the semester prior to sitting for comprehensive exams if they have met the following conditions: (a) the advisor has given approval, (b) the student's request to take comprehensive exams the following semester has been approved by faculty, and (c) the comprehensive exam committee has been approved by faculty.

The doctoral dissertation proposal provides a focused literature review, well-developed rationale, a research design, and a data analysis plan. A 10-20 page literature review is a rough guideline, although relevance of coverage is the primary criterion for length. 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 the Associate Chair for Graduate Studies for approval. After the Graduate Dean has approved the dissertation proposal, the student is ready to enroll in PSYC 999 - Dissertation.

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

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

The University does not require continuous registration in Dissertation Proposal (PSYC 998) however, you should consult your advisor to outline your Proposal and Dissertation plans. The University will only certify you as having Part-Time status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship.

Advancement to Candidacy

Before doctoral students may be advanced to candidacy by the dean, they should have completed all course work required by the program faculty, have been certified in all doctoral research skills required, have passed the candidacy examination, and have been recommended by the doctoral program coordinator. "All coursework required by the program faculty" is viewed by the Dean's Office to refer to all non-elective courses. When a student's record is reviewed, if the student has completed all courses (besides 998/999) except one listed under the Electives

section of the Program of Study, they are still allowed to advance (with notation made in their letter that they still have to complete the remaining course before their degree will be conferred. If the student has not completed a course under a non-elective section, they are not allowed to advance until the remaining course has been completed.

Dissertation Proposal Approval Process

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 outcomes of planned analyses, upon reflection, indicate this would be appropriate; updated literature review when the dissertation is final; and extended discussion based upon data and analysis

2. The Proposal Approval Process

- a. The student selects a dissertation advisor with assent of the faculty member.
- b. Student and advisor select a general area for the dissertation.
- c. Student, in consultation with advisor, develops and revises rough drafts of proposal.
- d. In consultation with advisor, student selects a dissertation committee. The committee must consist of at least three members. At least two members must be faculty in the Department of Psychology (the advisor and one other member), one of whom must be a member of the program Faculty. A third member must be chosen from among the graduate faculty within the university outside the Department of Psychology. [Note: assent of faculty members to participate in a dissertation is voluntary. The department expects that all faculty will be willing to participate as advisor or committee member on some dissertations; participation on a particular dissertation is completely voluntary. If a student cannot obtain the voluntary consent of a committee, the dissertation cannot proceed.]
- e. When advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before initial committee meeting. At the initial meeting the committee gives approval or directs changes in the scope and design of the dissertation, with feedback on what changes are required before final approval is given.

- 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. When the committee determines that the proposal is ready to proceed to an oral defense, a courtesy draft is submitted to the department chair, at least two weeks before the meeting at which approval is anticipated. At this time, a review copy will be made available for faculty in the department office, and faculty will be notified of the date and time of the meeting at which approval is anticipated. This meeting is open.
- h. Committee signature on the proposal signifies that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Signature of the Associate Chair for Graduate Studies indicates concurrence
- g. A hard-copy of the proposal should accompany the signature sheet to the Graduate Program Office for the Associate Chair for Graduate Programs to sign.

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

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

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. Program Coordinator and the Associate Chair for Graduate Studies. There may be situations where one member of a committee disagrees with the majority of the committee as to whether a draft is appropriate for defense. If the disagreement cannot be reconciled after extensive discussion, and the faculty member strongly disagrees over the quality of the dissertation, it is appropriate for the faculty member to resign from the committee. The dissertation cannot then proceed to orals unless and until the student secures agreement of another faculty member to join the committee. This situation is highly unusual, and results from a decision of the faculty – it is never appropriate for a

student to ask a committee member to resign. 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 library and the Associate Chair for Graduate Studies to make available to the faculty to read before the oral defense. These copies should be available at least two weeks before the scheduled oral defense.

The oral defense should be scheduled through the Graduate Programs Assistant who informs the Graduate Dean of the student's name, the title of the dissertation, the date and location of the oral defense ***at least three weeks before the projected defense date.*** When scheduling the defense, contact Sara Montiel (smonteil@gmu.edu) for a room reservation. Once a room reservation has been secured, forward the following information onto the Graduate Programs Assistant, Darby Wiggins (dwiggin3@gmu.edu) for scheduling:

1. Your full name
2. Date of defense
3. Location – Building and room number
4. Beginning and end time of defense
5. Dissertation committee members names – please indicate who is Chair.
6. Dissertation title
7. Abstract

Do not ask your Dissertation Committee Chair to schedule orals until the committee has seen and approved your last draft. It is very common for several drafts of the dissertation to be required prior to scheduling your defense and, if all goes well, at least one revision after orals. The dissertation represents the culmination of your program and an important contribution to the body of psychological knowledge. It is the faculty's responsibility to the field and to you that the final product meets a high standard.

X. THE DISSERTATION

The Doctoral Supervisory Committee guides the student in the preparation of the dissertation. Specific guidelines may be found in the *Guide for Preparing Graduate Theses, Dissertations, and Projects*. This publication may be found on the Dissertation and Thesis Webpage (<http://thesis.gmu.edu>). A total of twelve (12) hours of PSYC 998 and 999 are required for the doctoral degree (at least 3 hours each of 998 and 999).

Once a student begins enrolling in 998, he/she are **not** required to maintain enrollment in during the fall and spring semesters until he/she has defended the dissertation. Once a student begins taking 999, he/she **is** required to maintain continues enrollment until he/she has graduated.

Students are required to enroll in 3 credits of dissertation in the term immediately preceding the one in which they submitted their Dissertation Proposal Cover Sheet to the Dean's Office. In each subsequent semester thereafter, students are required to enroll in at least 3 credits of dissertation until they have completed the minimum 12 hours combined. Only after completing the minimum combined 12 hours of dissertation, may a student enroll in 1 credit of dissertation per term. During this period, the University will only certify you as having part-time enrollment status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship. **You are strongly encouraged to discuss your proposal and dissertation credit plans with your advisor.**

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

Oral Defense of the Dissertation

Summary: The dissertation and its oral defense represent the final demonstration that a doctoral candidate has sufficiently mastered the methods and content of the discipline that he/she can plan a substantive research project, collect, analyze, and interpret the data, and fit the findings into literature in the area. Students must demonstrate a sufficient mastery of the discipline 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 Approval to Defend Dissertation form, signifying that each has individually read the dissertation draft and has concluded that it is in final form except for minor changes. This does NOT preclude the committee from stipulating changes (possibly major ones) as a result of the issues raised in the oral examination.

Procedure for the oral defense: The candidate and the examining committee must be present at the defense. An observer from the Dean's office is normally present. Other members of the

university community are welcome to attend the defense as observers. Attendance by persons who are not members of the university community (e.g., family members) is not normally allowed.

The defense is chaired by the dissertation advisor, who is responsible for maintaining appropriate professional decorum. The advisor will open the meeting by reviewing procedures to be followed. Although exact procedures will vary depending upon the wishes of the dissertation committee, the procedure will normally open with a presentation of the dissertation work by the candidate. During and following this presentation, the candidate is examined for thorough mastery of the methods, analysis, and interpretation of the data, and its context in the literature; only members of the examining committee may participate in this examination. If other persons present at the examination wish to question the candidate, they must submit questions in writing to the chairman of the dissertation committee in advance of the oral examination.

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

The following are appropriate requirements for the oral defense:

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

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

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

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

Format Review

The library conducts the review for formatting of all dissertations. Students will submit completed dissertations directly to the library and hand all the requisite paperwork (for University Microfilms International and the National Opinion Research Center). For additional information contact Sarah Patton, University Dissertations and Theses Coordinator. She can be reached at (703) 993-2222, spatton@gmu.edu , or <http://thesis.gmu.edu>

XI. FACULTY RESEARCH INTERESTS

APPLIED DEVELOPMENTAL

Tim Curby	993-2457 / DK 2048	Contextual effects on children's behavior and development; Teacher-child interactions; Development of classroom observational measures.
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 Director, School Psychology M.A./CAGS	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

BIOPSYCHOLOGY PROGRAM

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

Memory (animal and human) and effects of trace metals on memory; stress and the cognitive process involved in health interventions.

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

Drug-induced neuroplasticity; Pavlovian conditioning and addiction; psychophysiology of visual perception and cognition

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.

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 Disabilities; comprehensive psychological assessment
Jonathan Mohr	993-1279 / DK 2042	Manifestations and consequences of stigma, prejudice, and discrimination; sexual orientation identity; close interpersonal relationships
John Riskind	993-4094 / DK 2043	Anxiety disorders, Generalized Anxiety, Obsessive Compulsive Disorder, mood disorders, 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 displays, cognitive aging, transportation (highway and air, mental workload, and neuroergonomics.
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Deborah Boehm-Davis 993-1398 / DK 2003

Department Chairperson

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

C. Alan Boneau

Faculty Emeritus. Recognition memory and imagery; 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, 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, neuron-imaging (ERPs and fMRI) molecular genetics of cognition.

Matt Peterson 993-4255 / DK 2058

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

James Sanford 993-1351 / DK 2046

Associate Chair for Undergraduate Studies

Human memory and cognition, false memory, testing effect

Jim Thompson 993-1342 / DK 2056

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

INDUSTRIAL/ORGANIZATIONAL

Louis Buffardi 993-1363 / DK 3072

Coordinator, Industrial/Organizational M.A. Program

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

Jose Cortina 993-1347 / DK 3074

Associate Chair for Graduate Studies (*Spring 2009*)

Statistical interaction; Philosophy of quantitative analysis; Personality testing

Reeshad Dalal 993-9487 / DK 3077

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

Theodore Gessner

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

Seth Kaplan 993-8475 / DK 3073

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

Eden King 993-1620 / DK 3076

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

Lois Tetrick 993-1372 / DK 3066A
Director, Industrial/Organizational Program

Occupational health psychology including stress, work-family, and safety; psychological contracts and the employment 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

Faculty Emeritus. Assessment, learning
disabilities

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
Director, School Psychology M.A./CAGS

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

Ellen Rowe 993-4266 / DEM 202C

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

APPENDICES

Guidelines for Graduate Student Grievances Against Faculty

February 7, 1996

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

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

Faculty

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

Students

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

2. Graduate education is, by nature, difficult, demanding, and stressful (If it wasn't, anyone could get a Ph.D). Thus, subjective distress alone is not a valid indicator that a course is inappropriately demanding or that a student is being treated unfairly by a faculty member.
3. In trying to fulfill their responsibility in setting standards and evaluating students' progress, faculty will, on occasion, make errors in judgment that are usually unintentional. Even for faculty, to err is human, and most student grievances concern faculty behavior that is nonmalevolent in intent. Nonetheless, when such errors create problems or hardships for students, they have the right to address their concerns with the faculty in question.
4. The ability to effectively address and resolve disagreement and conflict in a mature manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict with faculty offers an opportunity for personal and professional development.
5. Faculty also deserve to be treated with respect and dignity. Complaining about faculty behavior to one's Program Coordinator or the Department Chairperson is a serious matter and should not be done with malicious intent or simply to seek retribution for a perceived wrong or slight. Also, approaching a faculty member in an angry or hostile manner or complaining to others about the behavior of the faculty member is not an effective strategy for resolving conflict. Students also should be prepared to listen nondefensively to a faculty member's explanation of his/her side of the conflict.
6. The Department cannot guarantee that resolution of a complaint or conflict will be favorable to the student. Nor should faculty expect that the issue will be resolved in their favor simply based on their position as faculty. The Department does guarantee, however, that students and faculty will be fully heard, that their concerns will be treated with dignity, and that an honest attempt will be made to reach a reasonable solution.
7. A student who, in good faith and in keeping with the above principles and with the procedures outlined below, complains about faculty behavior will be protected from retribution by the faculty member in question and by other faculty to the extent that the university has control over faculty behavior. Retributive or vengeful behavior by faculty toward a student 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 Humanities and Social 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.

COURSE	GRADUATE COURSE PREREQUISITE
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

Dissertation, Thesis and Travel Support

Guidelines for Dissertation, Thesis, and Travel Support Applications

July 2000

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 The Office Manager prior to submission.
3. A statement from your advisor that he/she does not have funds to support this research (e.g., from a grant).

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.

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 Ivan Warner.

Outside Sources

- Cosmos Club – Deadlines are early Fall (this year October 12th). Funding ranges between \$1,000 - \$2,000 (not exceeding \$3,000). This is a consortium grant for graduate students in any program.
- Check out Dr. Winsler's web page! <http://classweb.gmu.edu/awinsler/ordp/>

DBSPO Travel Grants

- This is the DBS student organization. The way it works is that the organization asks funding for a conference (called a "program"). DBSPO is awarded one lump sum. This year we have \$3,400 for SRCD.
- The specifics have not been worked out (being that this is the first time). However, you should follow the guidelines for the GSTF, being that we must file all of the same paperwork. Further information will be forthcoming EARLY next semester.

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.

DBS Travel Grants

There are a limited amount of funds through the DBS program. Please contact Dr. Denham for further information

The Graduate Student Travel Fund

Mission Statement

The Graduate Student Travel Fund Program (GSTF) was established to help George Mason University Graduate students attend and participate in professional conferences pertaining to their field of study. Composed of the Chair and the Officers of the Graduate Student Umbrella (GSU) the GSTF serve to unbiasedly distribute funds received from the Office of the Provost and student fee funds from the Student Funding Board (SFB).

Outside of hearings to delegate funds, the GSTF strives to create policies to ensure fairness and efficiency in the funding process. The GSTF serves as an advocate for graduate students as it lobbies for additional funds from both the Mason community and outside sources.

The Scope and Purpose of the Graduate Student Fund

The GSTF has been delegated the responsibility for administering funds by the President of the University for graduate student travel to conferences. It is accountable to the Administration and to the graduate student body at George Mason University. In order to be accountable, the GSTF must establish and enforce procedures and policies that will allow it to account for the allocation and use of all funds under its jurisdiction.

The Graduate Student Travel Fund (GSTF) was established due to a need for this particular type of support by graduate students. This particular need fell outside of the original scope of the Student Funding Board (SFB) which provides funds for organizational programs that meet most, if not all, of the seven “program standards” as established by the original Board of the SFB. These standards stress a level of academic institutional and campus-wide excellence that is hard to match at the individual level. The scope of the Student Funding Board is to provide money to enable organizations within GMU to promote their particular “cause”.

Organizations are allowed to request money from the SFB for conferences for GROUPS of people; however, not all individuals (specifically graduate students) belong to, or are represented by recognized organizations.

The GSTF was thus established to help fund individuals to attend and participate in conferences. The “request standards” set up by the board include the individuals’ planned participation in the conference, the professional nature of the conference as well as student need.

It was decided by the original Board that conference travel was a crucial part in academic growth and development in that it provided critical training of this specific type, in addition, it also promotes George Mason by having representation at both the national and international level.

Recent request have been made of the GSTF in regards to providing funds for individuals in need of dissertation support or interviewing travel. After review of these requests it was decided to remain within the originally planned scope of the GSTF to only provide funds for conference travel

Evaluating requests for conference level is relatively easy as there are certain criteria that are evaluated – whether a student is presenting a poster versus a talk: where on the authorship list a student falls: is the student chairing a session or volunteering for the conference, etc. Evaluating requests for individual travel outside of conference travel could become more and more difficult as the Board would then be faced with making “value” judgments on the type of travel a student is doing - value judgments that would leave the GSTF more vulnerable to appeals and points of contention.

- These funds come from Student Life (basically student fees, therefore, the budget varies from year to year). Any graduate student can apply for these funds. The maximum amount awarded to any one person is \$400.00 – **THIS DOES NOT MEAN YOU ARE GUARANTEE \$400.00!**
- To apply for these funds you can pick up the necessary paper work in SUB I room 101. The packets should be hanging in a box on the wall as you walk in (right side). If you cannot find it just ask the receptionist to help you.
- The next deadline is November 6th and February 5th

Department Wide

- 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 in 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.

Outside Dissertation Source Support

<p style="text-align: center;">Need Help financing your dissertation research?</p> <p style="text-align: center;">This chart provides a sampling of funding possibilities for psychology doctoral students. Many other federal agencies and private foundations offer grants and fellowships as well. Students should also explore grants at their university, use graduate funding resource books or search for dissertation funds on the World Wide Web.</p>				
Sponsor	Program	Type of grant	Annual Deadline	Contact
American Association for University Women	American Fellowships Program	For women in their final year of dissertation writing.	Request application between July 15 and Nov. 1. Application due Nov 1.	Phone: (319) 337-1716 Website: www.aauw.org
APA's Div. 12 Section III (Society for a Science of Clinical Psychology – SSCP	SSCP Mesh Honorary Scholarship for Research in Psychology	For dissertation research	Jan. 31	APAGS Scholarship Program, at the APA address. Phone: (202) 336-6014
APA's Science Directorate	Dissertation awards	Assists science-oriented students with dissertation research costs	Sept. 17	Website: www.apa.org/Science/dissinfo
American Psychological Foundation/APA Science Directorate	Todd E. Husted Memorial Award	For science-oriented students investigating the improvement of services for the severely mentally ill.	Sept. 17	Website: www.apa.org/Science/dissinfo
Harry Frank Guggenheim Foundation	Dissertation Fellowships	For dissertation research on violence, aggression and crime	Feb. 1	Harry Frank Guggenheim Foundation 527 Madison Ave., New York, NY 10022 Website: hfg.org
Health Care Financing Administration Office of Research and	Dissertation Fellowship Grants Program	For dissertation research on the delivery of financing of health-care	To be announced	Phone: (410) 786-5181

Demonstrations		services.		
Murray Research Center	Jeanne Humphrey Block Dissertation Award	For women investigating female psychological development	April 1	Phone: (617) 495-8140 Website: www.radcliffe.edu/murray
Murray Research Center	Henry A. Murray Dissertation Award	For research in the social and behavioral sciences	April 1	Phone: (617) 495-8140 Website: www.radcliffe.edu/murray
National Foundation for Jewish Culture	Maurice and Marilyn Cohen Fund for Doctoral Dissertation Fellowships in Jewish Studies	For doctoral research. Application must have proficiency in a Jewish language.	Early January	Phone: (212) 629-0500, Ext. 205 Website: www.jewishculture.org
National Institute of Justice	Graduate Research Fellowship Program	For criminal justice research, including dissertation research	To be announced	Phone: (202) 307-2942 Website: www.ojp.usdoj.gov/nij
National Research Council	Ford Foundation Dissertation Fellowships for Minorities	For minorities pursuing a career in teaching and research	Nov. 15	Phone: (202) 334-2872
National Science Foundation (Social, Behavioral and Economic	Linguistic Program-Grants for Improving Doctoral Dissertation Research	For scientific research on natural human language.	Application accepted year round.	Phone: (703) 306-1731 Website: www.nsf.gov
Spencer Foundation	Dissertation Fellowship Program	For research on the improvement of education	Application available June 1.	Phone: (312) 337-7000 Website: www.spencer.org
Social Science Research Council	The Sexuality Research Fellowship Program	For social and behavioral dissertation research on sexuality	Dec. 15	Phone: (212) 377-2700 Website: www.ssrc.org
Social Science	International	Support for	Early	Phone: (212) 377-2700

Research Council	Dissertation Field Research Fellowship Program	field research in all regions of the world	November	Website: www.ssrc.org
U.S. Department of Education	Fulbright-Hays Doctoral Dissertation Research Abroad Program	For dissertation research abroad	Late October	Phone: (202) 401-9774
United States Institute of Peace	Peach Scholar Dissertation Fellowship Competition	For research that explores strategies to end international conflict and sustain peace	Early November	Phone: (202) 429-3886 Website: www.usip.org
Woodrow Wilson National Fellowship Foundation	Charlotte W. Newcombe Dissertation Fellowships	For research on religious or ethical values	Early December	Phone: (609) 452-7007 Website: www.woodrow.org
Woodrow Wilson National Fellowship Foundation	Women's Studies Doctoral Dissertation Grants	For research on women's issues. (A special grant is available for dissertation research on women's health)	Early November	Phone: (609) 452-7007 Website: www.woodrow.org

The following information must be provided in order to determine if a petition to take an equivalency examination is to be granted.

Date: _____

Name: _____

Address: _____

Telephone: _____

Core Course: _____

Documentation: _____

Course Title: _____

Attach Transcript
 Catalog description of course
 Syllabus
 Texts or copies of tables of contents
 Examinations
 Papers

Justification: _____

