

College of Arts and Sciences  
Department of Psychology

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# George Mason University

## Applied Developmental/Biopsychology Doctoral Program

Student/Faculty Handbook

**2006-2007 Edition**

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

### **Program Goals**

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

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

### **Track Structure**

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

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

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

Students must complete the following requirements:

- 3 credits of Developmental core (704)
- 6 credits of Cognitive, Biological, Social or History core (2 of 701, 702, 703, or 705)
- 8 credits of Quantitative Methods: PSYC 611 and 612
- 9 credits of Advanced Specialized Methods including the following:
  - *Quantitative Methods*: At least 3 credits from PSYC 652, 754, 755, or 756
  - *Research Methods*: At least 3 credits from PSYC 646 or 654
  - *Specialized Methods*: PSYC 619, 673, 684, 709\*, 710\*, 722\*, 786, EDSE 649
- 15 credits of Specialized Content:

- *Foundations*: At least 9 credits from PSYC 614, 615, 666\*\*, 669\*\*, 892 (Special topics with developmental content).
- *Applications*: PSYC 630, 648, 780\*\*
- 3 credits of Professional Seminar/Professional Ethics (taken during first year: Fall 2 hours, Spring 1 hour)
- 8 credits of Directed Readings and Research (897)
- 12 credits of dissertation: PSYC 998 and 999 (at least 3 of 998 and at least 3 of 999. Minimum 12 combined)

SubTotal = 64 credits

### **Second Year Research Project**

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

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

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

### **Electives**

M.A Thesis Proposal and Thesis Credits can not be used as elective credits in the Ph.D. Program.

- 0 to 6 credits of Practicum (PSYC 792)
- 0 to 8 credits of Electives

SubTotal = 8

**TOTAL CREDITS: 72**

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

\*\* Required Specialized Content requirements

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

## **Applied Behavioral Analysis Courses**

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

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

The POS should be developed during a student's first year in the program in consultation with the major advisor. The POS and a semester-by-semester listing of courses should be submitted to the Area Coordinator for approval by the DBS Faculty. Subsequent changes are possible, but any changes to the POS must be approved by the DBS Faculty.

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

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



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

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

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

**Core Content Courses  
(9 Hours)**

Course #	Title	Term/Year	Hours	Notes
PSYC 704	Life-Span Development		3	
<b>Total Hours:</b>				

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

Course #	Title	Term/Year	Hours	Notes
PSYC 611	Advanced Statistics I		4	
PSYC 612	Advanced Statistics II		4	
<b>Total Hours:</b>				

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

Course #	Title	Term/Year	Hours	Notes
<b>Quantitative Methods (at least 3 hours)</b>				
<b>Research Methods (at least 3 hours)</b>				
<b>Specialized Methods</b>				

<b>Total Hours:</b>				

**Specialized Content  
(15 Hours)**

<b>Course #</b>	<b>Title</b>	<b>Term/Year</b>	<b>Hours</b>	<b>Notes</b>
<b>Foundations (at least 9 hours)</b>				
PSYC 666	Cognitive and Perceptual Development		3	
PSYC 669	Social and Emotional Development		3	
<b>Applications</b>				
PSYC 780	Applied Developmental Psychology		3	
<b>Total Hours:</b>				

**Research/Practicum  
(8 Hours)**

<b>Course #</b>	<b>Title</b>	<b>Term/Year</b>	<b>Hours</b>	<b>Notes</b>
<b>Total Hours:</b>				

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

<b>Course #</b>	<b>Title</b>	<b>Term/Year</b>	<b>Hours</b>	<b>Notes</b>

<b>Total Hours:</b>
---------------------

**Dissertation Proposal & Dissertation  
(12 Hours)**

Course #	Title	Term/Year	Hours	Notes
<b>Total Hours:</b>				

**Electives**

Course #	Title	Term/Year	Hours	Notes
<b>Total Hours:</b>				
<b>Grand Total Hours:</b>				

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

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

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

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

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

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

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

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

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

**PLEASE ADD A SEMESTER-BY-SEMESTER LISTING OF ALL COURSES IN THE POS.**

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

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

### **III. DOCTORAL PROGRAM IN BIOPSYCHOLOGY**

The Biopsychology Concentration emphasizes training in the neurobiological bases of behavior in animals and humans. Students are prepared for work in research settings, such as 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, comparative neuroanatomy, hippocampal modeling, and informatics.

The Department maintains approved rat and mouse colonies. Experimental equipment includes behavioral testing equipment and histological/histochemical facilities. Behavioral equipment includes Morris and radial arm mazes, neural object recognition and emotional reactivity system, and Skinner boxes for self-administration studies. The histological equipment includes a Neurolucida system for morphological quantitation, a cryostat and humidity chamber for Golgi and other histological methods, together with equipment for in situ hybridization. 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, that some of it is dangerous, 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.

#### **Biopsychology Program 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 552 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)**

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

### **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

### **3<sup>rd</sup> 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:**

592 Developmental Psychobiology †  
598 Histology and Histochemistry of the Brain

561 Behavioral Biology of Substance Abuse  
702 Biological Bases of Human Behavior  
BIO 583 General Biochemistry  
BIO 572 Human Genetics  
CSI 734 Computational Neurobiology  
CSI 739 Topics in Bioinformatics

**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. Furthermore, 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.**

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

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

**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 Area Coordinator for approval by the DBS Faculty. Subsequent changes are possible, but any changes to the POS must be approved by the DBS Faculty.

**The Doctoral of Philosophy in Biopsychology  
Program of Study**

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

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

**PSYCHOLOGY CORE COURSES  
(9 Hours)**

Course #	Title	Term/Year	Hours	Grade
PSYC 527	Introduction to Neurobiology		3	
PSYC 531	Mammalian Neurobiology		3	
PSYC 558	Neuronal Bases of Learning and Memory		3	
<b>Total Hours:</b>			<b>9</b>	

**SPECIALIZED CORE CONTENT COURSES  
(14 Hours)**

(Choose one from each group)

Course #	Title	Term/Year	Hours	Grade
<b>Biochemical Core</b> (552, 556 or 559)*				
<b>Cognitive Core</b> (701, 766 or 768)				
<b>Social Core</b> (667, 668 or 701)				
<b>Developmental Core</b> (666, 669 or 704)				
<b>History &amp; Systems Core</b> (705)				
<b>Total Hours:</b>			<b>14</b>	

**CORE QUANTITATIVE & METHODS COURSES  
(8 Hours)**

Course #	Title	Term/Year	Hours	Grade
PSYC 611	Advanced Statistics I		4	
PSYC 612	Advanced Statistics II		4	
<b>Total Hours:</b>			<b>8</b>	



**ADVANCED QUANTITATIVE & RESEARCH METHODS**  
(Minimum 6 hours)

Course #	Title	Term/Year	Hours	Grade
Choose a minimum of 3 hours from the following				
<b>PSYC 652</b> QII: ANOVA				
<b>PSYC 754</b> QIII: Regression				
<b>PSYC 755</b> Statistical Packages for Psychology				
<b>PSYC 756</b> QIV: Multivariate Techniques				
<b>Total Hours:</b>				
<b>Other Advanced Quantitative &amp; Research Methods</b>				
<b>Total Hours:</b>				

**3<sup>rd</sup> YEAR RESEARCH PROJECT**  
(3 Hours Min.)

Course #	Title	Term/Year	Hours	Grade
PSYC 798	MA Thesis Proposal *			
PSYC 799	MA Thesis *			
PSYC 897	Directed Readings and Research			
* A minimum of 6 hours total are required for the Thesis option				
<b>Total Hours:</b>				

**SPECIALIZED CONTENT**  
(15 hours)

Choose courses with the approval of your Advisor

Course #	Title	Term/Year	Hours	Grade
<b>Total Hours:</b>				

**PROFESSIONAL SEMINAR/ETHICS  
(2 Hours)**

Course #	Title	Term/Year	Hours	Grade
PSYC 890	Seminar in Professional Psychology		2	
			<b>Total Hours:</b>	<b>2</b>

**RESEARCH/PRACTICUM  
(3 Hours)**

1 hour for the 1<sup>st</sup> three semesters

Course #	Title	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	
			<b>Total Hours:</b>	<b>3</b>

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

Course #	Title	Term/Year	Hours	Grade
			<b>Total Hours:</b>	

**ELECTIVES**

Course #	Title	Term/Year	Hours	Grade
			<b>Total Hours:</b>	
<b>Grand Total Hours:</b>				

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**Doctoral Program in Biopsychology**  
**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
CHEM502	General Biochemistry
CHEM663	Biochemistry
CHEM664	Biochemistry
ENGL 613	Technical and Scientific Writing

#### **IV. DBS COMPREHENSIVE EXAMINATION**

##### **Goal**

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

- 1) *Educational* – To provide doctoral students with an opportunity to learn, review, and synthesize the current knowledge base in the field of developmental/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 DBS 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 the DBS program coordinator. This form is then taken to the next DBS 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 DBS 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 (i.e., developmental/Biopsychology) will receive the same 3 questions)

- Two (2) questions will be on general Developmental/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 DBS 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 (4<sup>th</sup> 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.

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

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



## Application for Approval to Take Comprehensive Exams

Name \_\_\_\_\_

Area of Specialization: \_\_\_\_\_ Applied Developmental  
\_\_\_\_\_ School Psychology Option  
\_\_\_\_\_ Biopsychology

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 \_\_\_\_\_

DBS Director \_\_\_\_\_

**Developmental/Biopsychology /School Psychology Programs  
Approval of Ph.D. Comprehensive Exam Committee**

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

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

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

\_\_\_\_\_

\_\_\_\_\_

Approval \_\_\_\_\_ Date \_\_\_\_\_

Area Coordinator \_\_\_\_\_

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

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

**Developmental/Biopsychology/School Psychology  
Faculty Approval of Specialized Reading List for Comprehensive Exams**

Signature

Date

Student		
Committee Chair		
Committee Member		
Committee Member		

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

September 1 for January comps  
March 1 for July comps

## DBS 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

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Strengths:

---

Weaknesses:

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Other Comments:

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

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

### Grading Sheet for DBS Comprehensive Examination Answers

A) Comprehensiveness or breadth of diverse material covered

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

B) Original Integration/Synthesis of material

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

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

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

D) Scholarly Depth of answer

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

E) Clarity/Organization of the response

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

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

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

G) APA style and other Formatting Requirements

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

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

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

## **V. DBS 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.

## DBS Doctoral Student Evaluation Form

Name \_\_\_\_\_

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

Date \_\_\_\_\_

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

Comments:

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

Comments:

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

Comments:

4. Developmental Assessment and Intervention  
For students in the Applied Developmental Option, attach the School Psychology Evaluation checklist.

5. Identified Strengths

6. Identified Weaknesses

7. Overall Evaluation (remedial plan, if indicated)

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

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



## VI. 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. The request is made to the student's advisor, who then is responsible for bringing the request to the Area Coordinator for his/her approval. The Area 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 Area 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 Arts and 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.

## VII. THE SCHOOL PSYCHOLOGY MA FIT TO THE DEVELOPMENTAL PH.D.

Hours	Developmental Doctoral Track	School MA	
		Required	Optional
5	1. Core Content Cognitive Core Biological Core Social Core Developmental Core History Core	*	*  *
8	2. Core Quant and Methods 611 612	* *	
12	3. Advanced Quant and Special Methods Quant (at least 3 hours) 652 754 755 756 Research Methods 646 654 Special Methods 678 684 709 710 722	       * * *(count as elective) *(count as elective)	*        *(count as elective)
18	4. Specialized Content Foundation (at least 9) 558 559 614 666 669 Applications 617 780 782 (EDSE) 786	       *	
9-15	5. Research/Practicum	*(3 hours) 750 School Psych Practicum	
6-12	6. Electives		*EDCI 650 Curr Dev – Elem School *PSYC 684 – Counseling Techniques

12	7. Dissertation	24 hours	
3	8. Professional Seminar	8 hours (electives)	

## VIII. RESEARCH/PRACTICUM HOURS

### Purpose

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

### Fulfilling DBS Practicum Requirements

For Doctoral students in the Developmental/Biopsychology/School area, **9-15** hours of **research/practicum** credit are required. Directed Research (PSYC 897) may substitute for the in-house practica requirement. Incoming students, including those with MA's from other universities, are expected to enroll for at least 1 credit of 897 each semester during their first two years in the program and to continue doing research while they are enrolled in the program. It is expected that students will have a conference presentation or publication with a research team by the end of the second year and will be first author on a manuscript by the end of the third year.

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

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

### The Criteria for Practicum

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

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

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

- c. If a student is already employed, no practicum credit will be granted for performance of regular job duties (e.g., those listed in the job description). Employees are generally hired on the basis of current skills; in the performance of regularly assigned duties they typically perfect old skills but seldom acquire *new* professional skills to the extent desirable for a practicum. For this reason, students working full-time will usually not be able to apply these hours toward their practicum. If an employed student can demonstrate that a special project (above and beyond regularly assigned duties) would meet practicum criteria, hours spent on said project may be considered for practicum credit. Such appeals will be decided upon by the committee appointed to assess practicum placement requests.
2. For in-house practica.
    - a. The student participates extensively in a research project with a faculty member. The student is expected to take an active role in most aspects of the project (e.g., searching the literature, gathering and analyzing data, writing the results). The research project may be basic or applied and may be done in conjunction with a research grant or contract held by the faculty member. The practicum culminates with the student submitting a research-oriented manuscript, using APA format.
    - b. Doctoral students who have completed an empirical research master's thesis at another university can transfer 3 of those hours and apply them toward the requirement.

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

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

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

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

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

### **Procedures for Enrolling in Practicum**

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

1. Complete an "Intent to Register" form 60 days prior to registering for practicum and submit it to the faculty member coordinating the upcoming practicum course.
2. Contact leads and interview with potential on-site supervisors.

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

### **Grades**

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

## **IX. THE DISSERTATION PROPOSAL**

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

**DBS 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 DBS faculty, and (c) the comprehensive exam committee has been approved by DBS 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

### **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 DBS 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.

## 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.

Dissertations cannot go to orals without the assent of all committee members, the Area 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. 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 Associate Chair for Graduate Studies who informs the Graduate Dean of the student's name, the title of the dissertation, the date and location of the oral defense *at least three weeks before the projected defense date*.

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

## 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 collected in the College of Arts and Sciences. A total of twelve (12) hours of PSYC 998 and 999 is required for the doctoral degree (at least 3 hours each of 998 and 999).

Once a student begins enrolling in 998, he/she must maintain enrollment in either 998 or 999 during the fall and spring semesters until he/she has defended the dissertation and graduated.

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 dissertations, (2) pass, with changes: the student has satisfied the committee, but stipulated changes must be made to the dissertation before submission\*, or (3) fail: the committee is not satisfied with the student's ability to perform the above, and/or such major changes are required in the written dissertation that another exam must be scheduled. In order to pass the exam, all members of the dissertation committee must vote to pass the candidate. All decision of the committee on whether the candidate passes or not, and what changes are required to the written dissertation, are made in a closed meeting of the examining committee immediately following the oral exam; other persons present at the examination may not be present at or take part in the discussion leading to the vote (except that the dean's representative is invited to observe the deliberations).

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

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

### **Format Review**

The library conducts the review for formatting of all dissertations. Students will submit completed dissertations directly to the library and hand all the requisite paperwork (for University Microfilms International and the National Opinion Research Center). For additional information contact Robert Vay, University Dissertations and Theses Coordinator. He can be reached at (703)993-2222, [rvay@gmu.edu](mailto:rvay@gmu.edu), or [www.gmu.edu/library/specialcollections/dtwebguide.htm](http://www.gmu.edu/library/specialcollections/dtwebguide.htm).

## **XI. FACULTY RESEARCH INTERESTS**

### **Clinical**

Lauren Cattaneo	993-4738	Impact of mental disorder upon the family
Todd Kashdan	993-9486	Social anxiety; curiosity; well-being and human strengths
James Maddux <b>Director of Clinical Training</b>	993-3590	Social-clinical interface; Health psychology; Self-efficacy theory; Child clinical psychology
Patrick McKnight	993-8292	Research methods and statistics, program evaluation
Jonathan Mohr	993-1279	Sexual orientation identity; stigma and discrimination; interpersonal factors in psychotherapy
Lisa Meier	993-1371	Director of Psychological Clinic
John Riskind	993-4094	Depression; Anxiety; Cognitive theories and treatment
Jerome Short <b>Associate Chair for Graduate Studies</b>	993-1368	Family stress and coping; Prevention programs; Substance abuse treatment
Jelena Spasojevic	993-9487	Depressive rumination; interpersonal factors in depression and PTSD; refugees
June Tangney	993-4051	Personality, social, and emotional development; Television and social behavior; Social ethics

### **Developmental, Biopsychology, and School Psychology**

Giorgio Ascoli	993-4383	Cognitive neuroscience; Dendritic structure and its effect on neuronal electrophysiology; Neural networks; Human consciousness; Lucid dreaming
Susan Bachus	993-4369	Schizophrenia and related disorders
Ann Butler	993-6335	Comparative anatomy

John Blaha	993-1360	Faculty Emeritus. Assessment, learning disabilities
Susanne Denham	993-4081	Social-emotional development in infants and preschoolers; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above
Kimberly Eby	993-4338	Violence against women; Impact of violence on health; Domestic violence interventions and prevention
Jane Flinn	993-4107	The role of metals in learning and memory and in Alzheimer's disease
Elyse Lehman	993-1352	
<b>Developmental/Biopsychology/School (DBS) Program Coordinator</b>		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
Jack Naglieri	993-3811	
<b>School Psychology M.A. Coordinator</b>		Developmental Disabilities
Robert Pasnak	993-1354	Cognitive development in kindergarten and special education students; Thinking and problem solving at ages 18-22
Koraly Perez-Edgar	993-1342	Rational Control and Attentional Biases, Anxiety, Social Reticence/Shyness, Temperament, Biological substrates (Psychophysiology, Neuroimaging, Genetics)
Johannes Rojahn	993-4241	Socio-emotional adjustment and challenging behavior in individuals with developmental disabilities; Applied behavior analysis
Ellen Rowe	993-4266	Assessment and remediation of social, emotional, and behavioral problems among children and adolescents and developmental psychopathology.

Robert F. Smith	993-3703	Behavioral toxicology; Effects of alcohol, cocaine, and related drugs on behavioral development; Physiological psychology
John D. Wasserman	993-1748	Pediatric Neuropsychology
Adam Winsler	993-1881	Development of self-control and self-regulation; Private speech; Bilingualism, Attention Deficit Hyperactivity Disorder (ADHD)

### **Industrial/Organizational and Human Factors/Applied Cognition**

Debbie Boehm-Davis	993-8865	
<b>Department Chairperson</b>		Applied cognition; understanding interruptions and cognitive workload; transportation (Aviation and highway)
C.Alan Boneau	993-2697	Faculty Emeritus. Recognition memory and imagery; Structure of psychology; Psychophysics
Louis Buffardi	993-1363	
<b>Industrial/Organizational M.A. Coordinator</b>		Employee attitude measure (i.e., job satisfaction, organizational commitment, etc.) Work and family issues; Human error
Jose Cortina	993-1347	Statistical interaction; Philosophy of quantitative analysis; Personality testing
Theodore Gessner	993-4033	Faculty Emeritus. Evaluation research; Survey research; Person perception; Humor
Robert Holt	993-1344	Faculty Emeritus. Social cognition; Pilot cognition; Programmer cognition; Artificial intelligence; Computer assisted instruction; Computer adaptive testing; Relation of physiological measures to cognition
Seth Kaplan	993-1342	Personality's role in job attitudes, task perceptions and job stress, individual differences in workers' and teams' behavior during non-routine and crisis situations.

Chris Kello	993-1744	Perceptual, cognitive and neural systems that underlie reading and spoken language processes
Eden King	993-1620	Effectors and equitable management of diversity in organization, discrimination, social stigma in the context of work
Maria Kozhevnikov	993-1342	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 A. Monk	993-3408	
<b>Human Factor/Applied Cognition M.A. Coordinator</b>		Interrupted task performance, driver distraction, transportation safety.
Raja Parasuraman	993-1357	
<b>Human Factors Program Coordinator</b>		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	Visual perception, attention, cognitive aging
James Sanford	993-1343	
<b>Associate Chair for Undergraduate Studies</b>		Human learning and memory; Cognition
Lois Tetrick	993-1372	
<b>Industrial/Organizational Program Coordinator</b>		Occupational health psychology, motivation, and compensation. Research focusing primarily on individuals' perceptions of the employment relationship and employees' reactions to these perceptions including issues of occupational health and safety, occupational stress, and organizational/union commitment.



Jim Thompson	993-1342	Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.
Stephen Zaccaro	993-1355	Group processes; Leadership; Job attitudes; Occupational stress and absenteeism

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

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

### Faculty

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

### Students

1. Faculty and students enter into an educational alliance whose objective is the imparting to students knowledge and skill. As part of this alliance, faculty are responsible for setting standards for mastery of this knowledge and skill and for evaluating students' progress toward meeting these standards. Students in professional psychology programs provide services to various types of clients (individuals and organizations), and faculty are ultimately responsible for the quality of these services. Thus, faculty evaluation of student performance and progress provides assurance of the quality of these services.
2. Graduate education is, by nature, difficult, demanding, and stressful (If it wasn't, anyone could get a Ph.D). Thus, subjective distress alone is not a valid indicator that a course is inappropriately demanding or that a student is being treated unfairly by a faculty member.
3. In trying to fulfill their responsibility in setting standards and evaluating students' progress, faculty will, on occasion, make errors in judgment that are usually unintentional. Even for faculty, to err is human, and most student grievances concern faculty behavior that is nonmalevolent in intent.

Nonetheless, when such errors create problems or hardships for students, they have the right to address their concerns with the faculty in question.

4. The ability to effectively address and resolve disagreement and conflict in a mature manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict with faculty offers an opportunity for personal and professional development.
5. Faculty also deserve to be treated with respect and dignity. Complaining about faculty behavior to one's Program Coordinator or the Department Chairperson is a serious matter and should not be done with malicious intent or simply to seek retribution for a perceived wrong or slight. Also, approaching a faculty member in an angry or hostile manner or complaining to others about the behavior of the faculty member is not an effective strategy for resolving conflict. Students also should be prepared to listen nondefensively to a faculty member's explanation of his/her side of the conflict.
6. The Department cannot guarantee that resolution of a complaint or conflict will be favorable to the student. Nor should faculty expect that the issue will be resolved in their favor simply based on their position as faculty. The Department does guarantee, however, that students and faculty will be fully heard, that their concerns will be treated with dignity, and that an honest attempt will be made to reach a reasonable solution.
7. A student who, in good faith and in keeping with the above principles and with the procedures outlined below, complains about faculty behavior will be protected from retribution by the faculty member in question and by other faculty to the extent that the university has control over faculty behavior. Retributive or vengeful behavior by faculty toward a student complaineer will not be tolerated. The Department has no control, however, over a faculty member's emotions, and a faculty member may decide to sever a working relationship (e.g., dissertation supervision, collaborative research or writing project) with a student following a complaint that the faculty member views as frivolous, unfounded, or malicious. Faculty who do so will not necessarily be viewed as engaging in retributive behavior. If a faculty advisor terminates a working relationship with a student following a complaint by that student against that advisor, the Department will make a good faith effort to secure another advisor for that student. The Department cannot, however, force a faculty member to work with a student.

### Grievance Procedures

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

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

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

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

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

## **Teaching Opportunities**

### **Teaching Assistantship Descriptions and Qualifications**

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

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

PSYC 373	Physiological Psychology (one 15 hr appt). Qualifications: B+ or better in PSYC 702 Responsibilities: (15 hr appt) teach two 2 hr labs - neuroanatomy of sheep, human research techniques; administer grade quizzes, paper.
PSYC 611 & 612	Quantitative Methods I & II (one 20 hr appt). Qualifications: A in PSYC 611/612 Responsibilities: (20 hr appt) teach two 2 hr lab – computer use; use of statistical packages, calculator work; matching design to type of statistical test; interpretation of data analysis.
PSYC 709	Measurement of Intelligence (one 10 hr appt - fall) Qualifications: A in PSYC 790 Responsibilities: teach lab.
PSYC 710	Personality Assessment (one 10 hr appt - spring) Qualifications: A in PSYC 710 Responsibilities: teach lab.
PSYC 722	Advanced Child Assessment (one 10 hr appt - fall) Qualifications: A in PSYC 722 Responsibilities: teach lab.
PSYC 750	School Practicum (one 10 hr appt - spring) Qualifications: A in PSYC 750 Responsibilities: teach assessment testing.
PSYC 810 & 811	Measurement of Intelligence and Personality Assessment (two 10 hr appt) Qualifications: A in PSYC 810/811 Responsibilities: (10 hr appt) teach lab work in assessment.

## Teaching Undergraduate Courses

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

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

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 <sup>nd</sup> 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 Dana Park prior to submission.
3. A statement from your advisor that he/she does not have funds to support this research (e.g., from a grant).

#### **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](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 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 12<sup>th</sup>). 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.
- BTW, I am the contact person for these funds – [ssrokows@gmu.edu](mailto:ssrokows@gmu.edu) Dr. Lehman is the faculty advisor.

### ***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. Lehman 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 GARENTEED \$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 6<sup>th</sup> and February 5<sup>th</sup>

### **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;"><b>Need Help financing your dissertation research?</b></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: <a href="http://www.aauw.org">www.aauw.org</a>
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: <a href="http://www.apa.org/Science/dissinfo">www.apa.org/Science/dissinfo</a>
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: <a href="http://www.apa.org/Science/dissinfo">www.apa.org/Science/dissinfo</a>
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: <a href="http://hfg.org">hfg.org</a>
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: <a href="http://www.radcliffe.edu/murray">www.radcliffe.edu/murray</a>
Murray Research Center	Henry A. Murray Dissertation Award	For research in the social and behavioral sciences	April 1	Phone: (617) 495-8140 Website: <a href="http://www.radcliffe.edu/murray">www.radcliffe.edu/murray</a>
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: <a href="http://www.jewishculture.org">www.jewishculture.org</a>
National Institute of Justice	Graduate Research Fellowship Program	For criminal justice research, including dissertation research	To be announced	Phone: (202) 307-2942 Website: <a href="http://www.ojp.usdoj.gov/nij">www.ojp.usdoj.gov/nij</a>
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: <a href="http://www.nsf.gov">www.nsf.gov</a>
Spencer Foundation	Dissertation Fellowship Program	For research on the improvement of education	Application available June 1.	Phone: (312) 337-7000 Website: <a href="http://www.spencer.org">www.spencer.org</a>
Social Science Research Council	The Sexuality Research Fellowship Program	For social and behavioral dissertation research on sexuality	Dec. 15	Phone: (212) 377-2700 Website: <a href="http://www.ssrc.org">www.ssrc.org</a>
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: <a href="http://www.ssrc.org">www.ssrc.org</a>
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: <a href="http://www.usip.org">www.usip.org</a>
Woodrow Wilson National Fellowship Foundation	Charlotte W. Newcombe Dissertation Fellowships	For research on religious or ethical values	Early December	Phone: (609) 452-7007 Website: <a href="http://www.woodrow.org">www.woodrow.org</a>
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: <a href="http://www.woodrow.org">www.woodrow.org</a>