College of Arts and Sciences
Department of Psychology

George Mason University

Applied Experimental Psychology Doctoral Program

Student/Faculty Handbook

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III. INTRODUCTION

Welcome to George Mason University's Applied Experimental Area. The faculty looks forward to a rewarding professional association with you during this important portion of your career.

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

Your doctoral training will serve as an apprenticeship to provide you with the knowledge and experience that will enable you to move easily and confidently into the world of applied psychological work. During this apprenticeship, you will have opportunities to develop through coursework and various research experiences. You will advance through core courses, advanced quantitative and specialized content courses. Along the way you will have had research and practical experiences inside and outside the university that will provide valuable introductions to the world of applied psychology, its challenges and opportunities.

You will be examined at various points to assess your progress and determine whether you are ready for the next steps in the journey toward full professional competence. A satisfactory grade in each of the core courses serves to qualify you for continuation in the program. Midway through the program, the student will take a comprehensive examination based upon advanced knowledge in the student's areas of specialization.

However, satisfactory progress in our graduate programs isn't just a matter of doing well in coursework. The biggest difference you will note between our doctoral program and your previous academic work is the amount of time you are expected to devote to research not associated with any formal coursework. Our doctoral program doesn't exist just to pass on existing knowledge; we are dedicated to expanding the knowledge base of our field and enthusiastically welcome your contributions to this endeavor.

To ensure that you develop the necessary skills, you will participate with a faculty research team from your very first semester in the program and will co-author a manuscript by the end of your second year. Theses experiences will help prepare you for the development, conduct, and defense of your dissertation - the capstone (and final step!) of your doctoral degree.

Upon fulfilling all requirements, you are awarded the degree of Doctor of Philosophy, symbolizing the completion of a comprehensive, scientist-practitioner program designed to develop a fully capable and responsible applied psychologist. The journey may be long and difficult, but we hope that you will find it exciting and immensely fulfilling.

IV. THE ADVISOR

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

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

Since entering students' needs are somewhat different from those of advanced students, an advisor is appointed for those students. For entering students, this advisor provides an orientation advising session which helps students determine the courses they will take for the first two years of the program. This orientation advising is also designed to familiarize a student with the program and to answer to general questions.

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

Approval to Schedule of Classes

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

Deleted: classes,

Full-Time and Part-Time Status

The Applied Experimental Faculty at George Mason University prefers to train students who are committed to the program on a full-time basis. A full-time academic load consists of 9-12 credit hours per semester (6 for 20/hr per week GRA/GTA), ensuring that the student

completes at least 18 credit hours during the regular academic year. This schedule, of course, leaves the summer available to accumulate additional credit hours.

Students who choose to pursue their doctoral training while employed must recognize that flexibility from their organization is a requirement for participation in the doctoral program. There are academic functions (research team meetings, colloquia, etc.) that are required during daytime hours and part-time students are expected to attend just as full-time students are. At a minimum, *student must complete at least 15 credit hours during any academic year including summer sessions.* Failure to comply with this requirement constitutes grounds for a separation of a student from the program.

Annual Evaluation

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

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

Registration

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

Conferral of the Master's Degree

The student may be awarded a Master's Degree in Psychology after completing 32 semester hours of graduate credit in Psychology that satisfy MA catalog requirements for the

Industrial/Organizational or Human Factors and Applied Cognition specialization programs (see current Catalog).

V. APPLIED EXPERIMENTAL PSYCHOLOGY

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

Doctoral Program Benchmarks

1. Orientation Advising   Fall of First Year

2. Decide on Program of Study   End of Second Year

3. Form Comprehensive Committee*   Fall of Third Year

4. Finalize Reading List for Comprehensive Examination   Spring of Third Year

5. Set Date for Comprehensive Examination   Spring of Third Year

6. Receive Results of Comprehensive Examinations   Fall of Fourth Year

7. Notify Program Director of Comprehensive Examination Results Fall of Fourth Year

8. Receive Notification of Advancement to Candidacy   Fall of Fourth Year

9. Form Doctoral Supervisory Committee   Fall of Fourth Year

10. Receive Approval of Dissertation Proposal

11. Proposal sent to College Dean

12. Dissertation Defense

13. Award of the Doctorate

*For HFAC only

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

BIOL 532	Animal Behavior	PUAD 502	Administration in Public and Non Profit Organization
BIOL 745	Environmental Toxicology		
COMM 501	Communication in Professional Relationships	PUAD 620	Organization Theory and Management Behavior
COMM 506	Communication in International Organizations	PUAD 621	Principles and Practice in Government Organization & Management
COMM 530	Theories in Small Group Communication	PUAD 640	Public Policy Process
COMM 535	Organizational Communication	PUAD 670	Personnel Administration in the Public Sector
COMM 536	Communication Consulting		
CS 580	Introduction to Artificial Intelligence	PUAD 671	Public Employee Labor Relations
		PUAD 729	Issues in Public Management
CONF 713	Laboratory and Simulation in Conflict Processes I	PUAD 749	Issues in Public Policy
		SOCI 599	Issues in Sociology
DESC 435	Computer Simulation	SOCI 604	Sociology of Occupations and Professions
MKTG 725	Marketing Research		
MKTG 726	Advanced Consumer Behavior	SOCI 611	Classical Socialization Theory
MGMT 711	Organization Theory	SOCI 612	Contemporary Socialization Theory
MGMT 721	Seminar in Personnel Administration		
MGMT 751	Small Business Ventures and the Entrepreneur	SOCI 621	Human Ecology and the City
		SOCI 632	Evaluation Research for Social Program
MGMT 791	Seminar in Current Management Problems	SOCI 686	Sociology of Aging
OR 671	Judgment and Choice Processing and Decision Making	STAT 657	Nonparametric Statistics
STAT 658	Time Serious Analysis and Forecasting		

<u>**Evaluation Form**</u>

(A form will be distributed to students each fall for completion by the end of the fall semester).

Applied Experimental Area
George Mason University
Graduate Student Annual Report
For Calendar Year _____

Name_____ **Date**_____

Year entered program_____ **Advisor**_____

INSTRUCTIONS: Complete this report to the best of your abilities, make a copy for yourself, and give the original to your advisor by _____. Note that not all items will apply to every student; use "N/A" if an item does not apply to you. Attach a copy of your vita to this report.

1. Statement of current research interests.

2. Research activities, excluding thesis and dissertation (including description of projects worked on, which research group or person you worked with, your responsibilities in the project, status of work products, plans for subsequent research):

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

4. Manuscripts submitted to journals and paper published (including technical reports):

5. Membership in scientific/professional societies:

6. Conferences attended (including papers submitted to conferences and actual program participation):

7. Journals subscribed to:

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

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

Fall, 200_
Spring, 200_
Summer, 200_

10. Course hours completed on Program of Studies (excluding dissertation/proposal hours):

11. Title and status of on-going research or thesis topic (e.g., doing pilot work, writing second draft):

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

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

   dissertation chair/committee:
   status: initial draft of proposal
   proposal defense
   data collection
   complete draft of dissertation
   final defense

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

15. Practica, field projects and consulting projects (supervisor, setting, goals of project, activities, work product, content or process skills acquired):

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

17. Informal presentations (e.g., Brown Bag) during period:

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

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

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

<div align="center">**Program of Study (POS)**</div>

What is a Program of Study

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

How to Determine the Program of Study

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

Submission of the Program of Study

After the Program of Study is determined by the student and advisor, the Program of Study Form is completed. It is signed by the advisor and forwarded to the Program Director. The Program Director presents it to the AE faculty, if approved, signs and forwards the Program of Study to the Associate Chair for Graduate Studies and to the Dean of CAS for approval.

Making a Change in the Program of Study

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

INDUSTRIAL/ORGANIZATIONAL PROGRAM

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

Program Requirements

- 9* hours from core areas of cognitive (701, 766, 768), social (703, 667, 668) and history (705)
- 8-hours of quantitative and research methods PSYC 611, 612
- 9-hours of advanced quantitative and specialized methods including 754, 756, 557; from list of quant "electives": PSYC 541, 633, 652, 755, 654, SEM/Meta-analysis
- 18-hours of specialized content: PSYC 636 and 639; select 6 hours from PSYC 631, 638, 640, 733, 736, or 592/892 AND 6 hours from PSYC 667, 735, 739, 741 or 592/892
- 3-hours of special topics in professional issues: PSYC 890
- 12-hours of dissertation proposal (PSYC 998) and dissertation (PSYC 999)
- 9-hours of electives
- 6-hours of practica (PSYC 730)

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

Typical Curriculum for Industrial/Organizational Psychology

1st semester
636 Survey of Industrial (3)
611 Adv Stat I   (4)
Psyc Core   (3)

2nd semester
639 Survey of Org. Processes (3)
612 Adv. Stat II   (4)
631/638 Selection/Training   (3)

Summer
730 Practicum   (3)

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

4th semester
557/756 Psychometrics/Mltivr (3)
638/631 Training/Selection   (3)

Summer
730 Practicum   (3)

5th semester
741/739 Motiv/Ldrshp   (3)
xxx Psyc Core/890

6th semester
756/557 Multivar/Psychometr (3)
xxx Psyc Core   (3)

Summer—Comprehensives

7th semester

		8th semester	
890 Professional Seminar/Psyc Core	(3)	xxx Elective	(3)
xxx Elective	(3)	xxx Elective	(3)
998 Diss Proposal	(3)	999 Dissert	(3)

9th semester

999 Dissertation	(6)

PROGRAM OF STUDY FORM INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Date: _____

Name: _____   G#: _____

Address: _____   Phone: _____

_____

Proposed Date of Comprehensive Examination: _____

CONTENT COURSES		
NINE HOURS OF CORE CLASSES:		
COURSE NUMBER	**COURSE TITLE** (As it appears on your transcript)	**SEMESTER**
Select One: 701, 766, 768		
Select One: 703, 667		
PSYC 705		
NOTES:		**Total Hours:**
EIGHT HOURS OF QUANTITATIVE/RESEARCH METHODS:		
PSYC 611		
PSYC 612		
NOTES:		**Total Hours:**
NINE HOURS OF ADVANCED QUANTITATIVE & RESEARCH METHODS:		
PSYC 754		
PSYC 557		
PSYC 756		
Select One: 541, 633, 652, 755 or 654		
NOTES:		**Total Hours:**
EIGHTEEN HOURS OF SPECIALIZED CONTENT:		
PSYC 636		
PSYC 639		

Select six hours from the following list: PSYC 631, 638, 640, 733, 736, or 592/892		
Select six hours from the following list: PSYC 667, 735, 739, 741, 592/892		
NOTES:		Total Hours:
THREE HOURS SPECIAL TOPICS IN PROFESSIONAL ISSUES:		
PSYC 890		Total Hours:
TWELVE HOURS OF DISSERTATION PROPOSAL AND DISSERTATION:		
PSYC 998		
PSYC 999		
NOTES:		Total Hours:
ELECTIVES (Three Courses):		
NOTES:		Total Hours:
SIX HOURS OF PRACTICUM:		
PSYC 730		
NOTES:		Total Hours:
Grand Total Hours:		

Major Advisor   Date

Director of the Program   Date

Associate Chair for Graduate Studies   Date

HUMAN FACTORS AND APPLIED COGNITION PROGRAM

HFAC Program Requirements:

General
3 hours cognitive core (701, 766, or 768)
6 hours of biological (702, 558, 559), social (703, 667), developmental (704, 666, 669), or history (705) core
8 hours of quantitative and research methods:
   PSYC 611 Advanced Statistical and Research Methods for Psychology I
   PSYC 612 Advanced Statistical and Research Methods for Psychology II
9 hours of Advanced Methods (statistics, research methods, or modeling)

Human Factors & Applied Cognition Core
6 hours PSYC 530, 645
9 hours (minimum) PSYC 734, 737, 766, 768 (these may be repeated)

Professional Issues
3 hours PSYC 890

Dissertation Proposal and Dissertation
12 hours of PSYC 998 and 999

Practicum (Optional)
6 hours, with permission of advisor. (Students who wish to have real-world experience an Applied Cognition or Human Factors may take up to 6 hours of Practicum.)

Research Requirements
During their first year in the program, students are required to write a research proposal, to be evaluated by faculty in the program. In their second year, students are required to execute research and submit it for publication in an appropriate outlet. This research and paper will be evaluated by faculty in the program.

Options
To reach the 72 credits required for the Ph.D., students may repeat 645, 734, 737, 766, and/or 768.

Students should take credits in PSYC 897 (Directed Reading and Research) each semester until they begin work on their dissertation proposal; at that point, they should take PSYC 998.

Students are strongly encouraged to develop competence in programming and computer science by coursework or independent study. Students are also encouraged to identify and take relevant courses within or outside the department (with advisor's approval).

Typical Curriculum for Human Factors/Applied Cognition Program

1st semester
530 Cognitive Engineering (3)
611 Advanced Statistics I (4)
897 Directed Reading and Research (3)

2nd semester
645 Research methods in HFAC (3)
612 Advanced Statistics II (4)
897 Directed Reading and Research (3)
Research Project Due

3rd semester
Cognitive Core (3)
Advanced Methods or Outside Core (3)
897 Directed Reading and Research (3)

4th semester
Cog/HFAC Seminar (3)
Advanced Methods or Outside Core (3)
897 Directed Reading and Research (3)
Conference/Journal Paper Due

5th semester
Cog/HFAC Seminar (3)
890 Practicum (3)
897/998/999 (3)

6th semester
Cog/HFAC Seminar (3)
Advanced Methods or Outside Core (3)
897/998/999 (3)

Comprehensive Exam

7th semester
Advanced Methods or Outside Core (3)
Cog/HFAC Seminar (3)
897/998/999 (3)

8th semester
Advanced Methods or Outside Core (3)
Cog/HFAC Seminar (3)
897/998/999 (3)

Any remaining semesters
Cog/HFAC Seminar (3)
998/999 (1-6)

Addenda:

1. Students are expected to submit a research proposal (plan for original research) by the end of the spring semester (end of exam period) of their first year.
2. Students are expected to submit an original research paper to journal or conference by the end of their second year.
3. Students are encouraged to take 3-6 credits of Practicum (730) during one summer.
4. Maximum of 6 hours of Practicum (730) may be applied to the degree.
5. Students are expected to take one course per semester post comps.
6. Students are strongly encouraged to develop competence in programming and computer science by coursework or independent study. Students are encouraged to identify and take relevant courses within or outside the department (with advisor's approval).
7. Total number of course hours must total a minimum of 72 hours.

The Core Areas

There is no qualifying examination <u>per</u> <u>se</u> for the core areas required for the Ph.D. degree at George Mason University. A student in the Applied Experimental Program is considered to have passed the qualifying examination by satisfactorily completing the required courses from the core areas and methods with a grade of B or better.

Failure to Pass a Core Area Course

Should a student fail to make a grade of B or better in a core area course, the student may retake the course once. If the student passes the course with a B or better, he/she is considered to have satisfied the requirement for the qualifying examination. Should a student fail to make a B or better in a second core course, the student may retake a second core course and must make a B or better to satisfy the requirement for passing a qualifying examination. If a student fails to make a B or better when retaking a core course, he/she is separated from the program.

Repeating the course(s) is the only way that a student may satisfactorily meet the requirement of qualifying examination. Students must satisfactorily complete the core courses before they may take the comprehensive examination.

Course Equivalency Documentation

Students may apply for exemption from up to 30 hours of doctoral coursework. To do so, the student must present documentation and written justification for these exemptions. Documentation consists of the following information:
1. Course title and a transcript showing the grade for the course.
2. A copy of the catalog description of the course.
3. A syllabus for a course or a list of topics covered in the course.
4. Identification of the text(s) used in the course.
5. Examination questions
6. Any papers or projects written for the course.

Students are not likely to have all this documentation, however, 1, 2, 3, and 4 are mandatory.

In rare instances, a student may wish to petition for an equivalency examination when he/she has not had a graduate course or courses in an area required for his/her degree. Such a student may feel that he/she has acquired equivalent knowledge and therefore, should be exempted from taking the course. In this case, the student should present and especially strong justification for being allowed to take an equivalency examination.

PROGRAM OF STUDY FORM HUMAN FACTORS/APPLIED COGNITION

Date: _____

Name: _____   G#: _____

Address: _____   Phone: _____

_____

Proposed Date of Comprehensive Examination: _____

CONTENT COURSES		
THREE HOURS OF CORE CLASSES:		
COURSE NUMBER	**COURSE TITLE** **(As it appears on your transcript)**	**SEMESTER**
Select One: 701, 766, 768		
Select One From: Biological (558, 559 or 702), Social (667, 668 or 703), Developmental (666, 669 or 704), History Core (705)		
NOTES:		**Total Hours:**
EIGHT HOURS OF QUANTITATIVE/RESEARCH METHODS:		
PSYC 611		
PSYC 612		
NOTES:		**Total Hours:**
NINE HOURS OF ADVANCED QUANTITATIVE & RESEARCH METHODS:		
NOTES:		**Total Hours:**
FIFTEEN HOURS OF SPECIALIZED CONTENT:		
PSYC 530		
PSYC 645		

23

PSYC 734, 737, 766 or 768 (645, 734, 737, 766 & 768 may be repeated)		
NOTES:		**Total Hours:**
THREE HOURS SPECIAL TOPICS IN PROFESSIONAL ISSUES:		
PSYC 890		**Total Hours:**
DIRECTED READINGS		
PSYC 897		**Total Hours:**
TWELVE HOURS OF DISSERTATION PROPOSAL AND DISSERTATION:		
PSYC 998 (min. 3 hours)		
PSYC 999 (min. 3 hours)		
NOTES:		**Total Hours:**
ELECTIVES:		
Students select 0-12 hours (9 hours may be taken outside of the Dept. with approval)		
NOTES:		**Total Hours:**
***SIX HOURS OF PRACTICUM:**		
PSYC 730		
NOTES:		**Total Hours:**
***Students who do not have work experience in applied cognition or human factors are encouraged to enroll in six credits of practicum.		
		Grand Total Hours:

Major Advisor   Date

Director of the Program   Date

Associate Chair for Graduate Studies   Date

VI. APPLIED EXPERIMENTAL COMPREHENSIVE EXAMS

Industrial Organizational

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

Timing

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

Format

A student has 8.5 days to answer questions. All questions allow answers of no more than 15 pages. Every student must answer1 of 2 quantitative questions and a specialty question. Students must also answer 3 of 4 substantive questions covering a combination of I and O topics. The specific combination for a given student is described in the next section. If needed, the student may have an additional three days to submit references.

Coverage

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

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

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

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

Grading

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

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

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

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

Failing

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

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

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

Oral defense

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

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

If a student provided answers that were problematic to one or more written questions, then the focus of the oral exam will be on the limitations of the answers to those questions.

"Limitations" are defined here as questions that the graders had about the answers. These questions will be provided to the student once the oral defense has been scheduled. If time permits, the answer to the specialty question will also be discussed with an eye towards development.

The student will be made aware of the answers that were problematic and the questions that the graders had about the answers. In preparing for the oral defense, the student should:
1. Prepare a presentation describing the deficiencies of the answer and the changes that would have resulted in a superior response.
2. Prepare to address the questions that were raised by the graders

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

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

Rules

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

Security

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

<center>**Human Factors/Applied Cognition**</center>

The comprehensive examination is the final step toward advancement to candidacy for the doctoral degree. It is designed to examine a student's knowledge of his/her chosen specialty area or program and indicates a student's professional competence in that area. When a student has passed the comprehensive examination, he/she may be advanced to candidacy and proceed with a dissertation. Once advanced to candidacy, the student has a <u>maximum</u> of five (5) years to complete the dissertation.

Structure of the Examination

The comprehensive examination consists of questions based on four specialized reading lists developed by the student, in conjunction with his/her comprehensive committee. The topics of the four lists should reflect the student's breadth while the contents of each reading list are expected to reflect the student's depth.

The student should submit a draft of the specialized list to his/her comprehensive committee. The committee is free to revise this list. The reading lists must be approved and delivered in writing to the student's committee at least three (3) months before the date of the exam. Although reading lists serve as the basis for questions, students are expected to synthesize material across their entire program of study.

Composition of the Comprehensive Committee

The Comprehensive Committee shall consist of three members. The student selects the major advisor (chair) of their committee. The student and the major advisor then select two other committee members. At least one of the other members must be from the GMU Psychology Department faculty. If deemed appropriate by the advisor, up to one member may be from outside of Psychology.

When to Take the Comprehensive Examination

Student will be expected to take comprehensive exams following their third year in the program. Students will schedule the specific date of their exam in consultation with their supervisory committee.

Evaluation Process

Each question is graded on a scale from 12 = A+, 11 = A, 10 = A-, 9 = B+, 8 = B, 7 = B-, 6 = C+, 5 = C. To pass, students must meet the dual minimum criteria of (a) an overall average of B or better and (b) 2 of the 4 grades B or better. For example, grades of A+, B+, B, and C (mean = 8.5) would meet these dual criteria while grades of A-, B+, B-, and C (mean = 7.8) or A, B+, B- and C (mean = 8) would not. The Chair of the Comprehensive Supervisory Committee provides written feedback to the student regarding his/her performance on the examination.

The dimensions of evaluation will be (1) the responsiveness of the answer to all components of the question; (2) the comprehensiveness of the answer in terms of breadth, depth, and conceptual structure within each of the relevant domains; (3) the timeliness of the answer or how well the answer reflects the latest literature and findings in the targeted domains; (4) the degree of integration across multiple knowledge domains reflected in the answer; and (5) the quality of writing and presentation.

Students who demonstrate weakness but still pass the overall examination will be required to complete developmental exercises as defined by the graders of the questions. These may include, but are not limited to, the following possibilities: a revision or rewrite of certain answers; enrollment in a particular class; or ancillary projects designed to develop skills in required areas. All developmental exercises must be completed satisfactorily before the student is admitted to doctoral candidacy.

VII. PROFESSIONAL ETHICS

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

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

Policy on Discrimination

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

Policy on Sexual Harassment

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

VIII. RESEARCH REQUIREMENTS

Purpose

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

Initial Research Experience

Incoming HFAC students register for a Directed Research course (PSYC 897) with a particular faculty member for each of their first six semesters in the program (one to three credits per semester), depending on the program. Students will normally be assigned to their initial advisor's research team which meets on a regular basis.

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

By the end of the first year, the doctoral student must author a research proposal and have the proposal approved by his/her major advisor.

Second Year Research Requirement

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

After Completion of the Second Year Research Requirement

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

IX COLLOQUIA & BROWN-BAG LUNCHES

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

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

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

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

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

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

Special Topics in Professional Issues

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

The Special Topics in Professional Issues deals with topics such as jobs and employment-related issues (i.e., resume building, oral communication skills, interviewing skills, networking and kinds of jobs), ethics, grants, contracts, written proposals, financial proposals,

project reports, personnel selection and other topics related to funding.   Students will have the opportunity to apply what they have learned in this seminar by writing a proposal.

<center>**X. THE PRACTICA**</center>

Purpose

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

Fulfilling AE Practicum Requirements

  For Doctoral students in the I/O area, 12-15 hours of practicum credit are required, where one practicum (3-6 hours) will be in-house and the remainder of the practica normally in work settings. 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 an in-house practicum sometime during the first calendar year of their academic studies.

Fulfilling the HFAC Practicum Requirements

  Human Factors and Applied Cognition Doctoral students who lack professional work experience in an HFAC area are strongly encouraged to take 3-6 hours of practicum credit. Practicum credits must be completed in an Industrial or Government Laboratory. Although there are no formal course prerequisites for practicum placement, generally HFAC students are required to have been enrolled full time in the program for two semesters (or the equivalent) and to have obtained the permission of their graduate advisor.

The Criteria for Practicum Credit

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

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

When to Enroll in a Practicum

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

1. **For on-site practica.**

    a. The student must receive on-the-job guidance/instruction from a supervisor with specialized knowledge in an applied area (e.g., a training director, research director, testing coordinator, etc.). This person will generally possess an advanced degree in psychology or a related discipline.

    b. The practicum experience must not involve only skills already learned. Although this might be beneficial to the sponsoring organization, it would not facilitate the acquisition of *new* knowledge and skills by the student.

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

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

    a. The student participates extensively in a research project with a faculty member. The student is expected to take an active role in most aspects of the project (e.g., searching the literature, gathering and analyzing data, writing the results). The research project may be basic or applied and may be done in conjunction with a research grant or contract held by the faculty member. The practicum culminates with the student submitting a research-oriented manuscript, using APA format.

    b. Doctoral students who have completed an empirical research master's thesis at another university can transfer 3 of those hours and apply them toward the in-house requirement (with the remaining 3 hours transferable as elective). Students in such circumstances will still need to complete 3 hours of an in-house practicum at George Mason so that our faculty may better judge the student's readiness for subsequent on-site practica.

Examples of On-site Practica

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

1. Test validation, including: job/task analysis, development of behaviorally-based rating scales, reliability studies, item analyses, and validity research.

2. Applied research design, including: administration and analysis of survey instruments, research design, statistical analysis, evaluation of assessment or training programs, and grant/contract proposal writing.

3. Human Factors and Applied Cognition, including: simulation and training, human-computer interface, or systems design.

4. Organizational development, including; development, direction of training programs, survey-feedback research, and group facilitation.

Procedures for Enrolling in Practicum

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

Two Semesters Prior to Registering for Practicum

- Attend practicum presentations of current students (usually scheduled the last 2-3 weeks of each semester).

- Contact Cooperative Education (Student Union I) to inquire about internship possibilities.

- Join a local professional society to enhance your network of local professionals, e.g.,

Society	*Faculty Contact*
Human Factors And Ergonomics Society (Potomac Chapter)	Boehm-Davis
Personnel Testing Council/Met. Wash.	Buffardi
American Society for Training & Devel. book	see Virginia phone
Washington Technical Personnel Forum	Buffardi

60 Days Prior to Registering for Practicum

- Complete an "Intent to Register" form and submit it to faculty member coordinating the upcoming practicum course.
- Contact the faculty member coordinating practica.
- Notify faculty coordinator of any "lead" you have developed for permission to pursue the lead.
- Contact leads provided by faculty coordinator.
- Interview with potential on-site supervisor.
- If interview result appears promising, file a "Practicum Application Form" with faculty coordinator *no later than 1 week prior* to the beginning of the semester.

- Fill out and complete the Experiential Learning Agreement and have your Site Supervisor as well as the Program Coordinator and/or Associate Chair for Graduate Studies sign the form.

During the Semester You are Registered for Practicum

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

<u>Grades</u>

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.

XI. DOCTORAL SUPERVISORY COMMITTEE

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

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

The Composition of the Doctoral Supervisory Committee

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

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

<u>**XII. THE DISSERTATION PROPOSAL**</u>

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 both the Program Coordinator and the Associate Chair for Graduate Studies for approval. If acceptable, the proposal will be forwarded to the Dean for approval; the student is ready to enroll in PSYC 999 – Dissertation once the Dean has approved the proposal

<u>**Dissertation Proposal Approval Process**</u>

1. **An approved proposal signifies the following:**

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

a. After proposal approval, the committee may NOT require: additional dependent measures and a significant modification to the design.

b. The committee MAY require: a few additional statistical analyses if planned analyses, upon reflection, indicate this would be appropriate; updated, re-written literature review when the dissertation is final; and extended discussion based upon data and analysis.

2. **The Proposal Approval Process**

a. The student selects a dissertation advisor with assent of the faculty member.
b. Student and advisor select a general area for the dissertation.
c. Student, in consultation with advisor, develops and revises rough drafts of proposal.
d. In consultation with advisor, student selects committee. The committee composition must follow University and department guidelines, and must include one member from the Applied Experimental Area. [Note: assent of faculty members to participate in a dissertation is voluntary. The department expects that all faculty be willing to participate as advisor or committee member on <u>some</u> dissertations; participation on a <u>particular</u> dissertation is completely voluntary. If a student cannot obtain voluntary consent of a committee, the dissertation cannot proceed.]
e. When the advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before the initial committee meeting. This

meeting approves or directs changes in the scope and design of dissertation, with feedback on what changes are required before final approval.

f. The number of meetings of the committee will depend upon the progress of the student. Committee goodwill can be maximized by working individually with the advisor between meetings, and making substantial progress before calling another meeting.

g. Committee signature on the proposal signifies that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Chair signature indicates concurrence.

3. During the dissertation

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

4. Writing up the dissertation

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

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

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

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

5. In preparation for the defense

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

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

XIII. THE DISSERTATION

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

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

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

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

Oral Defense of the Dissertation

Policy on Dissertation Defenses

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

Prior to the defense: No dissertation can proceed to a defense until each member of the committee and the department chair have signed the "permission to defend" form, signifying that each has individually read the dissertation draft and has concluded that it is in final form except

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

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

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

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

The following are appropriate requirements for the oral defense:

1. The student is expected to have mastered the research process as it relates to his/her dissertation, and to have command of the subject matter of the dissertation. The student should be able to answer procedural questions concerning data collection or statistical analysis procedures. For the latter, it is not expected that the student have each formula at his/her fingertips, but that the data analysis be explained conceptually, that it is clear that the student understands the analysis, and that the student be able to demonstrate that the assumptions of the analysis performed were reasonably valid.

2. If the data analysis has been altered since proposal approval, the student should be able to justify changes. If faculty feel that alterations should have been made, the student should be able to explain why no alteration was made. This must be kept reasonable. For example, a student who has conducted a two-group study with a single dependent measure is not liable to questions concerning multivariate analysis. However, completion of the mechanics of data analysis is not a substitute for thoughtful data analysis, and an understanding of the limitations of analysis.

3. The student must be able to explain how interpretations were derived from the analysis of the data, and how his/her findings fit into and contribute to the existing body of literature in the area.

4. The student must be able to evaluate the strengths and weaknesses of his/her own work, and to project logical extensions of that work.

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

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

If the student passes with no changes, the committee will sign the cover sheet, and the student will have completed all requirements for the degree. If the student passes with changes, the committee may either sign the cover sheet and entrust the advisor to revise the changes before submission of the dissertation, or may require that the candidate circulate the final draft to the committee before signature. Students who pass with changes have not completed all requirements for the degree; they should not use the title "doctor" until the dissertation has been signed and turned in to the university.

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

XIV. FLEISHMAN DISSERTATION AWARD

Students conducting a dissertation under the supervision of a faculty person
in the A-E Area are eligible for this dissertation award.

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

How to submit entries for the Fleishman Dissertation Award:

a. Entries may be submitted only by students who have obtained their PhD while at GMU in Psychology and whose dissertation has been accepted by the university within the previous 24 months of the annual submission deadline for the award. A given entry can be submitted only once.

b. Submissions will take the form of a manuscript based on the dissertation. The manuscript should be prepared in APA format and should be the version submitted to a journal. If the manuscript has not yet been submitted to a journal, the manuscript is limited in length to a maximum of 30 double spaced pages (excluding tables and figures). Applicants should submit 5 copies of the paper for consideration or one electronic copy.

c. Submissions should be accompanied by a letter from the dissertation advisor supporting the nomination. The letter should specify the date of acceptance of the dissertation and that the submission adequately represents all aspects of the completed dissertation. Note that this letter need not comment extensively on the quality of the project as the actual evaluation for the award will be based on a critical review of a paper submitted by the recent graduate.

Bases for evaluation:

a. A committee consisting of two faculty members who are actively involved in the A-E area graduate programs will be created in order to evaluate the papers submitted for the award. The committee will be constructed so that no student submitting a proposal would have his or her advisor on the committee that year.

b. The criteria for evaluation will include dimensions of technical merit (e.g. internal validity, appropriate use of methods), writing style, theoretical and practical relevance, and significance. Additional consideration will be given to a study that serves to highlight the particular research strengths of the A-E Area at GMU.

c. In the event of a fair number of high quality submissions, the evaluation committee will rank order the papers in terms of merit. This would allow for the possibility of an "honorable mention" award. The committee also has the right not to make an award during a particular review cycle.

d. Award winners will be announced in time for a formal ceremony at the end of the academic year during which a certificate of recognition would be given to the student to honor his or her achievement.

Any questions regarding this award should be communicated to either Dr. Stephen Zaccaro or Dr. Christopher Kello, Award Co-chairs, George Mason University Psychology Department.

XV. RESEARCH PROJECTS

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

Approval of Research Projects

All research projects must be approved by the faculty advisor before the research begins. Research projects or experiments done under the supervision of faculty require approval but the procedure is somewhat different for master's theses and doctoral dissertations. If a project involves the use of human subjects, the project must be approved by the University Human Subjects Review Board (703) 993-2292. The appropriate university procedure and forms are available in the Office of Sponsored Programs of on the web at http://www.gmu.edu/pubs/osp/human1.html.

Research Space

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

Computer Facilities

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

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

XVI. APPLIED EXPERIMENTAL FACULTY

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

Human Factors and Applied Cognition and Industrial/Organizational

Deborah A. Boehm-Davis, Ph.D., University of California at Berkeley, Director of Applied Experimental Area: human-computer interaction, transportation (aviation & highway), psychology of programming, understanding interruptions, cognitive workload

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

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

Pamela Greenwood, Ph.D., SUNY Stony Brook, Research Associate Professor: genetics of cognitive aging, component processes of visuospatial attention and working memory; influence of attention on working memory

Seth Kaplan, Ph.D., Tulane University:

Christopher T. Kello, Ph.D., University of California, Santa Cruz, Associate Professor: perceptual, cognitive and neural systems that underlie reading and spoken language processes

Eden King, Ph.D., Rice University**,** Assistant Professor:

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

Maria Kozhevnikov, Ph.D., University of California, Santa Barbara**,** Associate Professor:

Patrick E. McKnight, Ph.D., University of Arizona**,** Assistant Professor:

Christopher A. Monk, Ph.D., George Mason University**,** Assistant Professor: Interrupted task performance, driver cognition, usability, human-computer interaction, transportation safety.

Raja Parasuraman, Ph.D., University of Aston, Birmingham, U.K., Professor: influence of automation and computer technology on attention, memory, and vigilance; cognitive neuroscience of attention

Matthew S. Peterson, Ph.D., University of Kansas, Associate Professor: visual attention and perception, eye movements, mathematical modeling

James F. Sanford, Ph.D., Kansas State University, Associate Professor: human learning and memory and cognition

Lois Tetrick, Ph.D., Professor of Psychology; Director of Industrial/Organizational Psychology Program. Occupational health psychology, psychological contracts.

James Thompson, Ph.D., University of Swinburne**,** Assistant Professor:

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

Emeritus Faculty

John Allen, Ph.D North Carolina State University. Professor Emeritus

C. Alan Boneau, Ph.D., Duke University, Professor Emeritus: learning and cognition

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

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

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

XVI. THE UNIVERSITY

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

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

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

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

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

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

PROPOSAL - Student develops dissertation proposal. Committee approves proposal. Signed copy of signature sheet sent to the College of Arts & Sciences.

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

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

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

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

XVII. DEPARTMENTAL 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 **Director of Clinical Training**	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 **Associate Chair for Graduate Studies**	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	

Developmental/Biopsychology/School (DBS) Program Coordinator

		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	

School Psychology M.A. Coordinator   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 **Department Chairperson**	993-8865	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 **Industrial/Organizational M.A. Coordinator**	993-1363	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
Human Factor/Applied Cognition M.A. Coordinator
                                Interrupted task performance, driver distraction, transportation safety.

Raja Parasuraman   993-1357
Human Factors Program Coordinator
                                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
Associate Chair for Undergraduate Studies
                                Human learning and memory; Cognition

Lois Tetrick   993-1372
Industrial/Organizational Program Coordinator
                                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

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APPENDICES

<u>Guidelines for Graduate Student Grievances Against Faculty</u>

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.

<u>Faculty</u>

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.

<u>Students</u>

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 responsibility for the quality of these services.

Thus, faculty evaluation of student performance and progress provides assurance of the quality of these services.

2. Graduate education is, by nature, difficult, demanding, and stressful (If it wasn't, anyone could get a Ph.D). Thus, subjective distress alone is not a valid indicator that a course is inappropriately demanding or that a student is being treated unfairly by a faculty member.

3. In trying to fulfill their responsibility in setting standards and evaluating students' progress, faculty will, on occasion, make errors in judgment that are usually unintentional. Even for faculty, to err is human, and most student grievances concern faculty behavior that is nonmalevolent in intent. Nonetheless, when such errors create problems or hardships for students, they have the right to address their concerns with the faculty in question.

4. The ability to effectively address and resolve disagreement and conflict in a mature manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict with faculty offers an opportunity for personal and professional development.

5. Faculty also deserve to be treated with respect and dignity. Complaining about faculty behavior to one's Program Coordinator or the Department Chairperson is a serious matter and should not be done with malicious intent or simply to seek retribution for a perceived wrong or slight. Also, approaching a faculty member in an angry or hostile manner or complaining to others about the behavior of the faculty member is not an effective strategy for resolving conflict. Students also should be prepared to listen nondefensively to a faculty member's explanation of his/her side of the conflict.

6. The Department cannot guarantee that resolution of a complaint or conflict will be favorable to the student. Nor should faculty expect that the issue will be resolved in their favor simply based on their position as faculty. The Department does guarantee, however, that students and faculty will be fully heard, that their concerns will be treated with dignity, and that an honest attempt will be made to reach a reasonable solution.

7. A student who, in good faith and in keeping with the above principles and with the procedures outlined below, complains about faculty behavior will be protected from retribution by the faculty member in question and by other faculty to the extent that the university has control over faculty behavior. Retributive or vengeful behavior by faculty toward a student complainee will not be tolerated. The Department has no control, however, over a faculty member's emotions, and a faculty member may to 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 TAed 300
304	701 and previously TAed 304
305	701 and previously TAed 305
309	766 and previously TAed 309
313	704
314	704
320	557 or 631
321	2nd 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

<div align="center">**Dissertation, Thesis and Travel Support**</div>

<div align="center">**Guidelines for Dissertation, Thesis, and Travel Support Applications**
July 2000</div>

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). Evidence of an attempt to get money from the University's graduate student organization is required.

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

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

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

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

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 unbiasely 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 about 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 6th and February 5th

Department Wide
- Travel support is available only to doctoral students who plan to travel to a professional or scientific meeting or convention for the purpose of presenting research or other scholarly or

professional product in which the student had the primary role or a major role in designing and implementing (e.g. if you are fourth author on a Poster presentation, we are unlikely to give you money).

- Travel awards will typically be limited to $300, but exceptions will be made under special circumstances.
- This money is to be used for travel expenses (i.e., getting to and from the meeting) and/or convention registration, but NOT for lodging and/or for meals. If the meeting takes place in the Washington area, we will only pay for registration.
- Students requesting travel support must provide evidence that the paper or poster has been accepted at the meeting.
- Students must also provide evidence that they have sought or are seeking other sources of travel support such as a faculty grant or contract, the organization sponsoring the meeting (many have student travel funds), and GMU's Graduate Student Travel Fund. The department is the place of last resort for travel funds, not first resort.
- A student who accepts money must keep all receipts of expenditures and turn them in to the department (the same we ask of faculty).
- The student agrees to take part in at least one session of the GMU Phonathon.

How to apply:

Submit the following information to Ivan Warner:

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.

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Quantitative and Research Methods

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Select six hours from the following list: PSYC 667, 735, 739, 741, 592/892

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Examination: _____

CONTENT COURSES		
COURSE NUMBER	**COURSE TITLE**	**SEMESTER TAKEN**
THREE HOURS OF CORE CLASSES:		
	Cognitive Core (701, 766, or 768)	
SIX HOURS OF CORE CLASSES: (Fill in course # and name)		
Biological, Social, Developmental, or History Core		

NOTES:		**Total Hours:**

EIGHT HOURS OF QUANTITATIVE/RESEARCH METHODS:

PSYC 611, 612	Quantitative and Research Methods	
NOTES:		**Total Hours:**

NINE HOURS OF ADVANCED STATISTICS OR QUALITATIVE METHODS:
(Fill in course # and name)

NOTES:		**Total Hours:**

FIFTEEN HOURS OF SPECIALIZED COURSE CONTENT:

PSYC 530	Human Factors Engineering	
PSYC 645	Research Methods in Human Factors and Applied Cognition	
PSYC 734/737/766/768		
PSYC 734/737/766/768		
PSYC 734/737/766/768		
PSYC 734/737/766/768		
PSYC 645,734,737,766,768 may be repeated for credit		
NOTES:		**Total Hours:**

THREE HOURS of PROFESSIONAL ISSUES:

PSYC 890	Professional Issues	
NOTES:		**Total Hours:**

TWELVE HOURS of DISSERTATION:

PSYC 998, 999	Dissertation Hours	
NOTES:		**Total Hours:**

SIX HOURS OF PRACTICUM (OPTIONAL):		
PSYC 730	Practicum in Applied Psychology	
Students who do not have work experience in applied cognition or human factors are encouraged to take up to six credits of practicum.		
NOTES:		**Total Hours:**
ELECTIVES:		
Students select 0-12 hours (9 hours may be taken from outside the department with approval)		
NOTES:		**Total Hours:**
DIRECTED READINGS:		
PSYC 897	Directed Reading and Research	
NOTES:		**Total Hours:**
Students are strongly encouraged to identify and take relevant courses within or outside the department (with their adviser's approval).		
		Grand Total Hours:

_____   _____
Major Advisor   Date

_____   _____
Director of the Program   Date

_____   _____
Associate Chair for Graduate Studies   Date