College of Humanities and Social Sciences
Department of Psychology

George Mason University

Human Factors and Applied Cognition Masters and Doctoral Program

Student/Faculty Handbook

2011-2012 Edition
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II. WHO'S WHO IN THE DEPARTMENT

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III. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES

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

The College of Humanities and Social Sciences (CHSS)

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

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

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

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

The Graduate Counsel

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

Policies for All Students

GMU Email

George Mason uses only Mason e-mail accounts to communicate with enrolled students. Students should activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important information. For more information on using your GMU Email, visit: https://thanatos.gmu.edu/passwordchange/index.jsp

Registration and Degree Audit

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

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

Transfer of Credit

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

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

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

intended by the institution offering the courses to be applied to a degree program are not eligible for transfer credit to Mason. The credits cannot have been previously applied toward a degree at another institution or Mason; however, up to 3 credits previously applied to a degree program at another institution may be transferred into a certificate program at Mason. Students who wish to transfer credits should fill out the Graduate Transfer of Credit Request Form available at: http://registrar.gmu.edu/forms/GTC.pdf

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

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

Credits used in reduction of credit are not subject to time limits, and the credits must have been applied to a previous degree. All the other conditions given above for eligibility of transfer of credit apply also to reduction of credits. Students wishing to submit a request for a reduction of credit must submit the Reduction of Credit Form found at: http://registrar.gmu.edu/forms/ROC.pdf

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

Washington Consortium of Universities Registration

Eligible students may enroll in courses at any of the institutions in the Consortium of Universities in the Washington Metropolitan area. Students are limited to one consortium course per semester, with a career maximum of 6 credits. To register for a consortium course, students must have an overall GPA of at least 3.00 and be in good academic standing. Students with grades of IN on their record or who earned grades of C or F in the most recent semester are not eligible to register for a consortium course. Students who have received a grade less than 3.00 in a consortium course are not permitted to enroll in additional consortium courses. Newly admitted graduate students are not permitted to enroll in consortium courses during their first semester of graduate study. Students who wish to enroll in consortium courses during their second semester of study must wait until the grades for the previous semester have been posted. More information about the Consortium of Universities can be found at:
http://registrar.gmu.edu/consortium/index.html

Graduate Level Grading

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

Grade Quality Points Graduate Courses
A+ 4.00 Satisfactory / Passing
A 4.00 Satisfactory / Passing
A- 3.67 Satisfactory / Passing
B+ 3.33 Satisfactory / Passing
B 3.00 Satisfactory / Passing
B- 2.67 Satisfactory* / Passing
C 2.00 Unsatisfactory/Passing
F 0.00 Unsatisfactory / Failing

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

Grade Appeals

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

Academic Warning

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

Academic Termination

Student Status	Students may be terminated for any one of the following reasons:
Provisionally admitted degree seeking graduate students	1. Fail to meet conditions of admission within time limits 2. Fail to make satisfactory progress toward the degree, as determined by the academic unit 3. Accumulate 12 credits of unsatisfactory grades in undergraduate courses 4. Accumulate grades of F in two graduate courses or 9 credits of unsatisfactory grades in graduate courses [NOTE: undergraduate and graduate course grades are not combined to reach the termination threshold; they are considered separately.]
Fully admitted graduate students enrolled in degree and/or certificate program	1. Fail to make satisfactory progress toward degree or certificate requirements [NOTE: Fully admitted graduate students who accumulate grades of F in two graduate courses or 9 credits of unsatisfactory grades in graduate courses qualify for dismissal, not termination.

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

Academic Dismissal

A graduate student is dismissed upon accumulating either grades of F in two courses or nine credits of unsatisfactory grades in graduate courses. These are minimum standards of academic performance; some programs have higher standards. A student may also be dismissed for failure to meet other program requirements such as doctoral competence examinations. The

notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional course work at the university.

Graduate Appeals of Dismissal or Termination

All graduate students should be familiar with the university polices on dismissal and termination as stated in the Academic Policies chapter of the University Catalog. Students who meet the criteria for dismissal or termination may submit a written appeal to the Office of Graduate Academic Affairs. Appeals should include all relevant information on the basis for appeal, as well as any appropriate documentation. Appeals of termination and dismissal are reviewed at the beginning of each semester by a faculty committee. The ruling of that committee represents the final decision of the college. Information on appealing a dismissal can be found at: http://chss.gmu.edu/graduate/policies/graddismissalappeal. Information on appealing a termination can be found at: http://chss.gmu.edu/graduate/policies/gradterminationappeal

Voluntary Resignation for a Graduate Degree Program

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

Full-time Classification of Graduate Students

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

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

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

chair certify each semester that they are working full time on the dissertation. See the Dissertation Registration section for more information regarding 998 and 999.

To be considered as full time under the aforementioned clauses, a student must complete and submit the appropriate forms to the Office of the Registrar prior to the first day of classes for the semester. For more information, please visit the following link: http://registrar.gmu.edu/index.html

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

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

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

Total time to degree will not exceed eleven (11) calendar years from the time of first enrollment as a doctoral degree-seeking student. Doctoral students are expected to advance to candidacy in no more than six years and to complete all other degree requirements for graduation in no more than five years from the time of advancement to candidacy. Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Extensions to the time limit for advancement to candidacy may be granted for a maximum period of one calendar year. The one year extension granted to advance to candidacy will run concurrently with the five years provided to complete the dissertation. The total time limit to degree will not exceed eleven (11) years even for those students granted a time extension for advancement to candidacy. Students who are given permission to re-enroll following an absence from Mason may not count the time limits as beginning on the date of re- from the program. International students attending in F-1 or J-1 status also have more restrictive limits to

advance to candidacy and to complete the degree, and cannot expect the maximum 11 year deadline to apply to them. Students should contact the Office of International Programs and Services for information.

Thesis/Dissertation Submission and Fees

The university has a policy on the dissemination of scholarly works created by graduate students. The Electronic Thesis and Dissertation (ETDs) program encourages doctoral-level graduate students to submit an electronic copy of their dissertation for broad scholarly dissemination through the Mason Archival Repository Service (MARS). Student participation in the ETDs program is strongly encouraged, but not mandatory. All students choosing to participate in this program will be required to sign the MARS Author/Contributor Permission Agreement.

On or before the thesis/dissertation deadline for any semester, the student will submit a complete (signed Signature Sheet through Curriculum Vitae) 100% cotton copy of his or her dissertation to the University Libraries along with a transmittal sheet. The student will also submit an electronic copy of his or her dissertation. These submissions can be in Word, WordPerfect, or in portable document format (PDF). Media formats (tiff, jpeg, png, wav, avi, mpeg, mov, rm, wmv, wma, etc.) will be accepted. Datasets may be accepted at the discretion of the libraries. The files may be turned in on CD, DVD, or USB memory device. **Please note that those students opting out of the ETDs program are required to submit two 100% cotton copies of their dissertation.**

Submission of an additional PDF on CD of the dissertation to University Microfilms International (ProQuest) is required; a fee of either $55 or $150 (depending on publishing option chosen) is paid by the student for this process. Submission of a completed Survey of Earned Doctorates is also required. All copies of the dissertation must be submitted and all fees paid before the doctoral degree is awarded.

For degree conferral in a particular semester, the above materials must be submitted to the library by 5 p.m. on the last Friday of classes in that semester. (For specific deadlines and more information, go to *registrar.gmu.edu*.) To be included in Mason's published commencement program, doctoral students must submit materials to the library by the commencement program deadline.

For more information on submitting your thesis or dissertation, please visit UDS at: http://thesis.gmu.edu/submission.htm

University Dissertation and Thesis Services

University Dissertation and Thesis Services (UDTS) facilitates completion and submission of dissertations, theses, and graduate-level projects. The program assists Mason students in all stages of production. The UDTS web site, thesis.gmu.edu, provides students with useful tools, including downloadable templates of necessary elements, forms required for the

submission process, and links to related web sites. Students completing a thesis or dissertation are required to complete a format review. UDTS is located in Fenwick Library, Special Collections and Archives, Wing 2C. For more information, contact the university dissertation and thesis coordinator at 703-993-2222.enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination

IV. INTRODUCTION

Welcome to George Mason University's Human Factors and Applied Cognition (HFAC) Program. The faculty looks forward to a rewarding professional association with you during this important portion of your career.

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

Your masters and 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. Doctoral students will take a comprehensive examination mid-way through the program which will be 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 masters and 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.

For students in the doctoral program, to ensure that you develop the necessary skills, you will participate with a faculty research team from your very first semester in the program. You will also be asked to co-author a manuscript with the faculty member(s) by the end of your second year, with the expectation that it is submitted to a scholarly journal or peer-reviewed conference. These 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 Master of Arts in Psychology or a 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.

V. 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. For Doctoral students, 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. All MA students will be advised by Dr. Matt Peterson, the MA Program Coordinator. For entering doctoral students, this advisor provides an orientation advising session that 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 doctoral students have 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. However, MA students with insufficient statistics background may elect to take these courses in the second year. Students should begin taking the proseminars as soon as possible since these courses must be completed before the comprehensive examination may be taken.

Full-Time and Part-Time Status

The HFAC Faculty at George Mason University requires that doctoral students be 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. MA students may pursue their degrees on a part-time basis.

Students who choose to pursue their masters and doctoral training while employed must recognize that flexibility from their organization is a requirement for participation in the doctoral program (this usually means a maximum of 20-30 work hours per week). There are academic functions (research team meetings, colloquia, etc.) that are required during daytime hours and employed students are expected to attend just as full-time students are. Failure to comply with this requirement constitutes grounds for a separation of a student from the program.

Please note: Different criteria for full-time status may apply for tuition, verification, and financial aid purposes. Contact Student Accounts, the Registrar's Office and Student Financial Aid, respectively, for questions regarding student-specific status.

Annual Evaluation

Each doctoral student's academic, professional, and practicum performance is evaluated each year by the HFAC 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 HFAC 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 HFAC Faculty. This meeting covers the information on the annual update from. The faculty advisor and the student discuss the student's academic performance that 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 HFAC 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 Human Factors and Applied Cognition specialization programs (see current Catalog). Doctoral students should ensure that they have submitted the Secondary Program Application to the Graduate Programs Office no later than one semester prior to the term they wish to graduate in. Please contact Ms. Darby Wiggins, Graduate Programs Coordinator at dwiggin3@gmu.edu for more information.

VI. MASTERS PROGRAM IN HUMAN FACTORS AND APPLIED COGNITION

The Human Factors/Applied Cognition specialization trains students in the application of cognitive sciences to "real-world" problems. Students gain expertise in cognitive theory and human factors techniques, along with experience in domains as diverse as human-computer interaction, aviation, transportation, and communication. Faculty help place students who do not have real-world experience in part- or full-time practicum before completing their degree.

Degree Requirements:

1. 32 hours of graduate credit from the following:

2. **Cognitive Core**: 3 hours selected from PSYC 701, 766, or 768

3. **Quantitative and Research Methods courses (8 hours)**

PSYC 611 – Advanced Statistics Research Methods I
PSYC 612 – Advanced Statistics Research Methods II

4. **Human Factors Core (12 hours minimum)**

Required (6 hours):
PSYC 530 – Cognitive Engineering: Cognitive Science applied to Human Factors
PSYC 645 – Research methods in Human Factors/Applied Cognition

Select two from the following (6 hours):

PSYC 734 – Seminar in Human Factors/Applied Cognition
PSYC 737 – Psychology of Human-Technology interfaces
PSYC 766 – Advanced Topics in Sensation and Perception
PSYC 768 – Advanced Topics in Cognitive Science

(Note: With permission of advisor, 645, 734, 737, 766, and 768 may be repeated for credit.)

5. **Electives**: Students may choose to take up to 6 hours of practica and/or up to 6 hours of thesis research. The Chair's permission is required for the thesis option and a form is available from the graduate secretary. *Alternatively*, up to 9 hours of electives from within or outside the department, may be taken with advisor's approval (The list changes every semester--see your advisor). Students can also take PSYC 890 Professional Issues as an optional elective (1-3 credits).

A typical schedule for a student planning to graduate in two years might look like this:

1st semester (Fall)
530 Cognitive Engineering (3)
611 Advanced Statistics I (4)
Elective or Core course (3)

2nd semester (Spring)
645 Research methods in HFAC (3)
612 Advanced Statistics II (4)
Elective or Core course (3)

3rd semester (Fall)
Elective 1 (3)
Elective 2 (3)

4th semester (Spring)
Elective 1 (3)
Elective 2 (3)

The above is only a suggestion, and students may find that a different schedule might be more advantageous. However, since 530, 645, 611, & 612 are prerequisites to many courses, it is highly recommended that these be taken the first year. Note that 530 and 611 are only offered in the Fall and 645 and 612 are only offered in the Spring.

Thesis Option

        A thesis is not required for the MA degree. For those masters' students who wish to pursue this option, however, the following policies apply. Up to 6 hours of thesis research (PSYC 798 and PSYC 799 combined) may be used as elective credits. The thesis should demonstrate the student's capacity to carry out independent research. The research project will be closely related to his/her general educational objectives and should provide the student with the opportunity to contribute to knowledge in psychology. The student should begin to think seriously about a thesis problem as soon as possible in his/her graduate career.

        The following guidelines are to provide assistance in preparing for thesis deadlines. More specific guidelines may be found in the *Guide for Preparing Graduate Theses, Dissertations, and Projects*. Copies may be obtained at: http://thesis.gmu.edu/index.html

        Students working on a thesis proposal enroll in PSYC 798. Continuous registration in PSYC 798 is not required. Students who have an approved proposal and are conducting the research enroll in PSYC 799. **Continuous registration in PSYC 799 is required until the student graduates – regardless of whether they need the credits.** Credits earned for Directed Readings will not be converted to thesis credits. Contact Darby Wiggins at dwiggin3@gmu.edu for enrollment procedures.

Thesis Advisor and Committee

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

The Thesis Committee consists of three persons, including the thesis advisor. The thesis advisor must be a full-time faculty member in the Department of Psychology. The task of this group is to provide advice and consultation at all stages of the thesis, particularly in the development of the proposal. The point at which this committee is formed is left to the discretion of the thesis advisor. It is the student's responsibility to request faculty to participate on the committee.

Students must complete and submit the Dissertation/Thesis Committee Composition Form to the Graduate Programs Coordinator before they defend their thesis proposal. The form can be found at: http://psychology.gmu.edu/graduate/formsgrad

Thesis Proposal

The thesis proposal consists of the following:

- Thesis/Dissertation Proposal Cover Sheet: http://thesis.gmu.edu/dtformsnew.htm

- A statement of the major problem or research and supporting problems, not to exceed six double-spaced pages. The proposal should include a very brief review of the literature and the methods proposed to carry out the research.

The thesis proposal must be approved by the thesis committee, the Program Coordinator, and the Associate Chair for Graduate Studies. The Thesis Proposal Cover Sheet must then be submitted to the Dean of the College Humanities and Social Sciences (CHSS) (via the Graduate Programs Coordinator) with all required signatures ***before*** registration for thesis credit (PSYC 799).

Thesis Proposal Presentation

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

Writing the Thesis

The thesis is to be written to conform to the standards of the American Psychological Association as published in the third edition of the *Publication Manual of the American Psychological Association*. Before a draft is submitted to the thesis committee, the student and his/her advisor should have perfected the paper as much as possible in terms of content,

grammar, and format. The members of the Thesis Oral Examination Committee should receive a draft in sufficient time for them to read and critique the paper, and for the student to make any necessary revisions prior to the submission deadline. The final draft must be approved by the Thesis Oral Examination Committee and the Area Coordinator.

Thesis Oral Examination

An oral defense of the final thesis to the Thesis Committee is required. The defense is concerned with the problem, design, method, interpretation, and knowledge in the general area of the thesis. The defense is conducted by the thesis advisor. Successful completion of the defense is reflected by approval of the thesis committee.

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

The final draft must be approved by the Thesis Oral Examination Committee, the Area Coordinator, the Associate Chair for Graduate Studies and the Dean with an original and one approved copy submitted to Fenwick Library by the date announced on the CHSS website. Deadlines are strictly adhered to and students should be certain to visit the following CHSS site for deadline details. http://chss.gmu.edu/graduate/graduation-checklist/checklists

Thesis Signature Sheets

Students must have the Thesis Signature Sheet signed by all committee members, their Program Director, Associate Chair for Graduate Studies, and Associate Dean for Research and Graduate Programs. It is the responsibility of the student to collect all signatures. Students are encouraged to make appointments to secure signatures with both the Associate Chair (Dr. Reeshad Dalal - rdalal@gmu.edu) and Associate Dean (Dr. Matthew Zingraff - chssgradstudent@gmu.edu). When obtaining the Dean's signature, students must bring all paperwork required for submission to the library so that copies can be made.

Formatting Review and Submission

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

Guidelines for Dissertation, Thesis, and Travel Support Application

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

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

1. A copy of the signature sheet of your approved dissertation or thesis proposal.
2. A budget that specifies how you plan to spend the money.
  - The budget must be signed by your advisor.
  - If the budget includes copying, office supplies, postage, and other such items that can be purchased by or through the department, the budget must be reviewed and initialed by the Associate Chair for Graduate Studies 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).

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.

VII. DOCTORAL PROGRAM IN HUMAN FACTORS AND APPLIED COGNITION

The programs specify some courses which are required in order for students to acquire a specialty in this 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.

HFAC Program Requirements:

General
3 hours cognitive core (701, 759, or 768)
6 hours of biological (702, 558, 559 or 685), 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 of Human Factors or Applied Cognition 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 may also take credits outside of Psychology with program approval (see p. 12). Note that students who wish to earn the MA along the way to the PhD must take 74 credits rather than 72, because only 30 credits of the 32 credit

MA will count towards the PhD and at least 42 hours of coursework must be applied only to the PhD.

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)
890 Professional Issues (1)

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)
890 Professional Issues (1)

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)

897/998/999 (3)
890 Professional Issues (1)

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 per se 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.

<u>Doctoral Program Benchmarks</u>

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

Examples of Classes That May Be Taken Outside the Department for the HFAC Program

CS 580   Introduction to Artificial Intelligence
DESC 435   Computer Simulation Problems
EDIT 526   Web Accessibility
EDIT 571   Tools -- Visual/Graphic Design
EDIT 705   Instructional Design
EDIT 773   Human Computer Interface Design
OR 671   Judgment and Choice Processing and Decision Making
NEUR 710   Special Topics in Neuroscience
PHIL 733   Current issues in Cognitive Science
STAT 657   Nonparametric Statistics
STAT 663   Statistical Graphics and Data Exploration
SWE 632   User Interface Design and Development
SYST 560   Introduction to Air Traffic Control

Evaluation Form

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

**Human Factors and Applied Cognition 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 on the electronic version and email it to your advisor as an attachment by **January 31st** of each year. Use "N/A" if an item does not apply to you. Expand and shrink the section sizes as appropriate. Keep your electronic copy so that you can simply update it each year.

1. Statement of current research interests.

2. Research activities in the current year including 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. Manuscripts submitted to journals and papers published (including technical reports):

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

5. All graduate courses taken in the program (including this semester). Semester (e.g., S99, F00), course number (e.g., Psyc 645), title (e.g., Cognitive Task Analysis), type of course (core, methods, breadth, depth), instructor, credit hours, and grade (if available). Include courses like Thesis Research and Direct Readings and Research.

Term/Year	No.	Title	Type	Instructor	Credits	Grade

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

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

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

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

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

   Strengths:

   Weaknesses:

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

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

VIII. HUMAN FACTORS/APPLIED COGNTIION PROGRAM OF STUDY

Doctoral Students Only

What is a Program of Study

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

How to Determine the Program of Study

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

Submission of the Program of Study

After the Program of Study is determined by the student and advisor, the Program of Study Form is completed. It is signed by the advisor and forwarded to the Program Director. The Program Director presents it to the HFAC faculty, if approved, signs and forwards the Program of Study to the Graduate Programs Assistant (Darby Wiggins, dwiggin3@gmu.edu) who will then forward it onto the Associate Chair for Graduate Studies and to the Dean of CHSS for approval. Students are encouraged to submit an electronic copy to the Graduate Programs Assistant prior to submitting a hard copy to ensure that it has been filled out correctly. Additionally, students should keep an electronic copy for their records should any changes need to be made in the future. Students are encouraged to email a copy of their POS to the Graduate Programs Assistant fore review prior to obtaining signatures.

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.

DOCTORAL PROGRAM IN HUMAN FACTORS/APPLIED COGNITION

PROGRAM OF STUDY FORM
(Last updated July 2011)

Date:

Name: **G#:**

Address: **Phone:**

**Proposed Date of Comprehensive
Examination:**

CONTENT COURSES		
NINE HOURS OF CORE CLASSES:		
COURSE NUMBER	**COURSE TITLE**	**TERM**
Select One: PSYC 701, PSYC 759, PSYC 768		
Select <u>TWO</u> from the following:		
Biological (PSYC 558, PSYC 559, PSYC 685 or PSYC 702)		
Social (PSYC 667, PSYC 668 or PSYC 703)		
Developmental (PSYC 666, PSYC 669, PSYC 704)		
History PSYC 705		
NOTES:		**Total:**
EIGHT HOURS OF QUANTITATIVE/RESEARCH METHODS:		
PSYC 611		
PSYC 612		
NOTES:		**Total:**
NINE HOURS OF ADVANCED QUANTITATIVE & RESEARCH METHODS:		

NOTES:		**Total:**
FIFTEEN HOURS OF SPECIALIZED CONTENT:		
PSYC 530		
PSYC 645		
PSYC 734, 737, 766 or 768 **(645, 734, 737, 766 & 768 may be repeated)**		
NOTES:		**Total:**
THREE HOURS SPECIAL TOPICS IN PROFESSIONAL ISSUES:		
PSYC 890		**Total:**
DIRECTED READINGS		
PSYC 897		**Total:**
TWELVE HOURS OF DISSERTATION PROPOSAL AND DISSERTATION:		
PSYC 998 (min. 3 hours)		
PSYC 999 (min. 3 hours)		
NOTES:		**Total:**
ELECTIVES:		
Students select 0-12 hours (9 hours may be taken outside of the Dept. with approval)		
NOTES:		**Total:**
***SIX HOURS OF PRACTICUM:**		
PSYC 730		
NOTES:		**Total:**

***Students who do not have work experience in applied cognition or human factors are encouraged to enroll in six credits of practicum.			
TOTAL HOURS			
Applied to MA	**Post MA**	**Dissertation**	**GRAND TOTAL**

Major Advisor   **Date**

Director of the Program   **Date**

Associate Chair for Graduate Studies   **Date**

IX. HUMAN FACTORS/APPLIED CONGNITION COMPREHENSIVE EXAM

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.

X. 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.

XI. 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.

XII. 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. The HFAC Brown-bags are generally held on Wednesdays at noon.

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. Doctoral students should expect to make at least one Brown-bag presentation per year in the program.

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.

XIII. THE PRACTICA

Purpose

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

Fulfilling 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 that 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 in a given 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 Human Factors Psychology. To this extent, the following criteria will be used to assess potential placements:

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. <u>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)</u>. 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.

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:

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

<u>Procedures for Enrolling in Practicum</u>

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 early in the 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)	Parasuraman

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 in which You are Registered for Practicum

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

Grades

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

Intent to Registrar for Practicum Form
(PSYC 730)

Name: _____

Address: _____

Phone Number: _____

Program**:** _____ MA _____ Ph.D.

Semester when you intend to
register: _____

Specialized Content and Methods Courses that you have completed or are currently enrolled**:**

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Relevant Professional Work Experience**:**

_____
_____
_____

Previous Practicum Experience (Site, Nature of Work, # Credits, and Date):

_____
_____

Type of Practicum Preferred:

_____

Practicum Application Form

Part I - To be completed by student

Name: _____ G#: _____ Date: _____

_____ In-House Practicum _____ On-Site Practicum
_____ No. Hours Practicum Credit Requested for this Practicum Site
_____ No. Hours of Previous Credit Earned at this Practicum Site

This Practicum is most related to the following GMU graduate courses in which I am presently enrolled or have completed.

Course	Title	Date Take
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part II - To be completed by the supervisor

Name: _____ Degree and Date Awarded: _____

University: _____

Awarding Degree: _____

Area of Specialization: _____

Brief Description of Current Work: _____

It is understood that _____ will complete his/her Practicum at
(Student's Name)

In the capacity of _____ .

_____
(Name of Organization)   (Position Title)

The student will be employed from _____ to _____ .

(month/date/year)   (month/date/year)

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

_____

_____

_____

_____

_____

Organization: _____

Address: _____

Telephone: _____

Supervisor's
Signature: _____

Practicum Certification Form

Name of
Organization: _____   Date: _____

Name of Student: _____

Did the student complete his/her 100 hours per credit of practicum commitment?
      Yes   No **(If no, what were the circumstances of the student's failure to complete the required hours)**
_____   _____

_____

_____

What practicum commitment did this student
complete?

_____

_____

_____

How would you rate the student's overall performance in the
position(s)?
                                           _____
                                           (7=outstanding and 1= unsatisfactory)

What do you consider this student's professional
strengths?

_____

_____

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

_____

_____

Would you be willing to supervise another GMU practicum student at some future date?

_____

_____

Supervisor's Name: _____
Position and Title: _____

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Organization: _____ Telephone: _____
Signature: _____

Practicum Summary Form

Name of Organization: _____ Date: _____

Phone Number: _____

Name of Practicum Site: _____

Address of Practicum
Site:
_____

_____

Practicum Site
Supervisor:
_____

Telephone of
Supervisor:
_____

Do you think this company is willing to supervise another practicum placement?

_____ Yes _____ No

Do you think this supervisor is willing to work with other
students?   _____

Are there other practicum possibilities at this site than the work that you did?

_____ Yes _____ No

Please describe other possible practica.

_____

_____

Was this a paid   If so, what was the
practicum?   _____ salary?   _____

Please provide a description of your practicum duties at this
site?

_____

_____

_____

XIV. DOCTORAL DISSERTATION COMMITTEE

Students may begin work on their dissertation as soon as their advisor feels they are ready (typically, in their third or fourth year in the program. 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.

The Composition of the Doctoral Supervisory Committee

The doctoral dissertation committee consists of at least 3 members, all of which must be members of the Graduate Faculty at George Mason University. The major advisor from the psychology department and the student select two other faculty members from the department to serve on the committee. 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 dissertation 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 Humanities and Social Sciences.

Once a student has identified those who will serve on their respective committees, they should have each member sign the Thesis and Dissertation Committee Composition Form (http://psychology.gmu.edu/graduate/formsgrad). The student should obtain both the printed and signed name of each member of their committee along with the HFAC Program Director and turn the form into Darby Wiggins, Graduate Programs Coordinator, 2013F DKH. Students are **strongly** advised to submit this form prior to holding a Thesis/Dissertation Proposal defense.

George Mason University
Department of Psychology

Thesis and Dissertation Committee Approval Form

This form must be signed by all members of your Thesis/Dissertation Committee and your Program Coordinator before the committee will be approved by the Department and recommended to the Dean's Office. You are responsible for obtaining ALL signatures.

Students Name: _____

Degree: _____

Program: _____

Thesis/Dissertation Chair: _____

Signature: _____

Committee Member #1: _____

Signature: _____

Committee Member #2: _____

Signature: _____

_____	_____
Program Coordinator	Date

XV. THE DISSERTATION PROPOSAL

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, the student forwards it 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

The University does not require continuous registration in Dissertation Proposal (PSYC 998) however, you should consult your advisor to outline your Proposal and Dissertation plans. The University will only certify you as having Part-Time status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship. International students should check with the Office of International Programs and Services to determine minimum registration guidelines. http://oips.gmu.edu/

Registering for Dissertation Proposal (PSYC 998)

Students wishing to register for Dissertation Proposal (PSYC 998) should contact Darby Wiggins, Graduate Programs Coordinator for the CRN which corresponds with the adviser's last name. Continuous enrollment in PSYC 998 (Dissertation Proposal) is *not* required however, after two consecutive terms of non-enrollment (excluding summer), students will fall out of active status and will be required to submit the Permission to Re-Enroll Form.

Dissertation Proposal Approval Process

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

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

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

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

2. The Proposal Approval Process

a. The student selects a dissertation advisor with assent of the faculty member.

b. Student and advisor select a general area for the dissertation.

c. Student, in consultation with advisor, develops and revises rough drafts of proposal.

d. In consultation with advisor, student selects committee. The committee composition must follow University and department guidelines, and must include one member from the HFAC Area. [Note: assent of faculty members to participate in a dissertation is voluntary. The department expects that all faculty be willing to participate as advisor or committee member on some dissertations; participation on a particular dissertation is completely voluntary. If a student cannot obtain voluntary consent of a committee, the dissertation cannot proceed.]

e. When the advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before the initial committee meeting. This meeting approves or directs changes in the scope and design of dissertation, with feedback on what changes are required before final approval.

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

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

Dissertation Proposal Cover Sheet

After successfully defending the dissertation proposal, students should submit the signed Dissertation Proposal Signature Sheet signifying that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Signature of the Associate Chair for Graduate Studies indicates concurrence. Completed signature sheets along with a hard-copy of the proposal should be turn into the Graduate Programs Office – 2013F DKH. Signature sheets can be found at: http://thesis.gmu.edu/dtformsnew.htm

XVI. ADVANCEMENT TO CANDIDACY

Before doctoral students may be advanced to candidacy by the Dean, they should have completed all course work required by the program faculty, have been certified in all doctoral research skills required, have passed the comprehensive candidacy examination, have an approved POS, and have been recommended by the doctoral program director. "All coursework required by the program faculty" is viewed by the Dean's Office to refer to all non-elective courses.

When a student's record is reviewed, if the student has completed all courses (besides 998/999) except one listed under the Electives section of the Program of Study, they are still allowed to advance (with notation made in their letter that they still have to complete the remaining course before their degree will be conferred). If the student has not completed a course under a non-elective section, they are not allowed to advance until the remaining course has been completed.

Students wishing to advance to candidacy should ensure they meet all requirements then request that their adviser recommend them for advancement to the HFAC Program Director. Assuming the HFAC Program Director approves, he/she should notify Darby Wiggins in the Graduate Programs Office of their approval. Once received in the Graduate Programs Office, the request will be recorded and forwarded onto the Dean's Office for approval.

Doctoral students are expected to advance to candidacy in no more than six years and to complete all other degree requirements for graduation in no more than five years from the time of advancement to candidacy. Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Extensions to the time limit for advancement to candidacy may be granted for a maximum period of one calendar year. The one year extension granted to advance to candidacy will run concurrently with the five years provided to complete the dissertation. The total time limit to degree will not exceed eleven (11) years even for those students granted a time extension for advancement to candidacy. Students who are given permission to re-enroll following an absence from Mason may not count the time limits as beginning on the date of re-enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program.

Advancement will only occur during the add/drop period at the beginning of each term. Student should avoid waiting until the last day to request A/C

XVII. 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*. The University library manages this guide and the guide can be found at http://thesis.gmu.edu

Registering for Dissertation (PSYC 999)

A student is required to enroll in PSYC 999 - Dissertation for a total of three (3) credit hours minimum. A total of twelve (12) hours of PSYC 998 and 999 is required for the doctoral degree with a minimum of three (3) credits in each. Students may not begin enrolling in PSYC 999 until they have successfully defended their dissertation proposal, a copy of the Proposal Signature Sheet is on file with the Dean's Office and all IP grades for PSYC 998 have been changed to S. For more information on registering for PSYC 999, please contact Darby Wiggins at dwiggin3@gmu.edu

Once a student begins enrolling in 998, he/she are **not** required to maintain enrollment in during the fall and spring semesters until he/she has defended the dissertation. Once a student begins taking 999, he/she **is** required to maintain continued enrollment until he/she has graduated. Failure to maintain continuous enrollment will result in the student being required to enroll and pay for any missed credits before their degree will be conferred.

Students are required to enroll in 3 credits of dissertation (999) in the term immediately preceding the one in which they submitted their Dissertation Proposal Cover Sheet to the Dean's Office. In each subsequent semester thereafter, students are required to enroll in at least 3 credits of dissertation until they have completed the minimum 12 hours combined. Only after completing the minimum combined 12 hours of dissertation, may a student enroll in 1 credit of dissertation per term. During this period, the University will only certify you as having part-time enrollment status if you are enrolled in 4.5 credits. Full-time status is awarded when a student is registered for 9 credits or 6 credits with a 20-hour teaching assistantship. Students are strongly encouraged to discuss their proposal and dissertation credit plans with their advisors.

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

Approval to Defend Form
No dissertation can proceed to a defense until each member of the committee and the Associate Chair have signed the Approval to Defend Dissertation Form, signifying that each has individually read the dissertation draft and has concluded that it is in final form except for minor changes.
(http://psychology.gmu.edu/system/documents/2875/original/Approval%20To%20Defense%20 Dissertation.pdf?1305911307)

Scheduling the Defense

The oral defense should be scheduled through the Graduate Programs Coordinator who informs the Graduate Dean of the defense ***at least three weeks before the projected defense date***. When scheduling the defense, contact Darby Wiggins for a room reservation. Once a room reservation has been secured, forward the following information onto the Graduate Programs Coordinator, Darby Wiggins (dwiggin3@gmu.edu) for scheduling:

1. Your full name
2. Date of defense
3. Location – Building and room number
4. Beginning and end time of defense
5. Dissertation committee members names – please indicate who is Chair.
6. Dissertation title
7. Approval to Defend Dissertation Signature Sheet. Please note, original signatures are required (http://psychology.gmu.edu/graduate/formsgrad)
8. Abstract
9. Any A/V equipment needs

Do not ask your Dissertation Committee Chair to schedule your oral defense 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.

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 "Approval to Defend Dissertation Form", signifying that each has individually read the dissertation draft and has concluded that it is in final form except for minor changes. This does NOT preclude the committee from stipulating changes (possibly major ones) as a result of the issues raised in the oral examination.

Procedure for the oral defense: The candidate and the examining committee must be present at the defense. An observer from the Dean's office 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 the 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 Dissertation Signature Sheet (http://thesis.gmu.edu/dtformsnew.htm) and the student will have completed all requirements for the degree. (students are advised to ensure that the Dissertation Signature Sheet is formatted properly. To ensure this, please contact UDTS) 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.

Dissertation Signature Sheets

Students must have the Dissertation Signature Sheet signed by all committee members, their Program Director, Associate Chair for Graduate Studies, and Associate Dean for Research and Graduate Programs. It is the responsibility of the student to collect all signatures. Students are encouraged to make appointments to secure signatures with both the Associate Chair (Dr. Reeshad Dalal - rdalal@gmu.edu) and Associate Dean (Dr. Matthew Zingraff - chssgradstudent@gmu.edu). When obtaining the Dean's signature, students must bring all paperwork required for submission to the library so that copies can be made.

<u>**Formatting Review and Submission**</u>

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

XVIII. DISSERTATION, THESIS, AND TRAVEL SUPPORT

Guidelines for Dissertation, Thesis, and Travel Support Applications
July 2011

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. 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 with a copy to the Office Manager. 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.
3. A statement from your advisor that he/she does not have funds to support this research (e.g., from a grant).
4. Students may apply for thesis/dissertation support or travel support but _not_ both.

Travel Support

The department will provide up to $400 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.
4. All of the above must be submitted at least **two months** prior to the date of travel.
5. Students may apply for thesis/dissertation support or travel support but *not* both.

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

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

The Graduate Student Travel Fund

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

The GSTF is charged with the responsibility of administering funds received from the Office of the Provost and student fee funds allocated by the Student Funding Board (SFB). The application standards utilized by the GSTF are designed to evaluate requests in a fair and unbiased manner, providing equal opportunity for all Mason graduate students. The GSTF as it currently exists provides financial support for conference travel only. At this time, requests for dissertation support or job interview travel cannot be honored as these types of requests fall beyond the scope of the GSTF. The GSTF was established to help supplement conference related expenses; it is not meant to fund your entire conference. Award amounts vary depending on conference location and type of participation, award amounts range from $150.00-$250.00 this amount is subject to change at any time. For specific policies and requirements, visit their webpage at: http://www2.gmu.edu/org/gstf/

XIX. FLEISHMAN DISSERTATION AWARD

Students conducting a dissertation under the supervision of a faculty person
in the I/O and HFAC Areas are eligible for this dissertation award.

The Edwin A. Fleishman Dissertation Award is given to the best paper based on a Ph.D. dissertation completed at George Mason University by a student in the Industrial/Organizational and Human Factors and Applied Cognition Areas 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 I/O and HFAC Areas 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, Award Chair, George Mason University Psychology Department.

XX. RESEARCH PROJECTS

The HFAC Faculty encourages 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/research/ORSP/HumanSubjects.html

Research Space

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

Computer Facilities

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

The university also has number of laboratories located in various campus locations that house both Macs and Windows computers for student use.

XXI. HUMAN FACTORS AND APPLIED COGNITION 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 HFAC Program are listed here.

Human Factors and Applied Cognition Faculty

Carryl L. Baldwin, Ph.D., University of South Dakota, Assistant Professor: auditory cognition, surface and air transportation, aging, cognitive neuroscience

Deborah A. Boehm-Davis, Ph.D., University of California at Berkeley, Professor and Department Chair: human-computer interaction, transportation (aviation & highway), interruptions, cognitive workload

Pamela Greenwood, Ph.D., SUNY Stony Brook, Research Associate Professor: cognitive aging and Alzheimer's disease, genetics of cognitive aging and Alzheimer's disease, visuospatial attention, working memory, the relation of attention to working memory

Raja Parasuraman, Ph.D., University of Aston, Birmingham, U.K., University Professor and HFAC Program Coordinator: attention, human-automation interaction, robotics, neuroergonomics, cognitive neuroscience, aging

Matthew Peterson, Ph.D., University of Kansas, Associate Professor of Psychology. Cognitive neuroscience of attention, memory, and perception. Visual attention, visual search, and eye movements. Attentional control and multitasking

Tyler Shaw, Ph.D. University of Cincinnati, Assistant Professor. Neurophysiological underpinnings and individual differences in human sustained attention, automation, team collaboration and coordination dynamics

James Thompson, Ph.D., University of Swinburne, Assistant Professor: cognitive neuroscience, biological motion, robotics

Robert Youmans, Ph.D. University of Illinois, Chicago, Assistant Professor: Cognition of creativity and innovation in design; design fixation; attention and vigilance; heuristic decision making; usability testing and evaluation; group processes.

HFAC Affiliated Faculty

Patrick E. McKnight, Ph.D., University of Arizona, Assistant Professor: measurement, data analysis, decision-making, health services research

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

J. Gregory Trafton, Ph.D., Princeton University, Adjunct Professor: complex cognition, interruptions and resumptions, complex visualizations, scientific reasoning, human-robot interaction

Emeritus Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

XXII. DEPARTMENTAL FACULTY RESEARCH INTERESTS

APPLIED DEVELOPMENTAL

Rachel Chazan-Cohen   993-5626 / DK 2045   Infants and toddlers; early parenting; environmental and biological factors that place children at risk for poor outcomes; program evaluation; public policy.

Tim Curby   993-2457 / Aquia 337   Classrooms as a context for student learning and development; Teacher-student interactions; Classroom quality; Development of classroom observational measures; Quantitative methods.

Susanne Denham   993-1378 / DK 1024A
Director, Applied Developmental Program   Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above

Elyse Lehman   *Faculty Emeritus*. Memory, attention, and problem solving in children and older adults; Educational applications-Learning disabilities, gifted children, attention deficit disorder; Everyday cognition-Children's art, soft object attachments; Eyewitness testimony

Robert Pasnak   993-1354 / DK 2049   Cognitive and socioemotional development in preschool, elementary school, and special education children

Johannes Rojahn   993-4241 / DEM 202   Intellectual and/or developmental disabilities, autism (socio-emotional competence, mental illness, psychopathology, severe behavior problems; applied behavior analysis; assessment)

Adam Winsler   993-1881 / DK 2023   Development of self-regulation; Private speech; Bilingualism; ADHD; Early childhood education; School readiness among low-income, ethnically diverse children

COGNITIVE AND BEHAVIORAL NEUROSCIENCE PROGRAM

Susan Bachus   Rat models of tardive dyskinesia

Marge Battaglia   993-1748 / DK 2063   The intersection of developmental psychology and neuroscience, aging populations, Alzheimer's research.

Doris Bitler   993-8817 / DK 2051   Experimental Psychology, with a specialization in animal learning and memory

Linda Chrosniak   993-4139 / DK 2045
Director, Honors Program in Psychology   Research interests include implicit and explicit memory processes, and relationships between stress, cognition and health. In addition, in collaboration with Dr. Flinn, she has investigated effects of trace metals (zinc, copper and iron) on memory processes.

Jane Flinn   993-4107 / DK 2022
Director of Undergraduate Program in Neuroscience
                                                    The role of metals in learning and memory, including fear conditioning. The effect of metals in neurological conditions, such as Alzheimer's disease, in humans and transgenic mice.

Craig G. McDonald   993-2277 / DK 2018   Psychophysiology of visual perception and cognition; nicotine-induced changes in executive functioning

Robert F. Smith   993-4339 / DK 2044
Department Chair
Director, Cognitive and Behavioral Neuroscience Program
                                                    Developmental neuroscience, esp. effects of drugs [currently, nicotine] on adolescent neurobehavioral development. Activity-dependent dendritic growth. Animal models of addiction.

Affiliates:
Christy Esposito-Smythers (Clinical)
Pam Greenwood (Human Factors/Applied Cognition)
Todd Kashdan (Clinical)
Frank Krueger (Krasnow Institute http://www.brainbuilding.org/)

Raja Parasuraman (Human Factors/Applied Cognition)
Matt Peterson (Human Factors/Applied Cognition)
Tyler Shaw (Human Factors/Applied Cognition)
Jim Thompson (Human Factors/Applied Cognition)

CLINICAL

Lauren Cattaneo   993-4728 / DK 2021
Assistant Director of Clinical Training   Community and institutional responses to intimate partner violence, helpseeking, risk assessment and empowerment.

Christy Esposito-Smythers
                993-2039 / DK 2061   Assessment, prevention, and treatment of adolescent suicide, depression, and substance abuse.

Todd Kashdan   993-9486 / DK 2047   Emotional disturbances, social anxiety, self-regulation, personality, interpersonal processes, positive emotions, well-being, character strengths.

James Maddux   *Faculty Emeritus* Social-clinical interface; Health psychology; Self-efficacy theory.

Patrick E. McKnight   993-8292 / DK 2065   Health services research, research methods, statistics, measurement, and program evaluation.

Robyn Mehlenbeck   993-1371 / DEM 202   *Director of Center for Psychological Service*s. Adolescent weight management; Eating disorders in children and adolescents. Clinical specialty in pediatric psychology.

Keith D. Renshaw   993-5128 / DK 2042   Adjustment of military service members and their spouses after deployment; Combat-related posttraumatic stress disorder; Relationships of adults with anxiety and depression.

John Riskind   993-4094 / DK 2043   Anxiety disorders, Generalized Anxiety and Obsessive Compulsive Disorder, Cognitive Vulnerability factors and processes, Cognitive behavioral theories and treatment, anxiety and suicide ideation, cognitive vulnerability and stress-generation

Jerome Short	993-1368 / DK 2019	Family stress and coping; Prevention programs; Mental health promotion.
June Tangney	993-1365 / DK 2007A	

Director of Clinical Training

Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation, Substance abuse and HIV risk, Research ethics.

HUMAN FACTORS/APPLIED COGNITION

Carryl Baldwin	993-4653 / DK 2062	Auditory cognition, auditory and multi-modal displays, cognitive aging, speech processing, transportation (highway and air) safety, mental workload, adaptive automation, individual differences, training, spatial navigation and neuroergonomics.
Deborah Boehm-Davis	993-8720 / College Hall 102	

Understanding interruptions, dual-task performance and cognitive workload; aviation safety; medical human factors

C. Alan Boneau

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

Pam Greenwood	993-4268 / DK 2060	Cognitive aging and the genetics of cognitive aging which she examines using behavioral, neuroimaging, and genetic methods. The modulation by normal genetic variation of attention, working memory, and the role of attention in forming and maintaining mental representations in working memory. Collaborating in a longitudinal study of the genetics of cognitive change in midlife.

Robert Holt

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

Raja Parasuraman   993-1357 / DK 2055
Director, Human Factors/Applied Cognition Program

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

Matt Peterson   993-4255 / DK 2058
Director, Human Factors/Applied Cognition M.A. Program

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

James Sanford   993-1351 / DK 2046
Associate Chair for Undergraduate Studies   Human memory and cognition, false memory, testing effect

Tyler Shaw   993-5187 / DK 2059   Neurophysiological underpinnings and individual differences in human sustained attention, automation, team collaboration and coordination dynamics

Jim Thompson   993-1342 / DK 2056   Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.

Robert Youmans   993-5627 / DK 2057   Cognition of creativity and innovation in design; design fixation; attention and vigilance; heuristic decision making; usability testing and evaluation; group processes.

INDUSTRIAL/ORGANIZATIONAL

Louis Buffardi   993-1363 / DK 3072
Coordinator, Industrial/Organizational M.A. Program

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

Jose Cortina	993-1347 / DK 3074	Statistical interaction; Philosophy of quantitative analysis; Personality testing
Reeshad Dalal **Associate Chair for Graduate Studies**	993-9487 / DK 3077	Employee performance, and its links with mood/emotions, job attitudes and individual differences, and advice-giving and advice-taking from a decision-making perspective.
Theodore Gessner		*Faculty Emeritus*. Evaluation research; Survey research; Person perception; Humor
Seth Kaplan	993-8475 / DK 3073	Personality, emotions, and well-being at work. Understanding the meaning and the psychological experience of work. Psychometric and statistical issues.
Eden King	993-1620 / DK 3076	Effective and equitable management of diversity in organizations, discrimination, social stigma in the context of work
Lois Tetrick **Director, Industrial/Organizational Program**	993-1372 / DK 3066A	Occupational health psychology including stress, work-family, and safety; psychological contracts and the employment relationship; cross-cultural aspects of industrial organizational psychology; innovation; positive aging and retirement.
Stephen Zaccaro	993-1355 / DK 3066B	Leadership, executive assessment and development, team dynamics and effectiveness, shared leadership, multiteam systems.

SCHOOL PSYCHOLOGY PROGRAM

John Blaha		*Faculty Emeritus*. Assessment, learning disabilities
Grover Foehlinger **Director, School Psychology M.A./CAGS**	993-5127 / DKH 2063	Program evaluation.

Johannes Rojahn	993-4241 / DEM 202	Intellectual and/or developmental disabilities, autism (socio-emotional competence, mental illness, psychopathology, severe behavior problems; applied behavior analysis; assessment)
Ellen Rowe	993-4266 / DEM 202C	Assessment and remediation of social, emotional, and behavioral problems among children and adolescents and developmental psychopathology.

APPENDICES

<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.

Faculty

1. The professional performance and behavior of faculty is subject to continual evaluation and review, including evaluation and review by students. Student evaluation may, on occasion, involve the resolution of a complaint by a student concerning faculty performance.

2. The Department expects faculty to treat a student's concerns with dignity and respect. Essential to this is listening to a student's concern attentively and nondefensively. Although defensiveness is difficult to avoid when one believes one is being unfairly criticized or challenged, nondefensive listening is the first step toward a successful resolution of a conflict. Nondefensive listening may be facilitated by recognition of the apprehension and anxiety a subordinate (the student) usually feels when confronting a person of power and authority.

Students

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

Student "G" Cards

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

GMU E-Mail

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

Parking

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

Health Insurance/Student Health Services

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

Student Wage/Hourly Employees

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

Mailboxes

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