College of Humanities and Social Sciences
Department of Psychology

George Mason University

Cognitive and Behavioral Neuroscience (Biopsychology) Masters and Doctoral Graduate Programs

Student/Faculty Handbook

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II. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES

These policies apply to all graduate students within the College of Humanities and Social Sciences (CHSS). For more specific information on 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

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.

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 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/graddismissalappeal Information on appealing a termination can be found at: http://chss.gmu.edu/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-enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination 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.

III. COGNITIVE AND BEHAVIORAL NEUROSCIENCE (BIOPSYCHOLOGY)

About the Program

As this version of the Handbook is being written, a name change from Biopsychology to Cognitive and Behavioral Neuroscience, reflecting significant reorganization of the program, has been approved by the Psychology Department, and is under review at higher administrative levels. The 'official name' is still Biopsychology, but we will refer to the program as Cognitive and Behavioral Neuroscience (CBN) throughout this Handbook.

What We Do

The Cognitive and Behavioral Neuroscience graduate programs emphasize training in the neurobiological bases of behavior in animals and humans. Students are prepared for work in research settings, such as academic, government or industrial labs. Areas in which theses are encouraged include: neurobehavioral effects of drug exposure in pregnancy and adolescence, neural bases of learning and memory, the role of metals in learning and memory and in Alzheimer's Disease, cognition and aging, and animal models of addiction, including neural bases of addiction and related behaviors. The expansion of the program adds human studies using noninvasive imaging techniques [especially fMRI and electrophysiology] to study issues such as cognitive aging; neural systems involved in perception, attention, and other cognitive processes, especially those related to human performance; and imaging clinical problems. Some students also work with advisors outside of the core CBN faculty, and conduct theses that include computational modeling of neural function, other aspects of basic neuroscience, or genomic work.

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

Research Resources

For data collection in animals.

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

For data collection using human subjects.

Cognitive neuroscience equipment includes 40-, 64-and 128-channel EEG recording systems, functional near infrared and ultrasound imaging devices, and a MRI-guided transcranial magnetic stimulation system. The George Mason MRI Center is housed in the Krasnow

Institute. A 3 Tesla Siemens Allegra head MRI scanner (Siemens AG, Erlangen, Germany) optimized for best image quality and fast imaging of the brain is available for neuroimaging studies. This MRI scanner is equipped with a bird-cage coil to conduct neurocognitive functional MRI research including advanced neuroimaging applications such as T1-, T2- weighted, diffusion, multi-directional diffusion imaging, perfusion, and spectroscopy sequences. The fMRI stimulus delivery includes a FDA approved visual system.

Neuroscience work is supported by an extensive collection of behavioral equipment for testing humans, ranging from a driving simulator and flight simulator to a number of computer-based simulations and other human performance test capabilities.

A good deal of work in cognitive neuroscience is supported by the Center of Excellence in Neuroergonomics, Technology, and Cognition (CENTEC), recently established with extensive support from the Air Force, which focuses on Neuroergonomics:the study of the human brain in relation to performance at work, transportation, and other everyday settings.

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

Resources outside the Psychology Department.

Some CBN students may also wish to take advantage of other resources outside of the Psychology Department. The department works closely with other Neuroscience faculty. Three of the faculty of the new Molecular Neuroscience department [Ascoli, Butler, Blackwell] were CBN faculty until formation of the new department, and working relationships with these faculty and recent additional hires in Molecular Neuroscience continue to be cordial – the faculty of that department are prime sources of outside members of dissertation committees, and procedures not available within CBN. More information on neuroscience assets at Mason outside of CBN can be found at the Krasnow http://krasnow.gmu.edu/ and Neuroscience http://neuroscience.gmu.edu/ websites. Other neuroscience resources include faculty in Molecular and Microbiology, and Bioengineering.

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

Approval of Research Projects

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

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

Computer Facilities

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

Financial Support

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

Student Resources

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

FAQs for Graduate Students:

How do I get a TA or RAship?

PhD students are usually guaranteed three years of support on admission, contingent on satisfactory progress through the program and satisfactory performance in assignments. Assignments are done annually, and you must respond to emails in order to get an assignment and retain your support. MA students do not have guarantees of support, but may be appointed to a TA or RA position.

TA assignments are handled by the department administrator, Mike Hurley, who consults with faculty. RA assignments are handled directly by the person with the money for an RA position – typically the individual faculty member. Faculty with grants, and brand new faculty, are usually the only ones who have these positions available. You can also seek TA and RA positions in other departments by applying directly to them. More senior students, and Mike Hurley, are good sources of leads on these. *Support offers are always conveyed in writing from the person responsible for the account; do not rely on verbal reports from anyone.*

How do I get tuition remission and health insurance coverage?:

Tuition must be paid from some account. PhD students get a commitment of tuition coverage for three years in their award letter. Out-of-state PhD students who are appointed to an on-campus GRA/GTA position with a stipend of $10,000 or more are billed at the instate rate. It is rare for MA students to get tuition coverage for TA appointments, but grant-funded RAs often carry tuition for MA students. For health insurance, all graduate students with on-campus appointments carrying an academic year stipend of $10,000 or more receive paid health insurance.

What happens if my interests change?

You can generally switch advisors, with assent of the new advisor, except that we expect all students to complete a project once that project has been started with a particular faculty member. With approval of the program director, advisors may be outside of the CBN program [e.g., Molecular Neuroscience, Bioengineering, or Molecular/Microbiology].

If your interests are closer to that of another program, you must apply for admission to that program and be considered with all other applicants.

How do I get money to attend a convention?

Generally, you need to present your research at a convention in order to be eligible for support. Much of our travel support comes through the Graduate Student Travel Fund and various grad student clubs, so join SIN [Students in Neuroscience] to maximize travel support. Research grants to advisors are also a prime source of travel support.

How do I get money for research?

Most research is supported by grants. Start by talking to your advisor. If your advisor has grant money, that's your first source of support. For thesis and dissertation, the department has some support available on application, but that is generally not enough for CBN work. We strongly encourage more senior students to apply for outside grants and the various internal

GMU research support mechanisms. These change too rapidly for a handbook to be current, so see your advisor, talk to more senior students, and see the program director. Student applications for external funding from a variety of resources are strongly encouraged.

Can I take time off?

Yes, with limits. MA students cannot go more than two consecutive terms (excluding summers) without registering, or you must apply for readmission. PhD students must apply for a leave of absence if they are not going to complete 15 or more credits within a given year, and are generally limited to no more than a year's absence during the entire program. In addition, students should pay attention to the expectations of their advisor for satisfactory progress. If an advisor is unhappy with a student's commitment to the program, the advisor is allowed to resign. While that's rare, a student cannot complete the program without an advisor, and the department does not compel a faculty member to advise a particular student – that's by mutual agreement, and partly dependent on the faculty member's perception of the student's motivation and progress. Consult your advisor regularly, even if you are taking time off**. Please note that leaves of absence do not extend the various time limits [time to complete MA program, advance to PhD candidacy, etc] required by the university or college.**

Can I do thesis or dissertation work with an advisor not in the Cognitive and Behavioral Neuroscience program?

We generally admit students based in large part on the match between the student and a faculty member in the CBN program, but, if your research interests change, you can do work with a faculty member outside the program. Thesis or dissertation research has to generally lie within the purview of CBN [implications for both behavior and its mechanisms], but work can be done in other labs, even [rarely] outside of Mason. Consult your advisor and the program director.

How bad are comps?

PhD comprehensive exams are designed to allow the faculty to assess a doctoral student's broad knowledge of the methods and findings within his/her field, as well as your ability to address significant questions, and to approach research issues. Some of the questions will be designed to address your thinking about your dissertation topic, although you are not expected to have a specific proposal before taking comps. Comps are not supposed to be easy, and we give you a take-home exam with 30 days to complete it to allow you to show us how well you can think and integrate. We have recently reduced the number and length of questions to reduce the time commitment required for comps.

The oral portion of comps is basically to allow you to 'fill in the gaps' that faculty see in your written comps. Excellent written comps may result in a fairly short oral exam, but borderline written comps generally insure a longer series of oral questions.

What do students do after graduation?

I have the best information for students in my lab [BS]. Of the 9 PhD students I have graduated from my lab, 5 got good postdoctoral positions, 1 went immediately to work for a government contractor, 1 retained an existing government research position and has now moved to a stronger position, 1 took time off to raise kids and now heads a national foundation. Of the 5 who took postdocs, 2 are recent and still in them, 1 now chairs a Psychology department, 1 just got a faculty position, and 1 spent years teaching part-time while raising kids and is now in a tenure-line faculty position.

More than half of my MA students have gone on to PhD programs, either at Mason or other universities. Several have gone on to senior technical positions in research in government or industry. One went into pharmaceutical sales, and a couple raised families and did not remain professionally active.

To a large extent, the future is determined by your performance in grad school. Motivated and able students [and that's all we admit these days] have done well in finding employment after grad school.

IV. COGNITIVE AND BEHAVIORAL NEUROSCIENCE MASTERS PROGRAM

Degree Requirements:

1. **32 Hours of Graduate Credit**

2. **CBN Core Courses (8 hours)**
   PSYC 527 Introduction to Neurobiology
   PSYC 558 Neuronal bases of Learning and Memory

3. **One of the following (3 hours)**
   PSYC 559 Behavioral Chemistry
   PSYC 556 Chemistry of the Brain
   PSYC 5XX Biological Bases of Mental Illness and Drug Abuse*

4. **Statistics (8 hours)**
   PSYC 611 Advanced Statistics
   PSYC 612 Advanced Statistics

5. **Thesis and Thesis Proposal (6 hours combined)****
   PSYC 798 Thesis Proposal
   PSYC 799 Thesis

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

6. **PSYC 591 Professional Seminar, (1 hour)***
   Should be taken in the first semester.

7. **Electives (6 hours)**
   6 hours may be taken from other departments or within Psychology. Advisor approval is required for electives. Examples from within Psychology include:
   PSYC 561 Behavioral Biology of Substance Abuse
   PSYC 522 Histology and Histochemistry of the Brain
   PSYC 702 Biological Bases of Human behavior
   PSYC 704 Life- Span Development

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

Students normally take 558, 527 and /or 611 in the first semester, in addition to the Professional Seminar.
Students intending to pursue the PhD are strongly advised to take Psyc 531.

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

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

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

Masters Thesis

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

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

The following guidelines are to provide assistance in preparing for thesis deadlines. More specific guidelines may be found in the *Guide for Preparing Graduate Theses, Dissertations, and Projects*. Copies may be obtained 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. Generally, especially if the advisor is providing funding for the thesis, the topic must be within the interest area of the advisor. The thesis advisor will also help to choose the members of the Thesis Committee. The list of faculty interests at the end of this handbook may be of assistance in identifying an advisor and/or thesis advisor.

The Thesis Committee consists of three persons, including the thesis advisor. The thesis advisor must be a full-time faculty member in the Department of Psychology. At least one of the other two members must also be full-time faculty in the Department of Psychology. The task of this group is to provide advice and consultation at all stages of the thesis, particularly in the development of the proposal. The point at which this committee is formed is left to the discretion of the thesis advisor. It is the student's responsibility to request faculty to participate on the committee. Students must complete and submit the Dissertation/Thesis Committee Composition Form to the Graduate Programs Coordinator before they may begin their thesis. The form can be found at: http://psychology.gmu.edu/graduate/formsgrad

Thesis Proposal

The thesis proposal consists of the following:

1. Cover sheet—format is found at http://thesis.gmu.edu/

2. A substantial, critical review of the literature as background to the problem you are investigating, a statement of specific hypotheses, a detailed methods section, and a plan for statistical analysis.

The thesis proposal must be approved by the thesis committee, the Program Coordinator, and the Associate Chair for Graduate Studies. It must then be submitted to the Dean of the College Humanities and Social Sciences (CHSS) ***before*** registration for thesis credit (PSYC 799).

Thesis Proposal Presentation

The thesis proposal must be presented to the thesis committee for approval. The student should discuss the procedure for this presentation with his/her thesis advisor.

An approved proposal signifies the following:

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

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

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

Writing the Thesis

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

Manuscript-Style thesis

This style is an alternative to a traditional thesis style. The faculty encourage students to use this style, as it expedites publication of the thesis work. The thesis proposal provides a focused literature review, well-developed rationale, a research design, and a data analysis plan. The deliverables are an Introduction in the form of a Psych Review-style paper that synthesizes previous research and theory and leads to the specific question(s) to be addressed, and a detailed Methods and Analysis Plan.

The final form of the thesis should be a journal-length manuscript. This should include a sharply focused literature review, well-grounded hypotheses, a clear description of the method and relevant results, and a discussion of theoretical and practical implications of the research. In order to be acceptable, the committee must judge the manuscript to be of publishable quality. The thesis proposal (which represented a broader presentation of relevant theory and research) as well as any additional results not directly relevant to the journal manuscript, or discussion of implications beyond that which a journal would accept, should be included as an appendix. Manuscript-style theses are not intended to reduce the scope of question suitable for a thesis, knowledge of the literature and methods required of the candidate, or the expectations for data analysis and interpretation. They are intended to facilitate publication of the thesis work, as the thesis is essentially ready for submission without having to rewrite and reformat, as would be required in the traditional format.

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

Students should consult the dissertation defense section of this handbook for insight into the defense process. Students may also attend the presentation portion of defenses for other students, to see how the process works. There are four common possible outcomes of the defense:

(1) Pass with no changes. The thesis is acceptable as is, and the committee signs at the defense.

(2) Pass with minor changes. Minor wording or phrasing changes [often many of them] are required before the thesis is acceptable. The committee typically signs at the defense, but the advisor signs only after changes are reviewed by him/her.

(3) Pass with major changes. Substantial changes, which vary with the thesis are required. The committee defers signature until they review the changes.

(4) Fail. The defense and/or thesis are not satisfactory to demonstrate that the student has mastered the research process. Required changes must be made to the thesis, and another defense scheduled.

Students should note that #s 2 and 3 are the most common outcomes, and plan for revision time before university deadlines for thesis submission.

A note on thesis review. It is common for a thesis draft to require more than one review by the committee before the committee approves it for defense. Depending on the quality of the draft, and faculty time commitments, review may take some time. There is no standard for faculty review times, but students who expect a full committee review of a draft in less than two weeks are very likely to be disappointed. Please plan accordingly.

Applying for Graduation

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

Accelerated MA program.

This program allows strong undergraduates to take some graduate coursework [typically 6 hours] during their senior year, and potentially to complete the MA in one additional year of work after award of the BA/BS. The requirements of the program are the same as those of the regular MA program.

Admission to the Accelerated MA

Admission is limited to Mason undergraduates. Generally, interested students should begin working in a faculty lab before applying, and let their advisor know of their interest in the accelerated program - students in CBN graduate programs are admitted to work with a particular faculty member, although changing advisors is possible. Students should apply in early Spring

of their junior year - form are available from Darby Wiggins, Graduate Programs Coordinator (dwiggin3@gmu.edu). There is no formal deadline, but once faculty have filled their labs with incoming students for the succeeding Fall, no more students will be considered, so application near the regular MA deadline [Feb 1] is strongly encouraged. GREs are not required for the accelerated program. For MA programs, we receive many more applicants than we can accept. Students most likely to be accepted are those with a strong academic record, a strong record of research with the intended advisor, and some idea of what they would like to do for a thesis project.

V. COGNITIVE AND BEHAVIORAL NEUROSCIENCE DOCTORAL PROGRAM

Degree Requirements

General Core Requirements (14 hours)

Biological (11 hours)
PSYC 527 Introduction to Neurobiology
PSYC 531 Mammalian Neurobiology
PSYC 558 Neuronal bases of Learning and Memory

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

Distribution Requirements (6 hours)

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

Cognitive (maximum 3 hours)
701 Cognitive and Affective Bases of Behavior
766 Advanced Topics in Sensation and Perception
768 Advanced Topics in Cognitive Sciences

Developmental (maximum 3 hours)
666 Cognitive and Perceptual Development
669 Social and Personality Development
704 Life-Span Development

Social (maximum 3 hours)
703 Social Bases of Behavior
667 Behavior in Small Group and Teams
668 Personality: Theoretical and Empirical Approaches

History and Systems (maximum 3 hours)
705 History and Systems in Psychology

Research (3 hours)

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

Statistics Requirements (8 hours)

611 Advanced Statistics
612 Advanced Statistics

Quantitative Methods and Research Methods (6 hours) *

At least one of the following:
652 Analysis of Variance *This course is strongly advised.*
754 Psychological Applications of Regression Techniques
755 Statistical Packages for Psychology
756 Multivariate Techniques

3rd Year Research Project
A minimum of 3 hours from either of the following:
798, 799 MA Thesis (minimum 6 hours)
897 Directed Readings and Research

Specialized Content (15 hours)

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

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

Dissertation (12 hours)

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

Professional Seminar (2 hours)
890 Seminar in Professional Psychology

Electives (6 hours)

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

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

Suggested Examples of Non-Psychology Electives

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

Program of Study (POS)

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

The Doctoral of Philosophy in Cognitive and Behavioral Neurosciences Program of Study

(Last updated July 2011)

Name: _____ **Phone: _____**

Address: _____ **G#: _____**

Email: _____ **Term Admitted: _____**

Proposed Date of Comprehensive Examination: _____

PSYCHOLOGY CORE COURSES (12 Hours)

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

SPECIALIZED CORE CONTENT COURSES (6 Hours)

Course #	Title as it appears on your transcript	Term/Year	Hours	Grade
Cognitive Core – Choose One: (701, 766 or 768)				
Social Core – Choose one: (667, 668 or 703)				
Developmental Core – Choose One: (666, 669 or 704)				
History & Systems Core (705)				
		Total Hours:		**6**

CORE QUANTITATIVE & METHODS COURSES (8 Hours)

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

ADVANCED QUANTITATIVE & RESEARCH METHODS (Minimum 6 hours)

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

3rd YEAR RESEARCH PROJECT (3 Hours Min.)

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

SPECIALIZED CONTENT (15 hours)

Choose courses with the approval of your Advisor

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

		Total Hours:		

PROFESSIONAL SEMINAR/ETHICS (2 Hours)

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

RESEARCH/PRACTICUM (3 Hours)

1 hour for the 1st three semesters

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

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

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

ELECTIVES

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

TOTAL HOURS

Applied to MA	Post MA	Dissertation	GRAND TOAL

_____ _____

Student **Date**

_____ _____

Advisor **Date**

_____ _____

Program Director **Date**

_____ _____

Associate Chair for Graduate Studies **Date**

VI. COGNITIVE AND BEHAVIORAL NEUROSCIENCES PHD COMPREHENSIVE EXAMINATION

Goal

The goals of comprehensive examinations in are three-fold:

1) *Educational* – To provide doctoral students with an opportunity to learn, review, and synthesize the current knowledge base in the field of developmental/Biopsychology.

2) *Programmatic* – To assist students as they progress toward the process of writing their dissertation proposal, and

Eligibility and Registration

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

Shortly after students are approved to take comprehensives, they will receive more information about the examination, including a sample rating form used by faculty to evaluate student's written performance, and sample written comments on answers from faculty. Students should also discuss with their advisor the general topic areas to be covered, and what is expected in terms of depth and breadth of answers.

Procedure

Comprehensive examinations consist of two components:

- a take-home exam
- an oral exam

Take-Home

1) For the take-home component, students will receive 4 questions:

- the focal points of the questions will be the topic area in which the student expects to pursue a dissertation; the student is not required to identify the specific topic, but the comps will explore the student's knowledge of the area in which he/she intends to work
- one question will concern the methods [statistical and laboratory] expected to be used on the dissertation
- one question will require the student to demonstrate an ability to relate the topic of the dissertation to broader questions within psychology/neuroscience

2) In collaboration with their advisor/comps committee chair, students will create a specialized reading list for distribution to their comps committee. This specialized reading list will be revised and finalized by the student and his/her comps committee members.

3) Students will prepare three (3) hypothetical comp questions for consideration by the comps committee members. The extent to which the student-submitted questions resemble the student's final exam questions will vary and be determined by the committee.

4) Three months before questions are given; a meeting of the student's comps committee takes place in which the group discusses the topics represented on the student's reading list(s), the student's hypothetical questions, and the student's strategies/progress on studying for comps. After the student leaves this meeting, committee members will form a game plan for who writes which questions, covering which areas.

5) Students are encouraged to study together for comps up until the time when they get the questions, at which point there will be no discussion on comps between students.

6) After questions are distributed, students can consult only with their comps committee chair to get clarification/assistance with the comps questions. They may not seek assistance from anyone else after questions are passes out, unless this is approved by the comps committee chair. All communication between the student and comps committee chair concerning clarification/assistance on the questions must be in written form (email is fine).

7) Students must submit two (2) hard copies of each answer and a disk copy of each of the answers (in a format readable by the staff person) to the staff person responsible for processing comprehensive exams. Questions distribution, answer collection, and answer evaluation will all be conducted anonymously, so students, instead of identifying themselves on their answers, need to follow the instructions given to them for coding answers only by code number and/or color.

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

Oral

1) Students take the oral exam only after they have passed all take-home questions.

2) The oral examination will consist of a meeting involving the student, the comprehensive exam committee, and any other graders of the student's answers who wish to attend. Questions will be based on the student's answers to the take-home questions and the student's reading lists. This meeting takes place within six (6) weeks of notification of passing the written questions. Scheduling of the oral must be completed within three (3) weeks of notification of passing the written questions. Comps committee members will rate the student's performance during the oral on a pass/fail basis.

3) These procedures also apply to any retake of the oral; i.e. the retake must be taken within 6 weeks of the first oral.

4) Students who fail the oral examination will be allowed to retake the oral exam component only one additional time at an appropriate and convenient time for the comps committee and the student.

5) Students must pass both the take-home and the oral component of the exam in order to officially pass comprehensive examinations and advance to candidacy.

Evaluation of Take-Home Answers

1) Answers must be word-processed and written in APA style (4^{th} edition). Each answer is strictly limited to 10, double-spaced pages (not including references), with one-inch margins on all sides and 12-point font. Readers will stop reading after 10 pages and evaluate answers only on the basis of material in the first 10 pages.

2) Students can use any written source (i.e., journal articles, textbooks, course notes, books) to help them answer the questions. Students are expected to rely heavily on and their reading lists and the current, relevant research literature to answer the questions. Additional sources outside of the student's reading lists can be used (and may be needed) depending on the question. Students are required to give appropriate references to the sources they use and to include a reference section in their papers. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the entire examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others' work are advised to ask for guidance from their comps committee chair.

3) Answers to exam questions will be assessed along the following 7 dimensions:

-<u>Comprehensiveness</u> or breadth of diverse material covered
-Original <u>Integration/Synthesis</u> of material
-<u>Accuracy</u> – extent to which statements made are factual/correct
-Scholarly <u>Depth</u> of answer
-<u>Clarity/Organization</u> of the response
-<u>Quality</u> of writing – Syntax, spelling, coherence, punctuation…

-APA style and other Formatting Requirements listed in #1 above

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

4) Exam answers will be independently evaluated on a 12-point scale by two faculty readers. Each general take-home question will be graded by the same set of faculty for all students taking the exam at a particular time. An average rating across the two readers of 8 or higher is required in order to pass the question. If the ratings of the two graders for a question differ by more than 2 points, the raters should try to resolve the discrepancy through discussion. In the rare case that discussion does not lead to a resolution, a third reader should be asked to grade the answer, and the mean of the three graders should be used as the score for that question.

5) Students receive feedback on the results of their written exam through written comments made by faculty grading the exam and, in some cases, through individual meetings with graders. There are three possible outcomes: 1) Pass – student passed all 5 written questions, 2) Rewrite – Student must rewrite one or two failed written questions, or 3) fail – student failed 3 or more questions.

6) Failure on the written comprehensive examinations is defined by failing any three or more questions, or, in the case where a student fails one (1) or two (2) questions, by failing to earn a "B" or better (i.e., an average score of "8" or better) across all five (5) questions, or by failing any re-write question. In all cases, the student must retake the entire comprehensive examination again and this would take place during the next regularly scheduled time for comps. Ordinarily, the questions asked at the time of retake will be new, although the faculty reserves the right to draft questions that, in their judgment, best fit the interests and development of the student. Students who fail comps will only receive one retake opportunity. Students can re-write up to two (2) failed comps questions only if the average score across all questions is an "8" or better. The same up-to-two rewrite policy will be effective the second time if a student must retake the entire exam.

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

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

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

Application for Approval to Take Comprehensive Exams

Name _____

Expected date of comprehensive exam: _____

Courses completed by expected date of exam:

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

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

Approved _____ Not Approved _____

_____

_____

Signature **Date**

Advisor_____

Program Director _____

Cognitive and Behavioral Neuroscience Program

Approval of Ph.D. Comprehensive Exam Committee

Student's Name _____

Proposed date of Comprehensive Exam _____

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

_____

_____

Approval **Date**

Program Director _____

Department Chair _____

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

Cognitive and Behavioral Neuroscience Program

Comprehensive Examination Question Grading Form

Student Code:

Date of Exam: **Current Date:**

Reader's Name _____

General

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

Specialized

____ Content
____ Methods

Strengths:

Weaknesses:

Other Comments:

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

Cognitive and Behavioral Neuroscience Program

Grading Sheet for Comprehensive Examination Answers

A) Comprehensiveness or breadth of diverse material covered

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

B) Original Integration/Synthesis of material

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

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

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

D) Scholarly Depth of answer

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

E) Clarity/Organization of the response

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

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

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

G) APA style and other Formatting Requirements

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

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

1	2	3	4	5
Poor	*Fair*	*OK*	*Good*	*Excellent*

VII. POLICY ON SATISFACTORY PROGRESS AND EXCEPTIONS

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

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

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

A student who anticipates being unable to make satisfactory progress may petition for a reduction of the minimum hours, or a leave of absence from the program. Reasons which may be acceptable include (1) personal (financial, family, etc) or (2) medical. In either case, the student must demonstrate that the reasons are temporary, that they are likely to be resolved by the end of the proposed leave/waiver period, and that they are unlikely to prevent satisfactory progress after the end of the proposed leave/waiver period. The student must demonstrate a clear commitment to return to the program after the end of any leave period. A waiver or leave of absence cannot normally be granted without the recommendation of the student's advisor. Students should note that the college and university stipulate some time limits for completion of milestones in the program [advancement to candidacy, etc]. Leaves of absence do <u>not</u> extend those time limits, i.e., time on leave <u>is</u> counted as part of the 6-year limit for advancement, for example.

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

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

VIII. POLICIES ON COURSE EXEMPTION

For

Previous Experiences, Including Credit Reduction for MA/MS Degrees

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

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

Min. Requirements:

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

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

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

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

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

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

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

Transfer of Credit vs. Reduction of Credit

Transfer of Credit

Transferring credit allows the student to use previously earned credit to count towards current degree requirements. Students are still required to earn at minimum, 51% of their degree program in residency.

1. 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 non-degree status;
2. The credit must have been earned within six years prior to first enrollment as an admitted student in the specific certificate or degree program. A minimum grade of B (3.00) must have been earned;
3. 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;
4. **The credits cannot have been previously applied toward a degree at another institution or Mason.**

Reduction of Credit

Reduction of credit reduces the overall credits required of the student to earn a specified degree. Students are still required to earn at minimum, 51% of their degree program in residency.

1. 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;
2. The credit must have been earned within six years prior to first enrollment as an admitted student in the specific certificate or degree program. A minimum grade of B (3.00) must have been earned;
3. 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;
4. **The credits must have been used to earn a degree at another institution or Mason.**

IX. DOCTORAL DISSERTATION COMMITTEE

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 Dissertation Committee advisor gives the primary guidance to the student.

The first formal step in pursuing the dissertation is to form a Doctoral Dissertation Committee. Dissertation Committees are officially formed using the Thesis/Dissertation Committee Composition Form. The student should obtain both the printed and signed name of each member of their committee along with the CBN Program Coordinator and turn the form into Darby Wiggins, Graduate Programs Coordinator, 2013F DKH. The Thesis/Dissertation Committee Form can be found at: http://psychology.gmu.edu/graduate/formsgrad

The Composition of the Doctoral Dissertation 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 should be from the psychology department and the second and third members must be members of the Mason community, but not necessarily from the psychology department. The major criterion for second and third members are his/her ability to contribute to the dissertation project. Additional members who are not part of the GMU graduate faculty or who are from outside the university may also be appointed to the committee, but these individuals cannot serve as the required member from outside the department.

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

X. THE DISSERTATION PROPOSAL

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

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

The doctoral dissertation proposal provides a focused literature review, well developed rationale, a research design, and a data analysis plan. A 10-20 page literature review is a rough guideline, although relevance of coverage is the primary criterion for length. During the period that the Doctoral Supervisory Committee is reviewing a dissertation proposal, the student is required to enroll in a minimum of three (3) hours of PSYC 998 - Dissertation Proposal. Normally the student will make an oral presentation of the dissertation proposal to the entire committee. After this committee approves the dissertation proposal, it is forwarded by the student to the Associate Chair for Graduate Studies for approval. After the Graduate Dean has approved the dissertation proposal, the student is ready to enroll in PSYC 999 - Dissertation.

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

1. An approved Program of Study
2. Advancement to candidacy
3. An approved dissertation committee
4. An approved dissertation proposal
5. Changing of all IP grades in PSYC 998 to S

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 must follow registration rules set forth by the Office of International Programs and Services (IOPS): 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 outcomes of planned analyses, upon reflection, indicate this would be appropriate; updated literature review when the dissertation is final; and extended discussion based upon data and analysis

2. **The Proposal Approval Process**

   a. The student selects a dissertation advisor with assent of the faculty member.
   b. Student and advisor select a general area for the dissertation.
   c. Student, in consultation with advisor, develops and revises rough drafts of proposal.
   d. When advisor agrees that the rough draft proposal is far enough along, the draft is distributed to the committee at least 2 weeks before initial committee meeting. At the initial meeting the committee gives approval or directs changes in the scope and design of the dissertation, with feedback on what changes are required before final approval is given.
   e. 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.
   f. Committee signature on the proposal signifies that the committee agrees that the design, hypotheses, statistical analysis, and literature review are appropriate for a dissertation, and the document is well written. Signature of the Associate Chair for Graduate Studies indicates concurrence.

3. **Defending the Dissertation Proposal**

a. After successfully defending, 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 to Darby Wiggins in the Graduate Programs Office. Signature of the Associate Chair for Graduate Studies indicates concurrence. Signature sheets can be found on the UDTS website at: http://thesis.gmu.edu/dtformsnew.htm

b. A hard-copy of the proposal should also accompany the signature sheet.

XI. 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 CBN Program Director. Assuming the CBN 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

XII. THE DISSERTATION

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

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 is **not** required to maintain continuous enrollment . Once a student begins taking 999, he/she **is** required to maintain continuous enrollment until he/she has graduated – regardless of whether the students need the credits. 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 in the term immediately preceding the one in which they submitted their Dissertation Proposal Cover Sheet to the Graduate Program Coordinators 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. International students must follow registration rules set forth by the Office of International Programs and Services (IOPS): http://oips.gmu.edu/

You are strongly encouraged to discuss your proposal and dissertation credit plans with your advisor.

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

Scheduling the Dissertation 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

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

Prior to the defense: No dissertation can proceed to a defense until each member of the committee and the department chair have signed the Approval to Defend Dissertation form, signifying that each has individually read the dissertation draft and has concluded that it is in final form except for minor changes. This does NOT preclude the committee from stipulating changes (possibly major ones) as a result of the issues raised in the oral examination.

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

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

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

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

The following are appropriate requirements for the oral defense:

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

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

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

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

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

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

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

A note on draft review. It is common for a draft to require more than one review by the committee before the committee approves it for defense. Depending on the quality of the draft, and faculty time commitments, review may take some time. There is no standard for faculty review times, but students who expect a full committee review of a draft in less than two weeks are very likely to be disappointed. Please plan accordingly.

Format Review

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

Manuscript-Style Dissertations: An Alternative Format for Dissertations

Faculty encourage students to use this new format, as it expedites publication of the dissertation work. The following summarize the differences from a traditional dissertation style. The doctoral dissertation proposal provides a broad literature review, well-developed rationale, a research design, and a data analysis plan. The deliverables are an Introduction in the form of a Psych Review-style paper that synthesizes previous research and theory and leads to the specific question(s) to be addressed, and a detailed Methods and Analysis Plan.

The final form of the dissertation should be one or more journal-length manuscripts. These should each include a focused literature review, well-grounded hypotheses, a clear description of the method and relevant results, and a discussion of theoretical and practical implications of the research. In order to be acceptable, the committee must judge the manuscript(s) to be of publishable quality. The dissertation proposal (which represented a broader presentation of relevant theory and research) as well as any additional results not directly relevant to the journal manuscripts, or discussion of implications beyond that which a journal would accept, should be included as an appendix.

Manuscript-style dissertations are not intended to reduce the scope of question suitable for a dissertation, knowledge of the literature and methods required of the candidate, or the expectations for data analysis and interpretation. They are intended to facilitate publication of the dissertation work, as the dissertation is essentially ready for submission without having to rewrite and reformat, as would be required in the traditional format.

XIII. 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.

SIN Travel Grants

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

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/

XIV. 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 **Director, Applied Developmental Program**	993-1378 / DK 1024A	Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above
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 **Director, Honors Program in Psychology**	993-4139 / DK 2045	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 **Director of Undergraduate Program in Neuroscience**	993-4107 / DK 2022	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 **Department Chair** **Director, Cognitive and Behavioral Neuroscience Program**	993-4339 / DK 2044	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 **Assistant Director of Clinical Training**	993-4728 / DK 2021	Community and institutional responses to intimate partner violence, helpseeking, risk assessment and empowerment.
Christy Esposito-Smythers	993-2039 / DK 2061	Assessment, prevention, and treatment of adolescent suicide, depression, and substance abuse.
Todd Kashdan	993-9486 / DK 2047	Emotional disturbances, social anxiety, self-regulation, personality, interpersonal processes, positive emotions, well-being, character strengths.
James Maddux		*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 **Director of Clinical Training**	993-1365 / DK 2007A	Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation, Substance abuse and HIV risk, Research ethics.

HUMAN FACTORS/APPLIED COGNITION

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

Guidelines for Graduate Student Grievances Against Faculty

February 7, 1996

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

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

Faculty

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

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

Students

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