



Department of Psychology

California State University, San Bernardino

M.A. Child Development

Graduate Student
Handbook

Fall 2019



Department of Psychology

California State University San Bernardino

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Fall 2019

Dear Psychology Graduate Student:

It is my sincere pleasure, on behalf of the faculty and staff, to welcome you to the Department of Psychology.

Your graduate education will include many challenging and rewarding educational experiences and opportunities. You will receive state-of-the-art instruction, supervision and professional training from our outstanding faculty. You can count on our devoted staff to provide timely answers to your questions and valuable assistance in navigating the regulations that govern the graduate program. In turn, you will be asked to devote the time and energy necessary to be successful, and to fulfill your academic promise by embracing the pedagogical challenges and opportunities to be found inside and outside the classroom. You will also be asked to represent the department on and off campus responsibly and professionally, with a spirit of collegiality and cooperation.

We invite our graduate students to participate in and to contribute to the intellectual atmosphere in the department. Hence, we encourage you to join our department's clubs and organizations, attend scheduled department social events and scholarly presentations, and initiate activities that you and other members of our community will find rewarding.

My office door will always be open. I encourage you to come by if you have any questions about our program, or if you want to share with me your positive experiences or your concerns.

On behalf of the department's faculty and staff I offer my very best wishes for an outstanding career in our graduate program.

Sincerely,



Robert Ricco, Ph.D.
Professor and Chair

Fall 2019

Dear MACD students,

Welcome to the MACD program! The MACD program faculty come from a variety of philosophical and professional backgrounds and are here to assist you along your educational journey. We look forward to meeting each of you and learning more about your interest areas within the growing field of Child Development.

To assist you in finding your niche, a faculty mentor member will be assigned to become your first year advisor. I hope you will explore opportunities within the psychology department with your advisor to find experiences that best fit with your future goals and objectives. In addition, we have designed several workshops to support your continued progress in the program and prepare for your future after graduation.

In addition to your coursework in Child Development and Psychology, we encourage you to become actively involved in opportunities afforded to graduate students including with the: Infant Toddler Lab School and the Institute for Child Development and Family Relations. All faculty from this department conduct research and we encourage our graduate students to become involved in research activities. Additionally, the psychology department hires graduate students to teach undergraduate courses.

Your attendance in today's orientation will answer many of the questions you have regarding the MACD program. This manual supplements the orientation and contains the necessary information and forms you will need to effectively complete the coursework and degree. If you have any questions about the material contained within, please contact me at (909) 537-3841 or the Psychology office for further assistance.

Part of my role is to help support your progress in the MACD program. Please contact me via email or phone if you ever have questions, concerns, we can find a time to meet.

Again, welcome to the Master's program in Child Development!

Sincerely,

[I CAN ADD ONCE IN PDF FORMAT]

Amy Van Schagen, Ph.D.
Director, MACD program

Incoming class

Ashley Gonzales (CSUSB)

Emma Herzog (SFSU)

Maria Ramos (CSUSB)

Ghada Kassir (UC, Irvine)

Cecilia Medina (CSUSB)

Beatriz Pachecho Bustos (CSUSB)

Amanda Pattek (Central CT State
University)

Alexis Perez-Martinez (CSUSB)

Imalay Rivera (UCLA)

Angelina Saucedo (CSUSB)

Matty Tamayo (CSUSB)

Christopher Villanueva (CSUSB)

Jessica Walker (NIU)

Tentative Two Year Schedule

Master of Arts in Child Development (MACD) Two-Year Rotating Course Schedule										
Comprehensive Exam Option			Project Option	Thesis Option	Current AY (2018-2019)			Next AY (2019-2020)		
51 Units			50 Units	51 Units	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020
C	P	T	CD-531, 532 CD-531: Advanced Guidance of Young Children (2) CD-532: Advanced Best Practices (2)			CD-531				
C	P	T				CD-532				
	P	T	CD-611, CD-612 CD-611: Advanced Independent Study (5) CD-612: Directed Readings (5)		CD-611	CD-611	CD-611	CD-611	CD-611	CD-611
C					CD-612	CD-612	CD-612	CD-612	CD-612	CD-612
C	P	T	CD-614 CD-614: Theories of Child Development (4)			CD-614			CD-614	
C	P	T	CD-624 CD-624: Advanced Developmental Neuroscience (4)							CD-624
C	P	T	CD-648 CD-648: Social-Emotional Development (4)					CD-648		
C	P	T	CD-651 CD-651: Advanced Cognitive Development (4)						CD-651	
C	P	T	CD-659 CD-659: Early Childhood Assessment (4)		CD-659					
C			CD-689 CD-689: Externship in Child Development (5)		CD-689	CD-689	CD-689	CD-689	CD-689	CD-689
C	P	T	CD-690 CD-690: Families and Parenting (5)		CD-690					
	P		CD-695, 699, 999 CD-695: Graduate Project (5) CD-699: Thesis (5) CD-999: Comprehensive Examination (0)		CD-695	CD-695	CD-695	CD-695	CD-695	CD-695
		T			CD-699	CD-699	CD-699	CD-699	CD-699	CD-699
C							CD-999			CD-999
C	P	T	PSYC-640 (03), 641, 642 PSYC-640: Advanced Methods in Psychological Research (4) PSYC-641: Analysis of Variance (5) PSYC-642: Regression and Nonparametric Statistics (4)				PSYC-640			PSYC-640
		T			PSYC-641			PSYC-641		
		T				PSYC-642			PSYC-642	
C	P	T	Electives HD-530, 550, 582 HD-530: Issues in Early Childhood Education (4) HD-550: Development of Intimate Relationships (4) HD-582: Special Topics in Human Development (4)				HD-582	HD-530		
			PSYC-630 PSYC-630: Teaching of Psychology (2) [*required for teaching]			PSYC-630	PSYC-630		PSYC-630	PSYC-630
CD-611, CD-612, CD-699 will be offered every quarter and CD-999 will be offered during the Spring Quarter. Consult your Advisor for questions regarding recommended course options. Consult your Advisor or Program Director for questions regarding recommended course options.										

CD-611, CD-612, CD-699 will be offered every quarter and CD-999 will be offered during the Spring Quarter.

Consult your Advisor for questions regarding recommended course options.

Consult your Advisor or Program Director for questions regarding recommended course options.

Required Coursework

Comprehensive Examination Option

1. CD 531. Understanding and Guiding Child Behavior (2 units)
2. CD 532. Best Practice with Young Children (2 units)
3. CD 612. Directed Readings (2-5) for a total of (5)
4. CD 614. Theories of Child Development (4)
5. CD 624. Advanced Developmental Neuroscience (4 units)
6. CD 648. Social-Emotional Development (4)
7. CD 651. Advanced Cognitive Development (4)
8. CD 659. Early Childhood Assessment (4 units)
9. CD 689. Externship in Child Development (2-5) for a total of (5)
10. CD 690. Families and Parenting (4)
11. CD 999 Comprehensive Examination: Child Development (0)
12. PSYC 640. Advanced Methods in Psychological Research (4)
13. Eight units of 500- or 600-level coursework from CD, HD, PSYC, education, or other relevant field chosen in consultation with a faculty advisor.

Project Option

1. CD 531. Understanding and Guiding Child Behavior (2 units)
2. CD 532. Best Practice with Young Children (2 units)
3. CD 611. Advanced Independent Study (2-5) for a total of (5)
4. CD 614. Theories of Child Development (4)
5. CD 624. Advanced Developmental Neuroscience (4 units)
6. CD 648. Social-Emotional Development (4)
7. CD 651. Advanced Cognitive Development (4)
8. CD 659. Early Childhood Assessment (4 units)
9. CD 690. Families and Parenting (4)
10. CD 695. Graduate Project (5)
11. PSYC 640. Advanced Methods in Psychological Research (4)
12. Eight units of 500- or 600-level coursework from CD, HD, PSYC, education, or other relevant field chosen in consultation with a faculty advisor.

Thesis Option

1. CD 531. Understanding and Guiding Child Behavior (2 units)
2. CD 532. Best Practice with Young Children (2 units)
3. CD 611. Advanced Independent Study (2-5) for a total of (5)
4. CD 614. Theories of Child Development (4)
5. CD 624. Advanced Developmental Neuroscience (4 units)
6. CD 648. Social-Emotional Development (4)
7. CD 651. Advanced Cognitive Development (4)
8. CD 659. Early Childhood Assessment (4 units)
9. CD 690. Families and Parenting (4)
10. CD 699. Thesis (5)
11. PSYC 640. Advanced Methods in Psychological Research (4)
12. PSYC 641. Analysis of Variance (5)
13. PSYC 642. Regression/Nonparametric Statistics (4)

If you would like to be eligible for a graduate teaching position in the department your second year, you will need to take Teaching of Psychology (Psyc 630), a two unit elective course.

Grade Requirements

Students must earn at least a “B-” in all required courses and at least a “C” in elective courses in order to receive credit towards graduation. Additionally, students are required to maintain a 3.0 GPA in all courses taken to satisfy the requirements for the degree.

Failure to maintain the appropriate grade-point average will result in the student being placed on academic probation. Students on probation must raise their GPA to 3.0 or above by the end of the subsequent term or they will be declassified from the program.

Students may only repeat one course for a higher grade. To discount a grade lower than a B- (in a required class) the student must submit a petition and obtain approval from both the program coordinator and the Dean of Graduate Studies.

Students who receive substandard grades in two or more required courses will be dismissed from the program.

Classified Status

If a student was Conditionally Accepted into the program and has completed the conditions of classification based on their Graduate Decision Form, they may fill out an application for Classified Status. The student and the director must sign the form and the conditions of your acceptance must be verified by the Psychology Department.

Students must be classified before they will be allowed to advance to candidacy. To apply for Classified Status contact the department office.

Writing Requirement for Candidacy

Graduate writing requirement: Graduate students will be required to pass (or to have passed) the upper-division writing requirement before advancing to candidacy in a graduate program. This requirement can be satisfied through one of three options.

1. Completion with a grade of 'B' (3.0) or better, within seven years of acceptance into the program, of one of the following courses: Education 306, English 306, Humanities 306, Management 306, Natural Science 306, or Social Sciences 306 (Students who fail to achieve a grade of 'B' (3.0) or higher in one of the 306 courses will be required to retake the course.)
2. Successfully pass PSYC-640 (Advanced Methods in Psychological Research) with a B-grade or higher.
3. Satisfactory completion of the Writing Requirement Exemption Examination (WREE) offered at this University.

Options 1 and 2 are met through regular course registration procedures.

Further information about the WREE examination (for example, how much it costs, when it is offered, what it covers) is available from the Testing Center located in Jack Brown Hall, Room 405, ext. 75041.

Contact the Office of Graduate Studies for questions about the graduate writing requirement as it relates to post baccalaureate students.

Semester Conversion

CSUSB will move from teaching on a 10-week quarter to a semester system starting in the fall of 2020. Therefore, your degree program will start on the quarter system and be completed on the semester system. Please know we have developed a plan to ensure you will be able to complete the course requirements within 2 years. It is vital that you take the required courses when they are offered, and as your faculty mentor advises you. We will also provide you with individualized information in the Spring of 2020 to help ensure completion of your coursework as we move from quarters to semesters.

MACD Program Success Workshops:

To help support your progress in the program and beyond we have created 5 mandatory activities that will be completed during your first and second year. All activities and information about them will be posted on your Blackboard page.

1. Introduction: A quiz to review material in this handbook (1st year, Fall Quarter)
2. Workshop 1: How to Decide on a Culminating Experience and Developing a Committee (1st year, Fall)
3. Workshop 2: Strategies for Staying on Track (First year)
4. Workshop 3: Ethical Considerations for Projects or Submitting to the IRB (First year, Spring)
5. Workshop 4: Preparing for the Future (2nd year, Fall)

Advancement to Candidacy

After completing at least 16 units of graduate coursework, and successfully completing the upper division writing requirement you can formally request Advancement to Candidacy. In addition, you should have a thesis, project, or comp advisor.

When you apply for advancement to candidacy, your performance in the program will be evaluated by the program coordinator, in consultation with your thesis advisor. If your performance is deemed satisfactory, you will be advanced. If your performance is unsatisfactory, you may be declassified from the program.

- a. If there are any courses you have taken as an unclassified graduate student or transfer student that you want to be counted toward your degree, be sure to submit a *Petition for Acceptance of Coursework* form to the department office.
- b. If you change your advisor, committee members, or your program of study after you have advanced to candidacy, you must file a *Change in Study Plan* form in the department office.

To be formally advanced to candidacy, a student must, to the satisfaction of the program coordinator, have:

1. achieved classified status;
2. successfully completed 16 units of coursework in the program and maintained a 3.0 ('B') GPA in the coursework;
3. selected a graduate advisor to supervise the course of study;
4. satisfactorily completed the candidacy writing requirement;
5. filed an approved Advancement to Candidacy form.

*When you prepare the advancement to candidacy form, all courses listed must include the specific term in which the course was taken. If the course has not yet been completed, the term in which you plan to take the course must be listed (e.g., list CD 695 to be taken in the Spring term of your second year).

Culminating Experience

One of your most important decisions will be WHICH OPTION TO CHOOSE in completing the program: thesis, project, or comprehensive exam. The best decision for you will depend on your interests, future educational objectives, available time, and career orientation. Consultation with faculty regarding this decision is strongly recommended.

First year students are assigned a “First Year Advisor.” This faculty member will meet with you to provide guidance needed during the first academic year. One purpose of this mentoring is to help you decide which culminating experience is best for your future goals and to jumpstart your progress towards the thesis, project, or comprehensive examination. Your First Year Advisor will also help you with your first annual progress report, due in early April.

Comprehensive Exam

The comprehensive examination is given the 2nd week of the spring term. It consists of 7 essay questions that address information gleaned from the core courses required in the MACD program. Students taking the examination will be given a grade of pass, pass subject to revision, or fail. Students who receive a grade of “pass subject to revision” will be asked to complete an oral defense of each answer needing additional support. If it is deemed after this oral defense that the student has adequate command of the subject matter at hand, their grade will be changed to “pass. Students earning a grade of “fail” on the examination will be asked to retake the examination the following spring and will receive a failing grade in 612E. During this time, students are advised to work with their major advisor regarding a plan of remediation.

Students will not be eligible to pass the exam and/or orally redress answers needing revision unless they meet the following conditions:

- 1) Receive a grade of pass on 4 or more answers
- AND
- 2) Receive a grade of fail on no more than 1 answer

Students who do not meet these conditions will need to retake the exam in its entirety the following spring.

Comprehensive Exam

Comprehensive Examination Preparation

CD-612E (5 Units) should be taken prior to the spring term of your second year in the program (or prior to the spring term you are planning to take the comp exam). This course is designed to help you prepare for the comprehensive exam and should be supervised by your major advisor. At the completion of this course you will receive a grade of Incomplete (I). Once you have successfully completed the comp exam, this grade will be changed to reflect passing or failing status. (Note: you have 1 year to remove your incomplete in CD 612E before your grade is automatically changed to an F.)

Assessment — CD 999

During the spring term in which you are planning to take the comprehensive examination enroll in CD-999. This is a 0 unit course indicating your intent to take the comp exam. Prerequisites to this course are advancement to candidacy, approval of department, completion of coursework in the master's program and being in good academic standing.

Note: If all other coursework has been completed and CD-999 is the only course needed at the time of the exam, enrollment can be processed through the College of Extended and Global Education for a reduced fee, currently \$260 for the quarter. The semester fee will be different please follow up with the College of Extended and Global Education. Additionally, contact their office to obtain the add form and arrange payment.

Continuous Enrollment

Warning: If you complete your required coursework prior to taking the exam, you need to enroll in Psyc 698 (Continuous Enrollment) all subsequent terms without other units taken until you have completed the comp exam to maintain your current status within the program. Failure to maintain continuous enrollment will result in dismissal from the university. If you need to take a leave of absence, forms must be approved by the program coordinator and the Dean of Graduate Studies.

Project

A project is an applied activity that is developed from your knowledge of child development and literature in the field. It should be a minimum of 45-50 pages in length (including text and references); it should be research-based and it should follow the writing/format style outlined in the APA Publication Manual. In addition, it should include all of the “materials”, curriculum, etc. that you would need for implementation.

Completing the project option may be of interest to students currently working in classrooms or other applied settings. The expectation is that you will implement the project, but you do not have to empirically analyze the results in order to complete your degree; the idea is that you will leave the graduate program with something useful and practical to implement in a related work setting.

Project Proposal

CD-611 (5 Units) should be taken during the term in which you plan to propose your project. This course will be supervised by your project advisor, who will provide guidance throughout the writing process as well as consult with you on the selection of two additional faculty members to serve on your project committee. This three- person committee is responsible for reviewing and approving your project. Your proposal should include all "materials" (i.e., curriculum, PowerPoints, activities) that you will need to implement your proposed project.

During the project proposal process you will discuss with your committee and faculty advisor whether your project will need to be submitted to the IRB. In most cases projects will not qualify as research and therefore will not need to be submitted to the IRB. If you do not need to submit your project to the IRB then you will need to include a section in your proposal called “Ethical Considerations”. Please refer to your faculty advisor for what should be included in this section.

When writing the project proposal be sure to follow the format instructions provided by the office of Graduate Studies. That office has specific thesis format instructions to which you must adhere. Detailed information is provided in the Thesis/Project Handbook, which is available for download at the following website: <http://gradstudies.csusb.edu/>

Contact the department office at least two weeks in advance of your anticipated proposal date, so that a Project Proposal form can be prepared and a conference room reserved. (Note: The full title of your project and the members of your committee must be established by this time in order for your paperwork to be generated.)

*Please keep in mind that you must successfully propose your project before enrolling in CD-695.

Project

Following Proposal Project Approval

Your next step is to enroll in CD 695. This course is designed to help you finalize the project, such as implementing your project, summarizing project implementation successes and challenges, and plans for the future use of the project. CD 695 also includes preparation for the oral defense and Graduate Studies review process. If you do not finish by the end of the term, a grade of RP (Report in Progress) will be posted until you are finished. Please register for CD 695 only once.

Oral Defense

After your project is complete (with the exception of typing the final copy), you must schedule your oral defense. Contact the department office at least two weeks in advance of your anticipated defense date, so that an Oral Defense form can be prepared and a conference room reserved. If you made any changes to the title of your project and/or the members of your committee from the time that you proposed, please inform the department so that your information can be updated.

You must have completed your oral defense by the date stipulated by department policy in order to participate in Spring commencement exercises.

Continuous Enrollment

Warning: If you have completed all other course requirements for your degree and are not taking additional courses, you should enroll in Psyc 698 (Continuous Enrollment) all subsequent terms until you have finished your project to maintain your current status within the program.

Failure to maintain continuous enrollment will result in dismissal from the university. If you need to take a leave of absence, you must obtain approval from the program coordinator and the Dean of Graduate Studies.

Thesis

A thesis is a research study that is conducted by the student under the supervision of a faculty thesis advisor. A thesis has four main parts and follows the APA (American Psychological Association) guidelines for format: introduction, method, results, and discussion. The purpose of a thesis is to walk you through the entire research process from start to finish. The study does not have to be original research (although we encourage you to do this!); it can be a replication of another study. You should do a thesis if you plan to go on to a doctoral program. A thesis typically ranges in length from about 45-50 pages and is published in the library. (Please visit the library to get an idea of what they are like.)

Example of theses studies might be, “The Impact of Early Attachment Security on Adult Sibling Relationships”; “The Purpose of Treasured Possessions in Early Life”; or “The Relationship Between Children’s Play and Cognitive Development”.

Thesis Proposal

CD-611 (5 Units) should be taken during the term in which you plan to propose your thesis. This course will be supervised by your thesis advisor, who will provide guidance throughout the writing process as well as consult with you on the selection of two additional faculty members to serve on your thesis committee. This three-person committee is responsible for approving your thesis proposal.

When writing the thesis proposal be sure to follow the format instructions provided by the office of Graduate Studies. That office has specific thesis format instructions to which you must adhere. Detailed information is provided in the Thesis/Project Handbook, which is available for download at the following website: <http://gradstudies.csusb.edu/>

Contact the department office at least two weeks in advance of your anticipated proposal date, so that a Thesis Proposal form can be prepared and a conference room reserved. (Note: The full title of your thesis and the members of your committee must be established by this time in order for your paperwork to be generated.)

*Please keep in mind that you must successfully propose your thesis before enrolling in CD-699.

Thesis (Cont.)

Thesis

Your next step is to enroll in CD-699. This course is designed to help you finalize your thesis, which includes preparation for the oral defense and Graduate Studies review process. If you do not finish by the end of the term, a grade of RP (Report in Progress) will be posted until you are finished. Please register for CD-699 only once.

Oral Defense

After your thesis is complete (with the exception of typing the final copy), you must schedule your oral defense. Contact the department office at least two weeks in advance of your anticipated defense date, so that an Oral Defense form can be prepared and a conference room reserved. If you made any changes to the title of your thesis and/or the members of your committee from the time that you proposed, please inform the department so that your information can be updated.

According to department policy, you must have completed your oral defense by June 1st to participate in Spring commencement exercises.

Continuous Enrollment

Warning: If you have completed all other course requirements for your degree and are not taking additional courses, you should enroll in PSYC-698 (Continuous Enrollment) all subsequent terms until you have finished your thesis to maintain your current status within the program.

Failure to maintain continuous enrollment will result in dismissal from the university. If you need to take a leave of absence, you must obtain approval from the program coordinator and the Dean of Graduate Studies.

Graduate Studies Review Process

All graduate theses, projects and dissertations must be submitted to the Office of Graduate Studies for format review. Thesis content is determined by the faculty committee chair. Theses, projects and dissertations are published on CSUSB ScholarWorks, the university's electronic repository. Publishing on ScholarWorks has several advantages; as a student, your scholarly achievements can be accessed by a broader audience, and you no longer need to print multiple copies to deliver to the Graduate Studies office for review, a time consuming and costly process.

Review Process

*Please keep in mind these timelines will likely change once we convert to semesters, please follow up with Graduate Studies for their updated timeline in Fall 2020.

Consultations (Weeks 1-6)

Students can make an appointment with a thesis reviewer to ask questions about formatting and citations. Meeting with a reviewer before you submit your manuscript saves you time and makes the process go smoother, since formatting errors can be identified and explained more quickly in one-on-one sessions. We have found that students who meet for consultations usually get through the review process much faster. (Questions about content should be directed to your committee chair.)

Please call (909) 537-5058 to schedule an appointment and print out the pages you would like checked for errors. Keep in mind that consultations do not constitute a full review of the manuscript and reviewers may not be able to catch all errors. You may make up to two appointments; additional appointments will be scheduled if time permits. Appointments will be limited to 20-minute sessions. There will be no appointments after the 6th week of the quarter.

Committee Certification Form: The committee certification form certifies that your committee has read your manuscript, the content is complete and it is ready to be reviewed for formatting. The Office of Graduate Studies requires a hard copy of the form, with all original signatures, by the submission deadline. All committee members listed on the committee page of your manuscript must sign the form. Proxy signatures, phone calls, and emails from faculty will not be accepted in place of signatures. There are no exceptions. Your manuscript will not be reviewed until the Office of Graduate Studies receives the committee certification form.

Manuscript Submission Deadline (Week 7)

Your first submission includes three steps:

1. Pay the \$30 Digital Archive and Review Fee online through MyCoyote or at the Bursar's Office. You will receive two receipts.
2. Turn in your signed committee certification form at Graduate Studies (CH 123) with one receipt attached.
3. Submit an electronic copy of your manuscript on CSUSB ScholarWorks. Please note that manuscripts must

be submitted as a single file. (See Instructions for Submitting to ScholarWorks.)

Manuscripts will not be reviewed until all three steps are completed. These steps apply to first submissions only.

Graduate Studies Review Process Cont.

The Office of Graduate Studies accepts new manuscripts for review on the first day of the quarter through the submission deadline, which is the last day of the 7th week of the quarter. No new manuscripts may be submitted after the submission deadline, but students who need to make corrections to their previously submitted manuscripts may do so.

Deadlines are 5:00 pm on the deadline date.

Students are encouraged to submit early; during the Spring quarter the Office of Graduate Studies goes through about 300 reviews, so the turn-around time may take up to 10 business days.

CSUSB ScholarWorks offers two options for access to your work: open access and restricted access.

- Open Access: Your document can be accessed by anyone via the internet.
- Restricted Access: Only current CSUSB students, staff and faculty can access your manuscript.

Your manuscript will be checked for plagiarism via Turnitin.com and reviewed for formatting by a thesis reviewer. If there are no corrections, the manuscript will immediately be posted on the ScholarWorks repository. Once uploaded, they cannot be removed. Therefore, it is important that manuscripts be complete and final before they are submitted. Oral defense of your thesis and any content changes associated with it should be made prior to submitting on ScholarWorks.

If corrections are required, you will receive an email with a memo attached listing the corrections. Please make the changes and resubmit the corrected manuscript to CSUSB ScholarWorks as soon as possible. Do not wait until the publication deadline – you should be approved for publication by the deadline, not under review. Manuscripts typically go through two to three reviews before they are accepted for publication.

Publication Deadline (Week 10)

All manuscripts must be approved for electronic publication in the electronic depository by the publication deadline. Deadlines are 5:00 pm on the deadline date.

Students whose manuscripts are not accepted for publication by the deadline, as well as those whose manuscripts are rejected, must postpone their graduation and resubmit the following quarter. Contact the Office of Graduate Studies to determine the specific formatting review deadlines for the quarter in which you wish to graduate.

Annual Review

The primary purpose of the 1st Year Evaluation of graduate students in the MACD program is to provide students with systematic, officially sanctioned, feedback on their intellectual and professional growth. Areas of notable strength and progress are recognized, and specific recommendations for continued growth are made. The review enables the faculty to acknowledge student accomplishments and to identify potential problems before they become serious. In this review, faculty share with students the benchmarks of satisfactory progress, and give them the opportunity to reflect on the degree to which they are meeting these benchmarks.

The process is very similar to, though somewhat less involved, than the process faculty members themselves must go through each year and thus provides graduate students with professional feedback regarding performance. Thus, faculty are not asking anything of students that they themselves do not do.

It is important to understand that the vast majority of students are judged to be making satisfactory progress and that a rating of “concerns” or unsatisfactory progress is rare. There is also neither an arbitrary system nor a secret formula for determining these ratings -- they are explained in the supporting materials that follow. Students should ordinarily be able to predict their own rating - especially those having progress difficulties. It is important to remember though, that students who receive an unsatisfactory rating are eligible for dismissal from the program.

Eligibility

The review process involves all 1st year graduate students in the MA Child Development Program.

If a student does not submit their Evaluation Report within 12 months of starting the program will automatically be given an unsatisfactory progress rating and will be subject to dismissal from the program.

Review Process

Students

The Annual Report Form and an updated vita, are to be submitted to the Graduate Program Director by the designated initial submission date.

Faculty Review Committee

The review committee consists of all faculty affiliated with the MA in Child Development Program. Each student's materials are reviewed by the entire committee. Part-time students' progress is evaluated in light of their part-time status. Students' progress ratings will take three forms: satisfactory progress, concerns about progress, and unsatisfactory progress.

Feedback to the student regarding the outcome of the Review Process comes in the form of a letter from the Graduate Program Director. The letter includes specific comments regarding

accomplishments, progress, and suggestions, the committee rating (satisfactory, concerns, unsatisfactory, or exemplary).

Annual Review (Cont.)

Criteria for Annual Review of Graduate Students

The Satisfactory Progress designation is likely to be given to students who meet most of the following criteria (as appropriate for years in program):

Critical Criteria:

- Tangible evidence of progress toward (some evidence of progress for 1st year students):
 - establishing a permanent advisor.
 - established a committee (i.e., signed plan of study for second year and beyond).
 - identification of a thesis/project topic; timely proposal approval, data collection, data analysis, defense.
- Passing courses with a grade of at least a B.
- Completion of coursework on a reasonable timetable.

Important Criteria:

- Some involvement in at least one research or applied project as appropriate for degree option.
- At least one membership in an appropriate professional organization and conference attendance.
- Reliable, prepared, ethical in assistantship.

The Concerns About Progress or Unsatisfactory designations may be given to students to whom some or all of the following criteria apply:

- No progress towards completing thesis or project (e.g., no consideration of topic, no advisor identified, no progress on forming committee).
- Lack of progress in completing coursework.
- Serious difficulty with coursework as indicated by grades and professor reports.
- No involvement in research or applied activities/projects.
- Being unreliable, unprepared, or unethical.
- Lack of professional involvement (such as membership, attendance, presentation at conferences).

Graduation Requirement Check

You must file a graduate requirement check prior to completing your academic work. Please check the deadline date (in the current catalog of courses) for the quarter you anticipate you will be graduating. (Note: the office of Records, Registration, and Evaluation cannot process a graduation check until they have your *Advancement to Candidacy* form).

To participate in the June commencement ceremony, you must have completed all coursework, including completion of the thesis oral defense, by June 1st of the year in which you expect to graduate.

Other Important Information

2-Year Limit: graduate students must complete their thesis within two years of enrolling in PSYC-699.

7- Year Limit: Classified graduate students must complete their degree requirements within seven years of admission to the program.

Changes in Program of Study: If you make any changes to your program of study after you have advanced to candidacy (e.g., change your thesis advisor, change an elective course), then you must complete a Request for Change in Study Plan for Master's Degree form. The form is available at <http://psychology.csusb.edu/>.

Communication With the Psychology Department: Please keep the Psychology Department updated with your contact information (e.g., address and phone number). We keep this information on file to use when we need to reach you. Additionally, please ensure that the email address used for the graduate student list serve "psycgrads" is easily accessible since this is the primary way departmental news and updates are relayed.

MACD List Serve: To receive information that only pertains to MACD students (e.g., job opportunities), please email Dr. Ward (sward@csusb.edu).

Leave of Absence: Master's students must be continuously enrolled until all requirements for the degree are completed, including the thesis. Students who plan to be absent for one term or more must submit a leave of absence form. The form and policy are available at <http://gradstudies.csusb.edu/>.

Term Registration: Graduate students who fail to register in at least one course in the Psychology M.S. program each term will automatically be declassified. PSYC-698z (Continuous Enrollment) may be taken if another course is not taken during a given term. This course can be taken through the College of Extended and Global Education.

Repeat of Courses: Classified and conditionally classified graduate students may be permitted to repeat a course at CSUSB that was taken for graduate credit only once and only by petition. The form and policy are available at <http://gradstudies.csusb.edu/>.

Transfer Units: Program plans may not include more than 12 quarter units of work taken in unclassified status or before classified status was attained. If coursework was taken at another university or in extension, no more than 30% of the total program units may be transferred (pending director approval). Furthermore, transfer coursework will only be considered if the university at which it was taken will accept it in its own advanced degree program.

Two Masters Degrees: Students who wish to secure two different master's degrees may do so if the program allows it. At the discretion of the program, credits from one master's degree may be applicable to a second master's degree up to the maximum number of transfer units allowed within each program. In no case shall a student be awarded a given master's degree more than once. Students interested in obtaining two master's degrees should contact Graduate Studies.

Leave of Absence

Master's students must be continuously enrolled until all requirements for the degree are completed, including the comprehensive exam and the thesis/project.

Students who plan to be absent for one term or more must file a leave of absence form with the Office of Graduate Studies. The form and policy are available at <http://gradstudies.csusb.edu/>

Listed below are the four types of leaves and the acceptable duration of the absence. Please note: no matter the type of leave taken, all students returning from an approved leave of absence of more than two (2) quarter must apply for readmission to the university and the master's program.

Medical Leave: There is no limit on the number of quarters. When the leave is requested, students, must provide documentation from a medical doctor explaining why enrollment must be interrupted and specifying the length of the absence.

Military Leave: A maximum of 12 quarters is allowed. The student must provide military orders.

Planned Educational Leave: A maximum of 6 quarters is allowed. Upon their return, student must submit transcripts showing the course(s) taken.

Personal Leave: No limit is specified. However, students returning from an approved leave of absence of more than two (2) quarters must apply for readmission to the university and the master's program. (Also, courses expire after 5 years.)

Returning from an Approved Leave of Absence: Students who plan to return from their leave must submit a readmission form within the filing period for the quarter of return through the Office of Records, Registration and Evaluations, UH-171, (909) 537-5200.

Responsibilities of Faculty Members

Since education is a cooperative effort, especially at the graduate level, between faculty and students, both parties must fulfill obligations if the integrity and efficacy of the instructional process are to be preserved.

1. Contribute to and remain abreast of the latest developments in their field.
2. Pursue teaching excellence continually.
3. Treat all students with respect and fairness without regard to age, ancestry, handicap, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, or other factors unrelated to the learning process.
4. Encourage differing viewpoints and demonstrate integrity in evaluating their merit.
5. Attend class regularly and punctually, adhere to the scheduled class and final examination times, and arrange for notification of absence and coverage of classes.
6. Establish and maintain appropriate office hours.
7. Present, early in the term, the following course information:
 - a. Course objectives and general outline.
 - b. Classroom procedures to be followed, and expectations concerning class attendance, and proposed dates of major evaluations
8. Provide and adhere, within reasonable limits, to the written syllabus of the course.
9. Know course matter thoroughly and prepare and present material conscientiously.
10. Be informed of University services and recommend their use to students when advisable.
11. Follow these policies concerning written work and grades:
 - a. Grade and return written work promptly.
 - b. Submit final grades by the scheduled time.
 - c. Allow students to examine written materials not returned within the term (e.g., final exam, major term papers) and retain such materials for one academic year.
12. Implement procedures for student evaluation of faculty teaching with attention to preserving student anonymity.
13. Behave appropriately when interacting with students so as to maintain a scholarly atmosphere.

Responsibilities of Students

1. Prepare for and participate in all class and program activities to the fullest of your abilities.
2. Attend classes regularly and punctually.
3. Maintain a scholarly, courteous demeanor in class.
4. Uphold academic honesty in all activities.
5. Notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment.
6. Discuss with the instructor any class related problem and follow established procedures in the resolutions of these problems.
7. Adhere to instructor's and general university policies on attendance, withdrawal, or other special procedures.
8. Maintain self-accountability to make consistent progress to complete the MACD program. For example: finding and completing required paper work, referring to the manual for information prior to consulting your faculty advisor, communicating with committee members in a timely manner, reviewing the graduate studies website, following through on your timeline for coursework completion and culminating experiences.

It is expected that faculty and students will fulfill their obligations to the instructional process. If, however, a complaint does arise, the parties should meet in an effort to resolve the matter. When such a discussion fails to resolve the problem or is inappropriate given the circumstances, the chairperson of the Department should be contacted. If this contact fails to satisfy the complaint, the college's published procedures should be followed (see current bulletin).

Professional Memberships

Graduate students are encouraged to become involved in professional activities. This means, first of all, becoming a student member of the regional and national organizations. The cost is usually much less for a student member. Some important organizations are the Society for Research in Child Development (SRCD), National Association for the National Council for the Education of Young Children (NAEYC), The American Educational Research Association (AERA), The Council for Exceptional Children (CEC), and The National Council for Family Relations (NCFR).

A second part of being a professional is presenting your research at conventions. WPA holds its annual conference in April, with a November deadline for submissions. APA meets in late August,

with a December submission deadline. Many CSUSB graduate students have presented projects at conventions. Attending, as well as presenting, is both informative and fun.

Colloquia

Each year there are three or more colloquia hosted by the psychology department or by the College of Social and Behavioral Sciences. In addition, prospective new faculty members who are on the final list of applicants present colloquia as part of their application process. It is extremely important for you to attend these when scheduled. The presentations may include refreshments before or after the talk. We may also take the speaker out to dinner afterwards. Graduate students are welcome and encouraged to come along. All graduate students are encouraged to attend all of these colloquia. The presentation itself allows the student to hear about a specialized area of research with which he/she might not otherwise come in contact. These colloquia also give the student a chance to see how actual research projects develop. Besides the specific content of the colloquia, the meetings present an opportunity for students to interact with psychologists from other schools and with the psychology faculty in a professional social setting. This may in fact allow you to make contacts for doctoral programs, jobs or may be a way to generate ideas for your required research projects. Finally, besides the educational aspects of the colloquia, students are expected to attend as representatives of the department. Speakers are often not paid, and their only reward is the presence of an attentive audience.

To encourage attendance and involvement the faculty may call on you to act in the role of "student host" for each of the colloquia. Duties may include:

- Being present at each of the colloquium functions to interact with the guest and see to it that he or she has a relatively pleasant visit. This includes being present at the beginning of the informal gathering before the presentation (usually about a half hour long), and attending the social hour and dinner(if you can afford it) afterward.
- Helping with some of the incidental details that tend to crop up with some of the visits (such as driving the guest to the airport or to dinner).
- Encouraging the other graduate students (or professors who are teaching a class at that time) to attend the colloquia and associated events. It is expected that graduate students will attend the colloquia anyway. However, in the past there have been a few students who have been less than diligent in this. We are not impressed by this lack of participation.

Ethical Requirements

Students must exhibit behavior consistent with ethical requirements of the American Psychological Association. The APA considers these ethical requirements to be appropriate for both professionals and graduate students in the field. The following have been identified as the specific areas of concern:

1. Students should only provide services, teach, and conduct research within the boundaries of their qualifications based on their education & training.
2. Students should not engage in sexual harassment. This is defined as repeated, unwelcome sexual advances or other verbal or physical conduct of a sexual nature, occurring in connection with work or school. Sexual relationships with undergraduates that they are teaching are so likely to be exploitative that they are always unethical.
3. Students should not knowingly engage in harassment that is demeaning to another individual contacted through work or school that is based on the other individual's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, or socioeconomic status.
4. Graduate students should avoid dual professional and personal relationships with clients, undergraduate students in the classes they teach, and research subjects who are participating in their projects. In particular, graduate students are expected to avoid dual relationships in which they are in an evaluative position of another student's academic success or may exploit another student for the graduate student's personal gain.
5. All students must avoid plagiarism. Citations of all works that influence the student should be documented. Further, data and records should be maintained in a confidential manner. However, data should be maintained in such a way that it can be made available to competent and trained professionals.
6. Assessments should be used and administered only by qualified individuals. When using assessment techniques for training or class assignments, the student must accurately describe the nature and usefulness of the assessments.
7. All graduate students, like all researchers, should adequately employ informed consent, debriefing, and confidentiality while conducting psychological research. The decisions of the departmental and university institutional review boards regarding human and animal research subjects must be followed.
8. When engaged in teaching, graduate students should make every effort to present information fairly and accurately. Every effort should also be made to avoid demeaning students or colleagues who hold different viewpoints.

The Ethical Principles of Psychologists and Code of Conduct is also available in PDF format at <http://www.apa.org/ethics/code2002.html>.

Plagiarism

Graduate students, as future professionals, are expected to uphold all the standards of ethical behavior. One important issue is that of plagiarism. The following description from Nancy Cotton in the English Department of Wake Forest University may help.

“To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that part is clearly marked, and the work from which you have borrowed fully identified.

Plagiarism is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else's ideas. By “ideas” is meant everything from the definition or interpretation of a single word, to the overall approach of an argument. If you paraphrase, you merely translate from his or her language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without a footnote, is theft, perhaps theft of the worst kind. Here a person loses not a material possession, but something of what characterizes him or her as an individual. Plagiarism is a serious violation of another's rights whether the amount of material stolen is great or small; it is not a matter of degree. You know how much you would have had to say without someone else's help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed.”

Research Involving Human Subjects

When people are involved as subjects in research or related activities conducted under University auspices, both the Institution and individual researchers are responsible for assuring that the rights and welfare of participants are adequately protected. In compliance with Federal regulations, California State University at San Bernardino has established an Institutional Review Board (IRB) to oversee its obligations with respect to human subjects. In order to cope with its special needs (e.g., running Psychology laboratory studies), the Psychology Department has established a local committee, namely, the Human Subject Review Board (HSRB) to review Psychology students and faculty's research projects involving human subjects. The statements listed below explain the research review procedure for the HSRB and IRB.

- a. All research projects run by faculty and students at CSUSB that involve human subjects will be subject to HSRB or IRB approval. No subjects may be run in any study, including research conducted for course assignments, until this approval has been received.
- b. The investigator must prepare a research proposal using the *Application to Use Human Subjects in Research* form. To appropriately answer some of the questions listed in the application form, one may follow the guidelines stated in "Policies and Procedures for Review of Research Involving Human Subjects." Both the application form and the policy guidelines may be obtained from the IRB website <http://irb.csusb.edu/>.
- c. The University requires that all researchers using human subjects complete a course in the protection of Human Subjects. The online Collaborative IRB Training Initiative (CITI) course requires about 2 hours to complete. At the completion of the course, you are issued a certificate that must be filed with the department IRB committee before you submit an IRB research proposal. The course is available at <https://www.citiprogram.org>
- d. In many cases, the investigator shall not involve a human subject in a research project without first having obtained the legally effective informed consent of the subject or the subject's legally authorized representative. Unless a waiver has been approved by the IRB or the HSRB, this informed consent must be obtained and documented in writing. The researcher should retain a copy of the signed consent form. Legally effective informed consent must include information listed on page 4 of "Policies and Procedures for Review of Research Involving Human Subjects." A sample consent form is given on page 5 of the same document.

Research Involving Human Subjects Cont.

- e. It is also important to include a debriefing statement. A debriefing statement includes at least the following:
- ◆ The reason for conducting the research.
 - ◆ The way to obtain general results of the study.
 - ◆ The person to contact if the subject has any questions or concerns related to the research.

Basically, the same rules go for debriefing as for the informed consent.

- f. If the research topic is a high risk one (e.g., issues related to abuse or sexuality), it is recommended that the investigator directly submit eight copies of his/her proposal (including the application form, the informed consent form, and the debriefing statement) to the campus IRB; otherwise, the investigator may submit three copies of the proposal to the department committee HSRB, chaired by a psychology faculty member. It is also recommended that the investigator attach a copy of his/her complete research proposal. It will be helpful if the board members need to clarify some points.
- g. The proposal submitted to the HSRB will be reviewed by two faculty members in the Psychology Department.
- h. The HSRB chair will review the submitted proposal and the suggestions and comments made by these two faculty members.
- i. If the proposal has been submitted to the HSRB, the investigator can expect to hear the HSRB decision within two weeks. Basically, there are three possible outcomes:
- ◆ the proposal is approved by the HSRB,
 - ◆ the proposal will be approved if the unclear points are clarified and/or the missing materials are submitted, and
 - ◆ the proposal has to be forwarded to the IRB.
- j. If the proposal has been submitted to the IRB, the investigator can expect to hear the IRB decision within two weeks. There are also three possible outcomes:
- ◆ the proposal is approved,
 - ◆ the proposal will be approved if the unclear points are clarified and/or the missing materials are submitted, and
 - ◆ the proposal is not approved.

Research Involving Human Subjects Cont.

In all cases, the HSRB chair or the IRB chair will write a memo stating the decision concerning the submitted proposal. In addition to the review decision, the investigator may receive a list of suggestions and comments. Basically the suggestions and comments are related to issues concerning human subjects. Occasionally, some suggestions and comments related to the research methodology will be given. It will be clearly stated in the memo what things are purely suggestions to the investigator and what things require further clarification before the proposal can be approved.

- k. After receiving the memo from the HSRB chair or the IRB chair, if the proposal is approved, the investigator may start collecting data. If the proposal is not approved, the investigator may make appropriate changes in the proposal and submit a rebuttal of the proposal. If the investigator does not agree with the decision made by the HSRB or the IRB, he or she may write a statement including clear justifications. The HSRB chair or the IRB chair may schedule a meeting with the investigator to discuss the points.
- l. There are some further points to be noted:
 - ◆ If the project lasts longer than one year, the investigator must reapply for approval at the end of each year.
 - ◆ If any substantive changes are made in the research prospectus, the HSRB or the IRB must be notified immediately, and a new review may be necessary.
 - ◆ If any unanticipated risks to subjects arise, the investigator must immediately notify the IRB or the HSRB.
 - ◆ The investigator is required to keep copies of the informed consent forms and data for at least three years.
- m. If you have any questions regarding the review procedures, please contact the Departmental IRB representative. Please prepare your proposal in advance. Do not wait until the last minute. The IRB and the HSRB members will try their best to cope with your needs.

Graduate Student Teaching Positions

Human Development 245, 246, 247: Observation and Methods in Child Development

Prerequisite Coursework

Psyc-630: Teaching of Psychology

HD-280: Early Childhood Development or an equivalent course in Observational Methodology

Psychology 100: Introduction to Psychology (Supplemental Instruction course)

Prerequisite Coursework

Psyc-630: Teaching of Psychology

Psychology 115: Personal and Social Adjustment

Prerequisite Coursework

Psyc-630: Teaching of Psychology

Psychology 210: Psychological Statistics (SAIL Pre-MARC Adjunct Support Class)

Prerequisite Coursework

Psyc-630: Teaching of Psychology

Psyc-640: Advanced Methods in Psychological Research

Psyc-641: Analysis of Variance

Psyc-642: Regression and Nonparametric Statistics

Psychology 311: Introduction to Experimental Psychology Lab

Prerequisite Coursework

Psyc-630: Teaching of Psychology

Psyc-640: Advanced Methods in Psychological Research

Psyc-641: Analysis of Variance

Psyc-642: Regression and Nonparametric Statistics

PSYC-363: Biological Psychology (SAIL/pre-MARC/RISE Adjunct Support Class)

Prerequisite Coursework

PSYC-656: Advanced Biological Psychology)

*Must have passed with an "A"

Application to Teach

- Graduate students are strongly encouraged to apply for teaching associate positions within the department.
- Graduate teaching applications are available during the Spring quarter.
- Preference will be given to second year students and financial need will be one consideration in the selection process.
- To be considered for teaching, students will also need to submit a one page personal statement and three letters of recommendation from faculty members.

Financial Aid

If you believe you will not be able to pay for all your educational costs, you are encouraged to apply for financial aid. Please contact the Financial Aid Office if you need assistance applying for any of these programs. Students eligible for financial aid typically receive a “package” of aid from two or more of the programs described below.

State University Grants: State-funded awards that cover a portion of fees for eligible graduate students who are California residents and who are required to pay the State University Fee.

Graduate Equity Fellowships: State-funded awards to students with demonstrated financial needs that are admitted to graduate degree programs. Eligible students are from ethnically underrepresented groups, students with disabilities, and women in academic disciplines where they are underrepresented.

Fellowships and Scholarships: Awarded on the basis of merit and financial need, in addition to other criteria as specified by the donors of each fund. Number, types and application procedures vary from campus to campus. Contact the financial aid office for information.

Federal Work-Study Program: Work-study jobs enable eligible students to earn money to help pay for their educational expenses through part-time and summer employment on campus or with an approved off-campus agency.

Federal Student Loans: Various long-term, low-interest student loans are available to eligible applicants. Student loans must be repaid with interest. Federal Perkins Loans may be included in the financial aid “package.” The amount of the loan will vary according to the total amount of financial aid a student is eligible to receive.

Federal William D. Ford Direct Student Loan/Federal Stafford Loan: These loans are “subsidized” if the student has financial need, meaning the federal government pays interest on the loan until the borrower begins repayment, or “unsubsidized” meaning the borrower will be charged interest on the loan from the time it is disbursed until it is paid in full. Additional information is available from the financial aid office.

Except for graduate assistantships, where application to the Psychology Department is made, students should apply directly to the University’s Financial Aid Office.

Applications received by the University’s Financial Aid Office prior to March 1 receive primary consideration. Applications are generally accepted on year-round basis and aid awards are made on a “funds available” basis.

Research and Travel Funding

ASI provides funding to support research and travel related to academic growth and development. Specific examples include research supplies for an independent study, academic course, or honor's project; presenting at a conference; attending a conference; and travel related to research. Applications are evaluated competitively by the ASI Grant Review Committee and funds are awarded up to \$1,000 per submission. Requests are accepted termly. For more information on the review process, submission deadlines and to download the application, please visit the Graduate Studies website: [http:// gradstudies.csusb.edu](http://gradstudies.csusb.edu)

OSR Student Grants are awarded to cover costs associated with student research or other creative activity outside the classroom. Applications are evaluated competitively based on the quality of the proposed research/creative activity. To be eligible, students need to be in good academic standing (Cumulative GPA of 3.0 or above) and registered as a full-time student. Students are allowed one grant (up to \$500) per degree. For more information on the review process, submission deadlines and to download the application, please visit the Office of Student Research website: <http://osr.csusb.edu/students/ studentGrants.html>

Applying to Doctoral Programs

The process for applying to doctoral programs is basically the same as applying for master's programs. In addition, however, you must take the GRE's. The recommended time to take these would be in your 2nd year. The experience of many graduate students who have taken the GRE's both prior to, and during, our program is that there is some change in the Aptitude scores (Verbal, Quantitative, and Writing) and substantial change in the Psychology score after completing the coursework in our program. Some schools also require the MAT (Miller Analogies Test). Preparation for these exams is recommended and will likely improve your scores. Check with the office of Graduate Studies for any on-campus resources that might be available. Self-help guides and professional prep courses are also an option.

A second step is to decide what type of specialized doctoral program you wish to attend. To get a clear idea it is best to talk with your advisor and faculty working in that area. The primary advantage that we offer students is the opportunity to do research. Having scholarly presentations and publications will dramatically enhance your ability to advance to a quality doctoral program. Letters of recommendation are also important. The usual timing is to ask three professors early in the Fall if they will write recommendations for you. When you give the professor the recommendation forms, make sure that you include: a list of when each application is due, stamped envelopes that include the full address, and be sure to fill out those portions of the recommendation form that you are responsible for.

The next step is to select a list of graduate schools. To help you do this, there is an APA guide to graduate programs in the US and Canada. There is a similar guide put out by the Society for Neuroscience. Select a list of ten or more schools to apply to. These schools should be ones with a good reputation for the program you are interested in (not just a good reputation overall). Your primary concern is to choose a university where you will succeed, so it is essential that you go to a university where you will be doing research that you enjoy and are working for a faculty mentor who you like and respect. For these reasons, it is best to visit the laboratory where you are going to be working prior to accepting a position at that university.

Psychology Faculty Research Interests

Richard Addante, 2011 (Ph.D., University of California, Davis) The cognitive neuroscience of human memory; brain states related to successful performance; electrophysiological studies of memory and forgetting; neuropsychological studies of clinical deficits in amnesia patients with neuropathology of the hippocampus; understanding the neural substrates of conscious and non-conscious memories.

Mark Agars, 1999 (Ph.D., Pennsylvania State University) The work and family interface, diversity management, gender issues in the workplace, and workplace creativity.

Dionisio A. Amodeo, 2015 (Ph.D., University of Illinois, Chicago) Rodent models of autism spectrum disorder, repetitive behaviors and cognitive inflexibility. Focusing on the serotonergic system.

Manijeh Badiiee, 2013 (Ph.D., University of Nebraska-Lincoln) Women's empowerment and activism, community-based research, multicultural issues in mental health treatment, relational approaches to psychotherapy, and sexual assault prevention.

Kelly Campbell, 2008 (Ph.D., University of Georgia) Interpersonal relationships (specifically couple rituals, commitment, infidelity, and marriage), happiness, and cultural diversity.

David V. Chavez, 1988 (Ph.D., University of California, Berkeley) Ethnicity and mental health; developmental psychopathology, violence in families and children, and preventative psychology.

Yuchin Chien, 1989 (Ph.D., Cornell University) Experimental study of (1) language acquisition from a cross-linguistic perspective and (2) the interaction between language-specific features and cognition.

John Clapper, 2002 (Ph.D., Stanford University) Cognitive psychology, categories and concepts, unsupervised learning, attention and memory organization, computational models of human learning.

Cynthia A. Crawford, 1996 (Ph.D., University of Kentucky) Animal and human models of drug addiction; second messenger system pharmacology; developmental neuropsychopharmacology.

Ismael Diaz, 2013 (Ph.D, Texas A&M University) Occupational Health Psychology (OHP); leader and supervisor positive treatment and mistreatment; communication technology attitudes, usage, and employee outcomes; employee attitudes and well-being; contextual performance; and incivility and mistreatment at work.

Stacy Forcino, 2010 (Ph.D., Idaho State University) Treatment of common problems of childhood (e.g., noncompliance, bedtime problems, toileting training difficulty); Treatment of clinically significant problems of childhood (e.g., Oppositional Defiant Disorder, ADHD, sleep disorders, elimination disorders); Parent training; Behavior therapy/ Applied behavior analysis

Psychology Faculty Research Interests Cont.

Donna Garcia, 2009 (Ph.D, University of Kansas) The self-perpetuating nature of social inequality via its effects on human functioning (e.g., motivation, aspirations, achievement, self-regulation, and psychological and physiological well-being).

Janelle Gilbert, 1995 (Ph.D., George Mason University) Organizational processes, climate and culture; group dynamics and composition; work attitudes; and leadership development.

Cari Goetz, 2014 (Ph.D. University of Texas at Austin) Evolutionary Psychology; human mating behavior and cognition; evolutionary influences on social behavior.

Christina Hassija, 2013 (Ph.D., University of Wyoming) Trauma Exposure among interpersonal violence and combat populations; Posttraumatic Stress Disorder and other trauma-related sequelae; Mechanisms associated with risk and resiliency following trauma exposure; Cognitive appraisals and meaning making.

Jacob Jones, 2016 (Ph.D., University of Florida) Neuropsychology, Parkinson's disease, neuroimaging, cognitive impairment, microbiome, longitudinal modeling of neuropsychiatric symptoms in neurodegenerative disorders.

Laura Kamptner, 1984 (Ph.D., Michigan State University) Attachment, sibling relationships, personal possessions and their meanings, identity development, early childhood development and education, parenting, issues in human development.

Hideya Koshino, 1994 (Ph.D., University of Kansas) Visual attention and working memory, both the traditional cognitive/experimental and cognitive neuroscience approaches.

Janet L. Kottke, 1984 (Ph.D., Iowa State University) Personnel selection, diversity, diversity management, models or organizational change, business ethics, and measurement.

Michael Lewin, 1995 (Ph.D., Oklahoma State University) Early Maladaptive Schemas and Cognitive Vulnerability; Experimental Psychopathology; Cognitive Behavioral Therapy; Anxiety.

Miranda M. McIntyre, 2018 (Ph.D., Purdue University) Social psychology, personality and individual differences, social cognition, person-environment fit, STEM interest and participation, gender differences, psychometrics and measurement.

Sanders A. McDougall, 1991 (Ph.D., University of Kentucky) Psychopharmacology, developmental psychobiology, animal learning and memory.

Jason F. Reimer, 2001 (Ph.D., University of Nebraska) Language and memory development, visual word recognition in children and adults, reading acquisition, development of cognitive inhibition.

Robert Ricco, 1992 (Ph.D., Temple University) Cognitive development; logical thinking across the lifespan; argumentation and critical thinking; metacognition; personal epistemology; parent cognition.

Psychology Faculty Research Interests Cont.

Maria Santos, 2016 (Ph.D., University of Wisconsin-Milwaukee) Evidence-based psychotherapies (with emphasis on Behavioral Activation for depression), psychotherapy treatment outcome and process, Latino mental health, community mental health, depression, early psychosis .

Kenneth S. Shultz, 1992 (Ph.D., Wayne State University) Personnel selection and job analysis, applied psychological measurement, older worker and retirement issues.

Jodie Ullman, 1996 (Ph.D., University of California, Los Angeles) Applied multivariate statistical analysis with emphasis on structural equation modeling. Research design and methodology. Longitudinal patterns of substance use.

Amy A. van Schagen, 2016 (Ph.D., University of North Carolina at Greensboro) Early childhood education (ECE) specifically teacher development and work environments, access to high quality ECE for marginalized groups, and racial, ethnic, and cultural diversity.

Amanda Wilcox-Herzog, 1999 (Ph.D. Purdue University) Interests include contextual factors that contribute to quality in early childhood programs, teacher development, and the relationship between teachers' beliefs and actions.

Eugene H. Wong, 1991 (Ph.D., University of California, Riverside) Social and personality development during childhood. Specifically, the development of achievement motivation in the academic and sports setting. Self-concept and academic achievement.

The following forms can be downloaded at

<http://psychology.csusb.edu/>

(Psychology Department forms)

or

<http://gradstudies.csusb.edu/> (Graduate

Studies forms)

MACD: Comprehensive Exam



APPROVED GRADUATE PROGRAM PLAN, ADVANCEMENT TO CANDIDACY and Writing Requirement

Student First Name Last Name Coyote ID

ADMITTED YEAR PROGRAM CONCENTRATION
FALL MACD Comps

☐ ADVANCEMENT TO CANDIDACY DATE FOR THE ADVANCEMENT TO CANDIDACY

Writing Requirement Fulfilled Via

☐ WREE ☐ 305 ☐ 640 Program GPA 0

COURSE	GRADE	Grade Point	UNITS	GPA	QUARTER	YEAR
CD 531			2	0.00		
CD 532			2	0.00		
CD 614			4	0.00		
CD 624			4	0.00		
CD 648			4	0.00		
CD 651			4	0.00		
CD 659			4	0.00		
CD 690			4	0.00		
PSYC 640			4	0.00		
CD 612 D			4	0.00		
CD 612 A			1	0.00		
CD 689			5	0.00		
CD 699			0	0.00		
Elective			4	0.00		
Elective			4	0.00		

0 50 0

Student Signature

Date

Coordinator or Department Chair Signature

Date

Student Information					
Date:			Quarter Admitted:		
Student Name:			Coyote ID:		
Address:			Email:		
City:			Home Phone: ()		
State, Zip:			Other Phone: ()		
A. Core Curriculum					
Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
CD 531	2				<input type="checkbox"/>
CD 532	2				<input type="checkbox"/>
CD 614	4				<input type="checkbox"/>
CD 624	4				<input type="checkbox"/>
CD 648	4				<input type="checkbox"/>
CD 651	4				<input type="checkbox"/>
CD 659	4				<input type="checkbox"/>
CD 690	4				<input type="checkbox"/>
PSYC 640	4				<input type="checkbox"/>
B. Project					
Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
CD 611B	2				<input type="checkbox"/>
CD 611C	3				<input type="checkbox"/>
CD 695	5				<input type="checkbox"/>
C. Electives: 8 units chosen in consultation with an advisor					
Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
1.					<input type="checkbox"/>
2.					<input type="checkbox"/>
3.					<input type="checkbox"/>
D. Writing Requirement					
1. 306 Course/Grade: _____ Qtr/Yr: _____ 2. PSYC-640 Grade: _____ Qtr/Yr: _____ 3. WREE Score: _____ Date: _____				For Option 3 please attach documentation for proof of completion	
Ethical Violations					
Yes _____ No _____ Pending _____					

ADVANCEMENT TO CANDIDACY RECOMMENDED: AFTER COMPLETION OF AT LEAST 16 UNITS

Project Advisor Signature _____ Date _____

Graduate Program Director Signature _____ Date _____

Student Signature _____ Date _____

Student Information					
Date:			Quarter Admitted:		
Student Name:			Coyote ID:		
Address:			Email:		
City:			Home Phone: ()		
State, Zip:			Other Phone: ()		
A. Core Curriculum					
Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
CD 531	2				<input type="checkbox"/>
CD 532	2				<input type="checkbox"/>
CD 614	4				<input type="checkbox"/>
CD 624	4				<input type="checkbox"/>
CD 648	4				<input type="checkbox"/>
CD 651	4				<input type="checkbox"/>
CD 659	4				<input type="checkbox"/>
CD 690	4				<input type="checkbox"/>
PSYC 640	4				<input type="checkbox"/>
PSYC 641	5				<input type="checkbox"/>
PSYC 642	4				<input type="checkbox"/>
B. Thesis					
Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
CD 611B	2				<input type="checkbox"/>
CD 611C	3				<input type="checkbox"/>
CD 699	5				<input type="checkbox"/>
C. Upper Division Writing Requirement					
1. 306 Course/Grade: _____ Qtr/Yr: _____				For Option 3 please attach documentation for proof of completion	
2. PSYC-640 Grade: _____ Qtr/Yr: _____					
3. WREE Score: _____ Date: _____					
Ethical Violations					
Yes _____ No _____ Pending _____					

ADVANCEMENT TO CANDIDACY RECOMMENDED: AFTER COMPLETION OF AT LEAST 16 UNITS

Thesis Advisor Signature _____ Date _____

Graduate Program Director Signature _____ Date _____

Student Signature _____ Date _____



APPLICATION FOR CLASSIFIED STATUS

Name: _____

Date: _____

Coyote ID: _____

Email: _____

Program: _____

I have met the following as specified in my letter of acceptance:

<u>COURSE</u>	<u>QUARTER TAKEN</u>	<u>GRADE RECEIVED</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. Other _____	_____	_____

SIGNATURE OF STUDENT

I certify that the conditions of classification have been met.

SIGNATURE OF DIRECTOR



DEPARTMENT OF PSYCHOLOGY
REQUEST FOR CHANGE IN STUDY PLAN FOR MASTER'S DEGREE
(Classified Graduate Students Only)

Name: _____

Coyote ID: _____

Address: _____

Tel #: _____

Email: _____

Psychology Master's Program: _____

List course names, numbers, and units, and/or thesis committee chair & members

From

To

State reason for request: _____

Student Signature

APPROVED _____ DENIED _____

Faculty Thesis Chair: _____

Date: _____

Graduate Program Director: _____

Date: _____



Term: ☐ Fall ☐ Winter ☐ Spring ☐ Summer 20_____

**College of Extended Learning
Graduate Studies Comprehensive Examination Course
Non-Credit Registration Form**

Coyote ID #

Last Name First Name Middle Initial

Mailing Address (Number, Street & Apt. or P.O. Box)

City State Zip Code

Date of Birth

Email Address

Day Phone Number

Evening Phone

Class Title	Instructor	Rank	Course Fee
999-Comprehensive Examination (0 units)			\$260 per quarter

College & Dept.

Graduate Major

Major Code

Approved By:

Graduate Dean/Chair/Program Coordinator

Dean/Chair/Coordinator Signature

Date

Payment & Registration Information

- ❖ **Payment by mail:** Attach check/money order to registration form and make payable to CSUSB Extended Learning. Write your CSUSB Coyote ID on your check or Money Order. Return Payment with this form to "CSUSB – College of Extended Learning, 5500 University Pkwy, San Bernardino 92407-9984
- ❖ **Payments made in Person:** Bring signed registration form and payment to College of Extended Learning, Sierra Hall 134.
- ❖ **Payments by phone:** You may fax/ email registration form to 909-537-5907 fax. Once registration has been received you have 24 hours to call and pay course fees using a Visa, MasterCard, or American Express.
- ❖ **Refunds:** The course fee is non-refundable. Please make sure you have the appropriate approval prior to registering.

Term: ☒ Fall ☐ Winter ☐ Spring ☐ Summer 20_____

**College of Extended Learning
Graduate Studies Continuous Enrollment
Non-Credit Registration Form**

Coyote ID #

Last Name First Name Middle Initial

Mailing Address (Number, Street & Apt. or P.O. Box)

City State Zip Code

Date of Birth

Email Address

Day Phone Number

Evening Phone

Class Title	Instructor	Rank	Course Fee
698-Continuous Enrollment for Graduate Candidacy Standing (0 units)			\$260 per quarter

College & Dept.

Graduate Major

Major Code

Approved By:

Graduate Dean/Chair/Program Coordinator

Dean/Chair/Coordinator Signature

Date

Payment & Registration Information

- ❖ **Payment by mail:** Attach check/money order to registration form and make payable to CSUSB Extended Learning. Write your CSUSB Coyote ID on your check or Money Order. Return Payment with this form to "CSUSB – College of Extended Learning, 5500 University Pkwy, San Bernardino 92407-9984
- ❖ **Payments made in Person:** Bring signed registration form and payment to College of Extended Learning, Sierra Hall 134.
- ❖ **Payments by phone:** You may fax/ email registration form to 909-537-5907 fax. Once registration has been received you have 24 hours to call and pay course fees using a Visa, MasterCard, or American Express.
- ❖ **Refunds:** The course fee is non-refundable. Please make sure you have the appropriate approval prior to registering.

**PETITION FOR ACCEPTANCE OF COURSEWORK
TAKEN AS AN UNCLASSIFIED POST BACCALAUREATE/TRANSFER
STUDENT TO PSYCHOLOGY M.A. OR M.S. DEGREE**

DATE _____
NAME _____ COYOTE ID _____
ADDRESS _____
EMAIL _____
CITY & STATE _____
DEGREE PROGRAM _____

I hereby petition for acceptance of the following courses taken as an unclassified graduate student to be considered as graduate work in fulfillment of the requirements for the above-mentioned Degree in Psychology.

These courses may include up to 13 units of extension and transfer credit from other colleges OR up to 12 units of work taken in unclassified status.

	Title	Department	University	Course #	Units	Grade
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____

STUDENT SIGNATURE _____

GRADUATE PROGRAM DIRECTOR _____

cc: 1. Admissions & Records, attn: Graduate evaluator
 2. Department
 3. Student



California State University, San Bernardino (CSUSB)
Postbaccalaureate/Graduate Petition for Waiver of University Regulations
PLEASE TYPE OR PRINT CLEARLY

Name _____ Date _____
Street Address _____ Telephone _____
City, State, Zip _____ Coyote ID# _____

Coyote Email _____@coyote.csusb.edu _____

I am enrolled in the following degree: _____

I hereby petition for waiver of the following University regulation:

a. Waiver of the Graduate Entrance Writing Requirement. *Documentation required*

If submitting a writing sample (please check one): DI would like to be contacted to pick up my writing sample

DI would like Graduate Studies to recycle/shred my writing sample

b. Waiver of the 12 unit limit prior to classification.

c. Waiver of the 7 year limit on applicable coursework.

Requires certification of currency by faculty member. See instructions for wording.

List all courses to be waived: _____

d. Extension of time to complete an incomplete course.

Course number and title: _____ Incomplete received: Qtr: _____ Year: _____

Instructor Signature _____ Extended to Qtr _____ Year: _____

e. Retroactive Withdrawal for Qtr: _____ Year: _____ *Documentation required*

List Courses: _____ Instructor's Signature _____

_____ Instructor's Signature _____

_____ Instructor's Signature _____

f. Other: _____

Student's Statement. (Indicate why you feel this petition should be granted. Attach additional page if necessary.)

I certify that I have read the attached information sheet pertaining to the waiver of University regulations that I am requesting, have attached all pertinent information and required documentation to support my request, and have obtained all necessary signatures of certification.

Student's Signature

Program Certification.

Graduate Program Coordinator's Signature

Approved _____ Not Approved _____
Reason: _____

Dean of Graduate Studies Signature

Date

X

**DEPARTMENT OF PSYCHOLOGY
ORAL DEFENSE OF THESIS INFORMATION FORM**

Today's Date: _____

Student Name: _____

Coyote ID: _____

Date of Orals: _____

Time: _____

Title of Thesis: _____

Location: _____

Thesis Committee: _____, Chair

Orals Passed: **Yes** **No**

Signature of Committee Chair

Date



Department of Psychology
Thesis Proposal Acceptance Form

Name: _____ **Coyote ID:** _____

Has submitted a thesis proposal entitled: _____

Thesis Committee:

_____, **Chair**

Date of Acceptance: _____

Time: _____

Location: _____

cc: Student – original
Yuchin Chien – copy
Thesis chair – copy
Graduate Secretary – copy
Student file – copy

Input on to db _____
Initials



1st Year Evaluation Report Form

CSUSB MA in Child Development Graduate Student Review

*** This form should be accompanied by a current copy of your vita and TYPED. ***

I. BASIC INFORMATION

Name: _____

When was your first quarter in MACD Program as degree seeking student: _____

Full-Time: _____ Part-Time: _____
(If you have been full-time and part-time, please indicate when you were each.)

Number Credits Completed (As of June, 2014): _____

II. PROGRESS IN PROGRAM

A. Student self-evaluation:

1. List your academic (scholarship & degree completion) and professional (career objectives) goals for the past year.
2. Evaluate your progress in meeting your goals. (Save explanations for delayed progress for #4)
3. Identify areas where you would like to make progress.
4. (Optional) Are there any special circumstances affecting your progress that should be taken into account in conducting this evaluation? Please elaborate.
5. Provide a timeline for degree completion.
6. List your goals for the coming year.

B. Briefly describe your progress in forming your committee and list your committee members. If you are planning to take the comprehensive examination, discuss your progress in selecting a major advisor.

C. Briefly describe progress you have made towards completing your portfolio.

D. Briefly describe progress you have made towards completing your thesis or project. Be sure to include a brief description of your area of interest for your thesis or project, or if you have one, your topic. If you are taking the comprehensive examination, when are you planning to take CD 612D? In addition, what will your area of specialization for this course be?

E. If applicable, list and briefly describe any teaching activities or assistance in teaching activities in which you have engaged in the last year. Attach copies of teaching evaluations of courses taught.

F. If applicable, list and briefly describe any research activities you have been involved with in the last year.

G. List any professional or service activities (i.e., organizations, conferences) in which you have participated in the last year. Be sure to indicate whether each was a local, regional, or national activity.

H. List other activities/accomplishments with academic/professional relevance:

Faculty Review Form

Student Name _____

Rating _____

Criteria for Satisfactory Progress:

YES NO N/A

Critical Criteria:

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Tangible evidence of progress toward: |
| _____ | _____ | _____ | A. Establishing a permanent advisor. |
| _____ | _____ | _____ | B. Established a committee (i.e., signed plan of study for second year and |
| _____ | _____ | _____ | beyond). |
| _____ | _____ | _____ | C. Identification of thesis/project topic or timely proposal approval, data |
| _____ | _____ | _____ | collection, data analysis, or completion/defense. |
| _____ | _____ | _____ | 2. Passing courses with a grade of at least a B. |
| _____ | _____ | _____ | 3. Completion of coursework on a reasonable time-table. |

Important Criteria:

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Some involvement in at least one research or applied |
| _____ | _____ | _____ | project as appropriate for degree option. |
| _____ | _____ | _____ | 2. Membership in at least one appropriate professional |
| _____ | _____ | _____ | organization and conference attendance. |

Notable Accomplishments:

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Leadership or major involvement in a research or applied project. |
| _____ | _____ | _____ | 2. Outstanding performance in teaching, based on |
| _____ | _____ | _____ | course evaluation or supervisor report. |
| _____ | _____ | _____ | 3. Presentations at professional meetings. |
| _____ | _____ | _____ | 4. Publications (research or applied) as appropriate for degree program. |
| _____ | _____ | _____ | 5. Clearly identifiable special skills beyond basic |
| _____ | _____ | _____ | requirements, such as writing, curriculum development, statistics, oral |
| _____ | _____ | _____ | communication, teaching, etc. |
| _____ | _____ | _____ | 6. Involvement in professional organizations beyond |
| _____ | _____ | _____ | membership or attendance at meetings, such as board membership, officer of |
| _____ | _____ | _____ | student affiliate, reviewer of proposals, etc. |

Student Progress Rating:

- | | |
|-------|---|
| _____ | Satisfactory progress (meets all "critical" and most "important" criteria for |
| _____ | satisfactory progress) |
| _____ | Concerns about progress (fails to meet some or most criteria for |
| _____ | satisfactory progress but too soon for unsatisfactory designation) |
| _____ | Unsatisfactory progress (fails to meet some or most criteria for satisfactory |

progress and had concerns indicated previously)
Comments (regarding strengths and areas for growth):

Annual Report Waiver Form

If you have been asked to submit materials but do not intend to do so, please complete the entire form and return to the Graduate Program Director. Be sure to sign the form and have your advisor sign.

Name: _____

I am not submitting materials for the graduate student review because my thesis/dissertation proposal was approved Spring quarter or before and I expect to graduate in June:

I believe that this student will graduate at the time listed above.

Signature of Advisor

Date

I understand that failure to submit materials without an approved excuse will result in an unsatisfactory review rating unless extenuating circumstances are documented for the Graduate Committee.

Signature of Student

Date

NOTE: Students should be aware that an unsatisfactory review may have implications for program retention and Graduate Committee decisions concerning petitions submitted by the student.

