Department of Psychology
California State University, San Bernardino

M.A. Child Development

Graduate Student Handbook

Fall 2020

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Department of Psychology
California State University San Bernardino

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Fall 2020

Dear Psychology Graduate Student:

Congratulations on the start of your graduate education at California State University, San Bernardino. It is with great pride and enthusiasm that I welcome you, on behalf of the faculty and staff, to the Department of Psychology! Your acceptance to this program is a testament to your academic abilities and promise, hard work, and persistence thus far in your educational journey. The decisions made by the admissions committee were not easy ones—there were many qualified applicants—but you rose to the top, and we are excited to see how brightly you will shine in the coming years!

This is an important milestone in your educational journey and career that will bring many rewarding and challenging experiences. In your program, you will receive state-of-the-art instruction, supervision, and professional training from our exceptional faculty. 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 found inside and outside of 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 also invite you to participate in, and contribute to, the intellectual atmosphere in the department by joining our clubs and organizations, attending scheduled department social events and scholarly presentations, and initiating activities that you and other members of our community will find rewarding.

I have no doubt that your educational and professional interests will flourish during your time as a graduate student, and you will leave CSUSB with a wealth of knowledge, lifelong skills, and professional relationships that prepare you for success. I hope that you grow to feel connected and part of our academic family, not only during your time as a student, but also, once you leave our campus to continue your professional journey. On behalf of the Psychology Department, I welcome you and extend our very best wishes for an outstanding career in our graduate program. I hope that you will feel free to reach out to me if I can be of assistance to you, my door is always open.

Sincerely,

Christina Hassija, Ph.D.
Professor and Interim Chair

Fall 2020

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.

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 via email (amy.vanschagen@csusb.edu) or the Psychology office for further assistance.

Part of my role is to help support your progress in the MACD program. This year we are starting virtually because of the COVID-19 pandemic. While this is not the format you may have anticipated we'd be starting with, our faculty are here to support your progress through the program. If you experience hardship or illness please reach out so we can create a plan. Please contact me via email or phone (909-537-3841) if you ever have questions, concerns, we can find a time to meet.

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

Sincerely,

Amy Van Schagen, Ph.D.

Associate Professor and Director, MACD program

Incoming class

Samantha Arredondo (CSUSB)

Xinhui Chen (Michigan State University – East Lansing)

McKenna Hall (University of Texas – Austin)

Emely Lugo (CSUSB)

David Luther (Master's College and Seminary)

Nicole Moreno (CSUSB)

Marbella Oseguera (CSUSB)

Jennifer Perez (Cal Poly Pomona)

Karina Ventura (CSUSB)

Kshitija Yerolkar (Christ College)

Tentative Two Year Schedule

Master of Arts in Child Development (MACD)

C: Comprehensive Exam Option 38 units	P: Project Option 38 units	T:Thesis Option 40 units

2020-2021 (First Year)		2021-2022 (Second Year)	
Fall 2020	**Spring 2021**	**Fall 2021**	**Spring 2022**
C / P / T — **CD 5531 (3)** Best Practice with Young Children	C / P / T — **CD 6659 (3)** Early Childhood Assessment	C / P / T — **CD 6614 (3)** Theories of Child Development	C / P / T — **CD 6624 (3)** Advanced Developmental Neuroscience
C / P / T — **CD 6690 (3)** Families and Parenting	C / P / T — **PSYC 6640 (3)** Advanced Methods in Psychological Research	C / P / T — **CD 6648 (3)** Social-Emotional Development	C / P / T — **CD 6651 (3)** Advanced Cognitive Development
C — **Elective 1 (3)** (See Note 1)	C — **CD 6894 (4)** Externship in Child Development	C — **Elective 2 (3)** (See Note 1)	C — **CD 6122-6124 (2-4 for a total of 4)** Directed Readings; **CD 6980 (0)** Comprehensive Examination
P — **Elective 1 (3)** (See Note 1)	P — **CD 6952-6954 (2-4 for a total of 4)** Advanced Independent Study	P — **Elective 2 (3)** (See Note 1)	P — **CD 6964 (4)** Graduate Project
T — **PSYC 6641 (4)** Analysis of Variance	T — **PSYC 6642 (4)** Regression and Nonparametric Statistics	T — **CD 6952-6954 (2-4 for a total of 4)** Advanced Independent Study	T — **CD 6974 (4)** Thesis
PSYC 6630 (2) Teaching of Psychology (See Note 2)	**PSYC 6630 (2)** Teaching of Psychology (See Note 2)		

- Note 1: Students may take their electives during their first year or their second year. Consult MACD Program Director (Dr. Amy van Schagen) or your Faculty Advisor for questions regarding course options.
- Note 2: Teaching of Psychology (PSYC 6630) is required for those students who would like to apply for a Teaching Associate position to teach in the Psychology Department. PSYC 6630 is offered every semester. MACD students are encouraged to take PSYC 6630 during their 1st year if they would like to be considered for teaching during their 2nd year.

Comprehensive Examination Option

1. CD 5531. Best Practices with Young Children (3 units)
2. CD 6614. Theories of Child Development (3 units)
3. CD 6624. Advanced Developmental Neuroscience (3 units)
4. CD 6648. Social-Emotional Development (3)
5. CD 6651. Advanced Cognitive Development (3)
6. CD 6659. Early Childhood Assessment (3 units)
7. CD 6690. Families and Parenting (3)
8. PSYC 6640. Advanced Methods in Psychological Research (3)
9. CD 6122-6124. Directed Readings (2-4 units for a total of 4)
10. CD 6980 Comprehensive Examination: Child Development (0)
11. CD 6894. Externship in Child Development (4)
12. Six units of 5000-6000 level courses chosen in consultation with a Faculty Advisor

Project Option

1. CD 5531. Best Practices with Young Children (3 units)
2. CD 6614. Theories of Child Development (3 units)
3. CD 6624. Advanced Developmental Neuroscience (3 units)
4. CD 6648. Social-Emotional Development (3)
5. CD 6651. Advanced Cognitive Development (3)
6. CD 6659. Early Childhood Assessment (3 units)
7. CD 6690. Families and Parenting (3)
8. PSYC 6640. Advanced Methods in Psychological Research (3)
9. CD 6952-6955. Advanced Independent Study (2-5 units)
10. CD 6964. Graduate Project (4)
11. Six units of 5000-6000 level courses chosen in consultation with a Faculty Advisor

Thesis Option

1. CD 5531. Best Practices with Young Children (3 units)
2. CD 6614. Theories of Child Development (3 units)
3. CD 6624. Advanced Developmental Neuroscience (3 units)
4. CD 6648. Social-Emotional Development (3)
5. CD 6651. Advanced Cognitive Development (3)
6. CD 6659. Early Childhood Assessment (3 units)
7. CD 6690. Families and Parenting (3)
8. PSYC 6640. Advanced Methods in Psychological Research (3)
9. PSYC 6641. Analysis of Variance (4)
10. PSYC 6642. Regression and Nonparametric Statistics (4)
11. CD 6952-6955. Advanced Independent Study (2-5 units)
12. CD 6974. Thesis (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 6630), a two unit elective course.

CSUSB considers full time graduate status to be at least 6 units per semester (Fall and Spring)

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 <u>one</u> 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.

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.

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)
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, Spring)
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 12 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 12units 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 semester in which the course was taken. If the course has not yet been completed, the semester in which you plan to take the course must be listed (e.g., list CD 6954 to be taken in the Spring semester of your second year).

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 purpose of the comprehensive exam is to test a student's acquisition of knowledge in core areas of study. The cumulative exam will be disseminated and completed online. The 7 questions will be provided via email the third week of Spring term or by the date agreed upon with the Director of the MACD program. A student will have 4 days from Monday at 9am to Friday 9am to respond to all questions. This format will allow the use of notes and other sources (books, articles). Students are not allowed to discuss any part of the exam with others. Responses to each question will be assessed based on the depth and breadth of the response. Given more resources are allowed in this take-home format, high quality detailed responses will be expected. Using appropriate APA formatting including in-text citations and list of references is expected. The questions are to remain private, no sharing of questions, question responses or other information about the comprehensive exam is allowed.

For the master's program in Child Development, students will be expected to demonstrate knowledge in the following areas:

1. Development of the whole child from infancy through adolescence.
2. Basic research methodology.
3. Advanced Cognitive processes.
4. Families and parenting.
5. Developmental Neuroscience.
6. Social-Emotional Development
7. Theories of Child Development
8. Assessment of Young Children
9. Interactions with children

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 term and will receive a failing grade in 6122-6123. During this time, students are advised to work with their advisor regarding a plan of remediation.

Comprehensive Exam

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 term.

Comprehensive Examination Preparation

CD-6124 (4 Units) should be taken prior to the spring semester of your second year in the program (or prior to the spring semester 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 6124 before your grade is automatically changed to an F.)

Assessment — CD 6980

During the spring semester in which you are planning to take the comprehensive examination enroll in CD-6980. 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-6980 is the only course needed at the time of the exam, enrollment can be processed through the College of Extended Learning for a reduced fee, currently $320 for the semester. 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 6990 (Continuous Enrollment) all subsequent semesters 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-66955 (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-6964

Project

Following Proposal Project Approval

Your next step is to enroll in CD 6964. 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 6964 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 6964 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 6990 (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-6955 (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-6974.

Thesis (Cont.)

Thesis

Your next step is to enroll in CD-6974. 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. <u>Please register for</u> <u>CD-6974 only once</u>.

Oral Defense

After your thesis is complete (with the exception of typing the final copy), you <u>must</u> 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 the deadline to participate in Spring commencement exercises.

Continuous Enrollment

<u>Warning</u>: If you have completed all other course requirements for your degree and are not taking additional courses, you should enroll in PSYC-6990 (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.

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.

Document Review Process

Consultations

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 or email gradstud@csusb.edu to schedule an appointment. 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 30- minute sessions. There will be no appointments after the consultation deadline.

Committee Certification Form: The Committee Certification Form certifies that your committee has read your manuscript and the content is complete and it is ready to be reviewed for formatting. The form must be turned in to Graduate Studies by the submission deadline. Your manuscript will not be reviewed until we receive the committee certification form at the Graduate Studies office. See the instructions above on how to complete the digital form.

Manuscript Submission Deadline

Your first submission includes three steps:

1. Pay the $30 Digital Archiving Fee. The fee can be paid online through MyCoyote Student Center; email the receipt to Graduate Studies at gradstud.csusb.edu. **Please see the instructions for paying the Digital Archiving fee:** https://www.csusb.edu/graduate-studies/current-students/thesis-project-dissertation/review-process

2. Turn in your signed Committee Certification Form. This process is now digital; the student will initiate the process, and the committee chair and graduate coordinator will sign the document through Adobe; it will then automatically be routed to Graduate Studies and all parties will receive a copy via email. (We will continue to accept forms that have been scanned and signed. Email them to gradstud@csusb.edu)

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: https://libguides.csusb.edu/submit_thesis)

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 semester through the submission deadline. 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 semester 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

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 semester. Contact the Office of Graduate Studies to determine the specific formatting review deadlines for the semester in which you wish to graduate.

Submission Process Links

Digital Archiving Fee:
https://www.csusb.edu/sites/default/files/How%20to%20pay%20thesis%20archiving%20fee_0.pdf

Committee Certification Form:
https://www.csusb.edu/sites/default/files/Committee%20Certification%20Form%20Instructions_1.pdf

CSUSB Scholar Works:
https://scholarworks.lib.csusb.edu/etd/

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 will be completed using Qualtrics, you will receive an email with a link and it should be submitted by the designated 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).

Criteria for Annual Review of Graduate Students

The <u>Satisfactory Progress</u> 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 <u>Concerns About Progress or Unsatisfactory</u> 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 semester 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 Spring commencement ceremony, you must have completed all coursework, including completion of the thesis oral defense, by the graduate studies deadline.

Other Important Information

2-Year Limit: graduate students must complete their thesis within two years of enrolling in PSYC-6974.

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-6990 (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 9 semester units or 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.

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 semester 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: Students who do not return to CSU, San Bernardino at the conclusion of their planned leaves and those who enroll elsewhere without permission of the Office of the Registrar will be considered to have withdrawn for the university at the end of their last term of regular enrollment.

Medical Leave: Requests must be accompanied by a statement from a medical doctor verifying the reason for the leave and the length of recuperation. The statement should be on the doctor's letterhead. Leaves for pregnancy are restricted to the term of delivery unless verified medical circumstances indicate a longer time is required for recuperation. Exceptions to the two year limit may be granted under extenuating circumstances.

Military Leave: CSUSB supports students called to active duty in the U.S. Military. The Military Leave Policy and forms are available from the Veterans Success Center.

Planned Educational Leave: Since students usually maintain their catalog rights, courses completed at other institutions must have received prior approval in order to count toward the degree program at CSU, San Bernardino. Therefore, a student must also file a concurrent enrollment form with the Office of Graduate Studies to obtain that approval. Failure to file a concurrent enrollment form may result in coursework not being accepted. Upon return, transcripts must be submitted showing the courses taken. A maximum of six (6) consecutive semesters (4 consecutive semesters) may be approved. (Summer does not count as a term.)

Personal Leave: This option allows time to address personal matters and thus enhance the prospect of successful completion of the academic program. When completing the form, students should briefly describe the reasons for the proposed leave of absence.

Return to the university by the end of your leave. Students returning from a leave of absence earlier than the date approved must complete a "Readmission from a Leave of Absence" form and submit it to the Office of the Registrar. Students who do not return by the end of the approved leave will be discontinued. If you need to extend your leave, you will need to complete a new leave of absence request. Contact the Office of Graduate Studies at (909) 537-5058 if you have questions or need additional information.

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.

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 <u>professional and personal</u> 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."

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.

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.

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

Child Development 2245, 2246, 2247: Observation and Methods in Child
     Development
     Prerequisite Coursework
     Psyc-6630: Teaching of Psychology
     HCD-2260: Early Childhood Development or an equivalent course in
     Observational Methodology

Psychology 1100: Introduction to Psychology (Supplemental Instruction course)
     Prerequisite Coursework
     Psyc-6630: Teaching of Psychology

Psychology 1101: Psychology as a Major
     Prerequisite Coursework
     Psyc-6630: Teaching of Psychology

Psychology 2210: Psychological Statistics (SAIL Pre-MARC Adjunct Support Class)
     Prerequisite Coursework
     Psyc-6630: Teaching of Psychology
     Psyc-6640: Advanced Methods in Psychological Research
     Psyc-6641: Analysis of Variance
     Psyc-6642: Regression and Nonparametric Statistics

Psychology 3311: Introduction to Experimental Psychology Lab
     Prerequisite Coursework
     Psyc-6630: Teaching of Psychology
     Psyc-6640: Advanced Methods in Psychological Research
     Psyc-6641: Analysis of Variance
     Psyc-6642: Regression and Nonparametric Statistics

PSYC-3363: Biological Psychology (SAIL/pre-MARC/RISE Adjunct Support Class)
     Prerequisite Coursework
     PSYC-6656: 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 semester.

- 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.

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.

Graduate students must be enrolled in a minimum of 6 units.

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

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

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.

Leslie Amodeo, 2016 (Ph.D., University of Illinois at Chicago) Focusing on the understanding the neurocognitive aspects of adolescent development and how drugs of abuse, such as alcohol and psychostimulants, can manipulate that neuro-maturational trajectory. Additionally, focusing on the neural circuitry underlying how we learn and make decisions using a rodent model.

Manijeh Badiee, 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.

Brittany Bloodhart, 2013 (Ph.D., Pennsylvania State University) How social processes motivate engagement in or denial of social and environmental injustices, and how attitudes about the environment are related to attitudes about sexism, racism, and other forms of prejudice. Looking at the role of moral values, moral emotions (e.g., empathy), social identity, and system justifications in attitudes toward sustainable and pro-environmental behaviors, and on several intervention programs to increase gender equity in academia.

Manpreet Brar, 2020 (Ph.D., University of California, Los Angeles) Adolescent development and experiences with discrimination, youth civic engagement, intergroup relations, and marginalization across multiple social identities; intersectionality.

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

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.

Pablo Gomez, 2003 (Ph.D. Northwestern University) Perceptual decision making, mathematical modeling, bayesian statistics, visual word recognition.

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.

Lisa Looney, (2003, Ph.D., University of Maryland) Achievement motivation, particularly in educational contexts; Processes by which teachers' beliefs and emotional support facilitate students' interest in class, prosocial behavior, and academic achievement; Teachers' self-processes (e.g., self-efficacy, self-worth) and the role of context in the development of self-beliefs; Organizational culture and its role in motivation

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.

Stacy Morris, 2018 (Ph.D., Boston College) Adolescent and young adult civic engagement, community involvement, social activism; awareness of systemic social inequities and civic action aimed to dismantle them; teacher and mentor support of youth engagement; mixed- and multi-methods.

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.

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

https://csbs.csusb.edu/psychology

(Psychology Department forms)

or

https://www.csusb.edu/graduate-studies/current-students/forms

(Graduate Studies forms)

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
REQUEST FOR LEAVE OF ABSENCE
Leaves ae required for any student who will be absent from the University for one term or more.

Name _____   Date _____
Address _____   Telephone _____
City, State _____   Zip Code _____
Coyote ID# _____
Campus Email _____

Last Term Completed (e.g., Spring 2019) _____
Term Leave Will Start (e.g., Fall 2019)_____
Returning Term (e.g., Fall 2020) _____

Graduate Level (check one): ☐ Postbaccalaureate Unclassified   ☐ Postbaccalaureate Classified
                           ☐ Conditionally Classified   ☐ Classified

Current Graduate Program and Option: _____

Type of Leave Requested:

☐ **Medical Leave of Absence**. Requests must be accompanied by a statement from a medical doctor explaining why enrollment must be interrupted. A doctor's statement verifying the reason and the length of recuperation on the doctor's letterhead must be attached. Leaves for pregnancy are restricted to the term of delivery unless verified medical circumstances indicate a longer time is required for recuperation. Exceptions to the two year limit may be granted under extenuating circumstances.

☐ **Military Leave of Absence**. Attach copy of military orders. A maximum of 12 consecutive quarters (8 consecutive semesters) may be approved.

☐ **Planned Educational Leave**. Identify the institution you will attend and list the courses you plan to take. Upon return, transcripts must be submitted showing the course taken. A maximum of 6 consecutive quarters (4 consecutive semesters) may be approved. (Summer does not count as a term.)

☐ **Personal Leave:**

_____

_____

Note: All students returning from an approved leave of absence earlier than stated above must submit a Readmission from a Leave of Absence form to the Office of the Registrar.

Department and Graduate Studies Certification – Required for all leaves.

_____   _____
Program Coordinator (Print)   Program Coordinator (Sign)   Date

This section is for Graduate Studies use only and must be completed for all requests.
_____Approved to return: _____ _____   _____Not Approved – Reason: _____
                    Term   Year

_____   _____
Date   Dean of Graduate Studies Signature

Updated 10/3/2019

CSUSB
Advancement to Candidacy
Graduate Approved Program Form
M.A. Child Development

Comprehensive Exam Option

Student Information

Date: _____ Semester Admitted: _____

Student Name: _____ Coyote ID: _____

Address: _____ Home Phone: (_____) _____ - _____

City: _____ Other Phone: (_____) _____ - _____

State, Zip: _____, _____ Email: _____

A. Core Curriculum

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
CD 5531	3				☐
CD 6614	3				☐
CD 6624	3				☐
CD 6648	3				☐
CD 6651	3				☐
CD 6659	3				☐
PSYC 6640	3				☐

B. Comprehensive Exam

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
CD 6894	4				☐
CD 6980	0				☐

C. Directed Readings: CD 6122-6124 (2-4 units for a total of 4)

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
					☐
					☐

D. Electives: Six units of 5000-6000 level courses chosen in consultation with the Faculty Advisor

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
					☐
					☐

E. Upper Division Writing Requirement

1. 3060 Course/Grade: _____ Sem/Yr_____ 2. PSYC-6640 Grade: _____ Sem/Yr_____ 3. WREE Score _____ Date _____	For items 2 or 3 please attach documentation for proof of completion

Ethical Violations

Yes _____   No _____   Pending _____

ADVANCEMENT TO CANDIDACY RECOMMENDED: AFTER COMPLETION OF 12 UNITS AND NO ETHICAL VIOLATIONS.

Thesis Advisor Signature _____ Date _____

Program Director Signature _____ Date _____

Student Signature _____ Date _____

CSUSB   Project Option
Advancement to Candidacy
Graduate Approved Program Form
M.A. Child Development

Student Information					

Date: _____   Semester Admitted: _____
Student Name: _____   Coyote ID: _____
Address: _____   Home Phone: (_____) _____ - _____
City: _____   Other Phone: (_____) _____ - _____
State, Zip: _____, _____ Email: _____

A. Core Curriculum

Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
CD 5531	3				☐
CD 6614	3				☐
CD 6624	3				☐
CD 6648	3				☐
CD 6651	3				☐
CD 6659	3				☐
CD 6690	3				☐
PSYC 6640	3				☐

B. Project

Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
CD 6964	5				☐

C. Advanced Independent Study: CD 6952-6954 (2-4 units for a total of 4)

Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
					☐
					☐

D. Electives: Six units of 5000-6000 level courses chosen in consultation with the Faculty Advisor

Study Plan	Units	Grade	Qtr/Yr	Comments	Grade Verified
					☐
					☐

E. Upper Division Writing Requirement

1. 3060 Course/Grade: _____ Sem/Yr_____		For items 2 or 3 please attach documentation for proof of completion
2. PSYC-6640 Grade: _____ Sem/Yr_____		
3. WREE Score Date _____		

Ethical Violations

Yes _____   No _____   Pending _____

ADVANCEMENT TO CANDIDACY RECOMMENDED: AFTER COMPLETION OF 12 UNITS AND NO ETHICAL VIOLATIONS.

Project Advisor Signature _____   *Date* _____

Program Director Signature _____   *Date* _____

Student Signature _____   *Date* _____

Advancement to Candidacy
Graduate Approved Program Form
M.A. Child Development

Student Information					

Date: _____   Semester Admitted: _____

Student Name: _____   Coyote ID: _____

Address: _____   Home Phone: (_____) _____ - _____

City: _____   Other Phone: (_____) _____ - _____

State, Zip: _____, _____   Email: _____

A. Core Curriculum

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
CD 5531	3				☐
CD 6614	3				☐
CD 6624	3				☐
CD 6648	3				☐
CD 6651	3				☐
CD 6659	3				☐
PSYC 6640	3				☐

B. Thesis

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
PSYC 6641	4				☐
PSYC 6642	4				☐
CD 6974	4				☐

C. Advanced Independent Study: CD 6952-6954 (2-4 units for a total of 4)

Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
					☐
					☐

D. Upper Division Writing Requirement

1. 3060 Course/Grade: _____   Sem/Yr_____
2. PSYC-6640 Grade: _____   Sem/Yr_____
3. WREE Score   Date _____

For items 2 or 3 please attach documentation for proof of completion

Ethical Violations

Yes _____   No _____   Pending _____

ADVANCEMENT TO CANDIDACY RECOMMENDED: AFTER COMPLETION OF 12 UNITS AND NO ETHICAL VIOLATIONS.

Thesis Advisor Signature _____   Date _____

Program Director Signature _____   Date _____

Student Signature _____   Date _____

DEPARTMENT OF PSYCHOLOGY
APPLICATION FOR CLASSIFIED STATUS

Name: **Date:**

Coyote ID: _____   **Email:** _____

Program:

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

COURSE	SEMSETER TAKEN	GRADE RECEIVED
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

5. Other _____

_____
SIGNATURE OF STUDENT

I certify that the conditions of classification have been met.

_____
SIGNATURE OF DIRECTOR

LTR Sent_____
Initials

V

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   ☐ Spring   ☐ Summer   20

College of Extended and Global Education
Graduate Studies Continuous Enrollment / Comprehensive Exam / Graduate Portfolio
Zero-Credit Registration Form

Coyote ID# _____   Date of Birth _____

Last Name _____   First Name_____   Middle Initial _____

Mailing Address _____
             (Number, Street/Apt#)   *(City)*   *(State)*   *(Zip Code)*

Phone Number _____   Email Address _____

Class Title	Instructor	Course Fee
Continuous Enrollment ☐ Comprehensive Exam ☐ Portfolio ☐		$320 per term

College & Dept. _____   Graduate Major _____   Program _____

Approved By:

Department Chair/ Director Print Name   Department Chair/ Director Signature   Date

*Please ensure registration form is **completely filled** out in order to be processed. Thank you!!*

Payment & Registration Information

❖ **Payment by mail:** *Attach check/money order to registration form and make payable to CSUSB Extended and Global Education. Write your CSUSB Coyote ID on your check or Money Order. Return Payment with this form to "CSUSB – College of Extended and Global Education, 5500 University Pkwy CGI-301B, San Bernardino 92407-9984*
❖ **Payments made in Person:** *Bring signed registration form and payment to College of Extended and Global Education, Center for Global Innovation 301B.*
❖ **Payments by phone:** *You may fax registration form to 909-537-5907 or email your registration form to celreg@csusb.edu. Once registration has been received you have 24 hours to call 909-537-5975 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.*
❖ **Late Fee:** *Students must pay an additional $25.00 to add a class after census day.*

~~~~~~

200707

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 <u>OR</u> 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 wavier of the following University regulation:

a. **Waiver of the Graduate Entrance Writing Requirement.** *Documentation required*
If submitting a writing sample (please check one): ☐I would like to be contacted to pick up my writing sample
☐I would like Graduate Studies to recycle/shred my writing sample

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

c. Wavier 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**

IX

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 semester 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:

<u>YES</u>   <u>NO</u>   <u>N/A</u>

                       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)

<u>Comments</u> (regarding strengths <u>and</u> areas for growth):

XIII

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 semester 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.