



# **Department of Psychology**

California State University, San Bernardino

## **M.S. Industrial Organizational**

Graduate Student  
Handbook

**Fall 2020**



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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 MSIO student:

Welcome to the master's degree program in Industrial and Organizational Psychology. On behalf of our IO faculty, I congratulate you on your acceptance into our nationally ranked program and wish you success during your time here. This orientation packet is intended to provide you with basic information about your program of study, and to help you become familiar with any needed forms and other administrative responsibilities you will need to address from time to time.

Please review the information carefully, and feel free to discuss any questions you have with myself, other IO faculty, or the department staff. It is also a good idea to review the booklet periodically—at least once a semester to remind yourself of any upcoming responsibilities. If you would like to set up an individual time to discuss specific questions, you may contact me at [Janelle@csusb.edu](mailto:Janelle@csusb.edu) . Again, welcome to our program!

Sincerely,



Janelle Gilbert, Ph.D - Director, Industrial and Organizational Psychology Program

M.S. I-O Faculty [web pages](#)

Mark Agars  
Ismael Diaz  
Janelle Gilbert  
Janet Kottke  
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Daniel Brock (CSU, San Marcos)

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# Two Year Schedule

<b>Master of Science in Industrial and Organizational Psychology (MSIO) (45 Units)</b>			
<b>2020-2021 (First Year)</b>		<b>2021-2022 (Second Year)</b>	
<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>PSYC 5581 (1)</b> Current Professional Issues in Industrial-Organizational Psychology	<b>PSYC 6603 (3)</b> Talent Acquisition and Legal Issues	<b>PSYC 6644 (3)</b> Applied Psychological Measurement	<b>PSYC 6893 (3)</b> Externship in Applied Psychology
<b>PSYC 6601 (3)</b> Job Analysis, Performance Management, & Compensation	<b>PSYC 6604 (3)</b> Motivation and Leadership	<b>▼ PSYC 5582 or PSYC 5583 ▼</b>	
<b>PSYC 6602 (3)</b> Organizational Development, Training, and Work Groups	<b>PSYC 6642 (4)</b> Regression and Nonparametric Statistics	<b>PSYC 5582 (3)</b> Diversity, Work, and Family	<b>PSYC 5583 (3)</b> Occupational Health Psychology
<b>PSYC 6640 (3)</b> Advanced Methods in Psychological Research	<b>PSYC 6675 (3)</b> Practicum in Applied Psychology		
<b>PSYC 6641 (4)</b> Analysis of Variance	<b>PSYC 6951 (1)</b> Advanced Independent Study	<b>▼ PSYC Elective (3) ▼</b> <b>(Choose one from PSYC 6643, PSYC 6650, PSYC 6652, PSYC 6654, PSYC 6656, or PSYC 6658)</b>	
		<b>PSYC 6643 (3)</b> Multivariate Methods	<b>PSYC 6654 (3)</b> Advanced Life-Span Developmental Psychology
		<b>PSYC 6650 (3)</b> Advanced Cognitive Psychology	<b>PSYC 6656 (3)</b> Advanced Biological Psychology
		<b>PSYC 6652 (3)</b> -not offered this AY Advanced Learning and Motivation	<b>PSYC 6658 (3)</b> Advanced Social Psychology
		<b>PSYC 6951 (1)</b> Advanced Independent Study	<b>PSYC 6974 (4)</b> Thesis
<b>PSYC 6630 (2)</b> Teaching of Psychology (See Note 1)	<b>PSYC 6630 (2)</b> Teaching of Psychology (See Note 1)		
<p><b>Note 1:</b> 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. MSIO students are encouraged to take PSYC 6630 during their 1<sup>st</sup> year if they would like to be considered for teaching during their 2<sup>nd</sup> year.</p>			

## Required Coursework

The required core content courses (credits) in the Industrial Organizational program are:

Psyc 5581 – Current Professional Issues in Industrial-Organizational Psychology  
Psyc 6601 - Job Analysis, Performance Management, & Compensation  
Psyc 6602 - Organizational Development, Training, and Work Groups  
Psyc 6603 - Talent Acquisition and Legal Issues  
Psyc 6604 - Motivation and Leadership

Three units chosen from:

Psyc 5582 - Diversity, Work, and Family  
Psyc 5583 - Occupational Health Psychology

Three units chosen from:

Psyc 6643 - Multivariate Methods  
Psyc 6650 - Advanced Cognitive Psychology  
Psyc 6652 - Advanced Learning and Motivation  
Psyc 6654 - Advanced Life-Span Developmental Psychology  
Psyc 6656 - Advanced Biological Psychology  
Psyc 6658 - Advanced Social Psychology

The required core applied and thesis courses (credits) are:

Psyc 6951 - Advanced Independent Study (x2)  
Psyc 6675 - Practicum in Applied Psychology  
Psyc 6893 - Externship in Applied Psychology  
Psyc 6974 - Thesis

The required statistics and methods courses are:

Psyc 6640 - Advanced Methods in Psychological Research  
Psyc 6641 - Analysis of Variance  
Psyc 6642 - Regression and Nonparametric Statistics  
Psyc 6644 - Applied Psychological Measurement

# Course Descriptions

Your graduate studies will be an opportunity for professional growth and achievement building on your earlier educational experiences. You will make a further transition into independent work and thought allowing you to develop as an expert in the field of Industrial-Organizational Psychology. The program is full time. While you will only be in class a few days a week, you should anticipate independent out-of-class work that rounds out the experience to full time. Homework/study time for every 3 unit course may include approximately 6-7 hours of learning. The courses in the IO program provide a range of learning experiences including seminar style presentations, small group discussions, applied projects, and explorations of applied scholarship through literature.

## **Psyc 5581 - Current Professional Issues in Industrial-Organizational Psychology (1 unit)**

Semester Prerequisite: Upper-division or graduate standing and consent of department. Quarter Prerequisite: upper-division or graduate standing and consent of department

Prerequisites: Upper-division or graduate standing and consent of department. Formerly offered as PSYC 581A

Overview and critical appraisal of the current professional issues facing I-O psychologists. Topics include the roles that I-O psychologists play in support of organizations and their members, the status of the profession, and future opportunities.

## **Psyc 6601 - Job Analysis, Performance Management, & Compensation (3 units)**

Quarter Prerequisite: classified graduate standing in MA or MS degree program or consent of department

Current research and methods of performance appraisal. Topics include the study of job analysis, performance appraisal processes and instrumentation, including examination of research on compensation systems. Formerly PSYC 601.

## **Psyc 6602 - Organizational Development, Training, and Work Groups (3 units)**

Quarter Prerequisite: classified graduate standing in MA or MS degree program or consent of department

Critical review of current psychological theories and methods of organizational change and group processes. Topics include interventions at the individual (training), group, and organizational levels. Formerly offered as PSYC 602.



## Course Descriptions Cont.

### **Psyc 6603 - Talent Acquisition and Legal Issues (3 units)**

Quarter Prerequisite: classified graduate standing in MA or MS degree program or consent of department

Principles and methods of personnel selection, including validation strategies and the effects of governmental and legal issues on personnel actions.

### **Psyc 6604 - Motivation and Leadership (3 units)**

Quarter Prerequisite: classified graduate standing in MA or MS degree program or consent of department

Review and critical discussion of major theories and current research of motivation and leadership in the workplace including a review of their application in work organizations.

### **Psyc 6644 - Applied Psychological Measurement (3 units)**

Quarter Prerequisite: classified graduate standing in MA or MS program or consent of department

Theories, methods, and issues of psychological measurement and assessment. Topical coverage will include test construction, test evaluation, survey development, ethics, and testing in applied settings. Two hours lecture and one hour activity. Materials fee required. Formerly offered as PSYC 644.

### **Psyc 6675- Practicum in Applied Psychology (3 units)**

Semester Prerequisite: Classified graduate standing in MA or MS program or consent of department.

Quarter Prerequisite: classified graduate standing in MA or MS program or consent of department

Training in the application of methods and theories of psychology to the solution of practical problems within organizations. The course will include both a classroom component and out-of-class applications. Applications will include issues of ethical awareness, decision-making, and behavior in organizational analysis and interventions. Formerly offered as PSYC 675.

Please consult the CSUSB Bulletin for course descriptions of Psyc. 6640 (Advanced Methods in Psychological Research), Psyc. 6641 (Analysis of Variance ), Psyc. 6642 (Regression and Nonparametric Statistics), and Psyc. 6643 (Multivariate Methods ), which are usually taught by one of the M.A. in Psychological Science faculty.

## **Grade Requirements**

An overall GPA of 3.0 is required, unless specified differently in your Acceptance letter. If your overall GPA falls below a 3.0, you will automatically be placed on academic probation. You must raise your GPA to a 3.0 in the semester following probation, or you will be declassified from the program. MS Industrial Organizational students are also required to achieve grades of "C" (2.0) or better in all courses in the program. Only one course in the graduate program can be repeated for a better grade. You must petition the psychology department for authorization to retake one course. In addition, you must file a petition to repeat a course with office of Graduate Studies.

## **Classified Status**

If you were Conditionally Accepted into the program and have completed the conditions of classification based on your Graduate Decision Form, you may fill out an application for Classified Status. The student and the director must sign a 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 for the appropriate form.

# Writing Requirement for Graduate Candidacy

Graduate students will be required to have passed the Writing Requirement for Graduate Candidacy before being advanced into a graduate program. This requirement can be satisfied through one of four options.

1. The student shall have taken an existing upper division writing intensive course and attain a grade of B or better
2. Completion (with a grade of B- or better) of the Psychology 6640 Advanced Methods in Psychological Research course.
3. Completion of the GRE Analytical Writing section with a score of 5 or higher, or completion of the GMAT Analytical Writing Assessment with a score of 5 or higher.
4. The student shall submit a paper(s) that receive(s) a passing score as evaluated in the following four areas: A) Integration/Critical Analysis, B) Content/Organization, C) Style/Format, and D) Grammar/Usage

In addition, each student in the MSIO Psychology program shall complete a master's thesis or project, or a doctoral dissertation

# 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. You should have a thesis advisor when advancing; however, it is not necessary to have selected your entire committee. 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.

Also, 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 file the Petition for Acceptance of Coursework form.

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.

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

1. achieved classified status;
2. successfully completed 12 units of coursework in the program and maintained a 3.0 ('B') GPA in the coursework;
3. selected a graduate advisor to supervise the course of study;
4. satisfactorily completed the 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 PSYC-6974 to be taken in the Spring semester of your second year).

## **Advanced Independent Study**

MS I-O students enroll in 6951 twice to prepare their thesis proposals. First in the spring of your first year and again in the fall semester of your second year, you will enroll in 6951 (1 unit) and attend a weekly seminar with other MS I-O students, directed by one or two MS I-O faculty members. The intent of the 6951 seminar is to help I-O students develop ideas and structure for their proposals. I-OIn consultation with the thesis advisor, students will arrange for two additional faculty members to serve on the student's thesis committee in a scheduled meeting. This three-person committee is responsible for approving the student's thesis proposal.

When writing the thesis proposal, be sure to follow the format instructions provided by the office of Graduate Studies. That office has a specific thesis format to which you must adhere.

Contact the department staff as soon as a date for the proposal meeting has been set, so that one of them can prepare a Thesis Proposal form and reserve a room to meet in. You should provide notification at least 1 week in advance of your anticipated proposal date to allow for enough time to process your request.

Please keep in mind that you must successfully propose and have a final grade posted for Psyc 6951 for the second time before enrolling in Psyc 6974. To enroll in 6951 and 6974, you need approval of your thesis advisor who will ask the office staff to permit you to register.

## **Thesis**

Your next step is to enroll in Psyc 6974 (Thesis). If you do not finish by the end of the spring semester; an RP (Report in Progress) will be posted until you are finished. Please register for Psyc 6974 only once.

If you have completed all other course requirements for your degree and you are taking no additional courses, you should enroll in Psyc 6990 (Continuous Enrollment) all subsequent semesters until you have finished your thesis to maintain your current status within the program. Otherwise you will be dropped from the program and need to reapply for admissions to finish your degree.

**Important:** You must be enrolled in the academic session in which you plan to graduate.

## **Oral Defense**

After your thesis is complete (with the exception of preparing the final copy), you must contact the department office to schedule your oral defense. Give the department staff the full title of your thesis and the names of your committee members at least 1 week in advance of your anticipated defense date. One of them will reserve a room and prepare an announcement to post. Please see the graduate studies web site for deadlines each semester to qualify for graduation.

# Thesis Review Process

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

## 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](mailto: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](mailto: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](mailto: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](https://libguides.csusb.edu/submit_thesis))

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

## Thesis 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](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](https://www.csusb.edu/sites/default/files/Committee%20Certification%20Form%20Instructions_1.pdf)

CSUSB Scholar Works:

<https://scholarworks.lib.csusb.edu/etd/>

## Graduation 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; i.e., the graduate requirement check is compared to your Advancement to Candidacy/Program of Study 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 <https://csbs.csusb.edu/psychology/graduate-programs/forms-information>.

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.

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 semester or more must submit a leave of absence form. The form and policy are available at <https://www.csusb.edu/graduate-studies>.

Registration: Graduate students who fail to register in at least one course in the Psychology M.S. program each semester will automatically be declassified. PSYC-6990 (Continuous Enrollment) may be taken if another course is not taken during a given semester. This course can be taken through the College of Extended Learning for a reduced fee, currently \$320 per semester.

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 <https://www.csusb.edu/graduate-studies>.

Transfer Units: Program plans may not include more than 9 semester 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.



# 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, disability, 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 (including examination, papers, and other projects).
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 Graduate 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.

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 most recent Bulletin).

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

# Professional Development

We have already identified the responsibilities of students and faculty to the instructional process. Please do not infer from those lists that your only focus should be the faculty-student dyad. Your life as a graduate student is more complicated than when you were an undergraduate student! You are in the process of becoming a professional within the field of industrial-organizational psychology. More is expected of you than good attendance, hard work, and collegial relationships with the faculty. In most respects, the university is no different than any other organization, made up of people with their own agenda, needs and personalities. While here at CSUSB, you will have contact with a wide variety of people in your multiple roles. In those interactions, we expect you to approach your IO and non-IO graduate student colleagues, faculty and administrators, external contacts for organizational projects, and research subjects in a professional manner.

## Colloquia

Each year there are colloquia hosted by the psychology department or by the College of Social and Behavioral Sciences. Prospective new faculty members who are on the final list of applicants present colloquia as part of their application process. All graduate students are strongly encouraged to attend 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 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.

# Ethical Requirements

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

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

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

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 from the definition or interpretation of a single word, to the overall approach of an argument. If you paraphrase, you merely translate from his or her language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without a footnote, is theft, perhaps theft of the worst kind. Here a person loses not a material possession, but something of what characterizes him or her as an individual. Plagiarism is a serious violation of another's rights whether the amount of material stolen is great or small; it is not a matter of degree. You know how much you would have had to say without someone else's help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed.”

# Research Involving Human Subjects

When people are involved as subjects in research or related activities conducted under University auspices, both the Institution and individual researchers are responsible for assuring that the rights and welfare of participants are adequately protected. In compliance with Federal regulations, California State University at San Bernardino has established an Institutional Review Board (IRB) to oversee its obligations with respect to human subjects. 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 on the IRB website <http://irb.csusb.edu/> or from <https://csbs.csusb.edu/psychology/research/proposing-research-study-irb>, where you will find the research procedures and policies of the Department of Psychology in addition to examples of proper wording for proposals.
- 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://support.citiprogram.org>. Please note completion of the CITI course is required as part of Psychology 581E taught by Dr. Kottke.
- 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. A sample consent form can be obtained from either of the websites listed above in section b.

## Research Involving Human Subjects Cont.

- e. 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.
- f. The proposal submitted to the HSRB will be reviewed by two faculty members in the Psychology Department.
- g. The HSRB chair will review the submitted proposal and the suggestions and comments made by these two faculty members.
- h. 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.
- i. 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.

## Research Involving Human Subjects Cont.

- j. 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.
- k. 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.
- l. Many IO students will use the Psychology Department's Research Management-SONA site (<https://csusb.sona-systems.com>) to collect participants. To use the SONA system, you will need a valid, approved IRB stamp. For more information, see: <https://csbs.csusb.edu/psychology/research/research-management-and-scheduling-system-sona/information-researchers>.
- m. An increasing number of students are also using alternative data collection resources such as Amazon's MTurk and Qualtrics Data Panels. It is best for you and your advisor to jointly determine the best strategy for collecting data for your thesis given the unique requirements for your proposed thesis. It may also be worth the extra effort to collect data from directly from organizations, rather than students, by exploring various contacts you and your advisor may have to gain access to organizationally based samples.



## Research Involving Human Subjects Cont.

- n. Another possibility is to use existing / archival data for your thesis research. This still requires IRB approval, but at a lower level. Again, you and your thesis advisor can discuss whether this may be a viable option for your thesis research.
  
- o. If you have any questions regarding the review procedures, please direct them to [psyc.irb@csusb.edu](mailto:psyc.irb@csusb.edu) where they will be answered by the department's 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

Graduate students are eligible to teach for the department:

Child Development 2245, 2246, 2247: Observation and Methods in Child Development

Prerequisite Coursework

Psyc-6630: Teaching of Psychology

CD-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 Lab (as well as 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 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.

**Chancellor's Doctoral Incentive Program:** The purpose of the program is to increase the pool of individuals with the qualifications, motivation, and skills to teach the diverse student body in the California State University by providing financial assistance to doctoral students who show promise of becoming strong candidates for CSU instructional faculty positions. It is a competitive program directed by the California State University but open to doctoral students across the country.

**Pre-Doctoral Fellowship Program:** Awards \$3,000 grants for economically and/or educationally disadvantaged juniors, seniors, and master's students intending to pursue Ph.D. work. The program places a special emphasis on increasing the number of CSU students who enter doctoral programs at one of the University of California institutions.

Except for graduate assistantships, where an 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 each semester. For more information on the review process, submission deadlines and to download the application, please visit the Graduate Studies website: <https://www.csusb.edu/graduate-studies>

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 essentially the same as applying for master's programs. Most doctoral programs require the GREs. If you have already taken the GREs, you may wish to retake them. The experience of many graduate students is that there is some change in the Aptitude scores (Verbal, Quantitative, and Writing) and substantial change in the Psychology score after completion of our program. Some schools also require the MAT (Miller Analogies Test). The office of Graduate Studies often offers seminars about the GRE. You should consider attending before you (re)take the exam.

Also, decide which type of specialized doctoral program you wish to attend. For example, most of our students who plan to apply to doctoral programs choose I-O programs, but several have applied to and been accepted by psychometric programs. To get a clear idea, it is best to talk with your advisor and the I-O faculty. In thinking ahead to doctoral study, be aware that having scholarly presentations and publications will dramatically enhance your ability to advance to a quality doctoral program, so you may want to consider conducting research with faculty and submitting to professional conferences.

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 you include: a list of when each application is due, stamped envelopes that include the full address if mailed references are used (many programs now require electronic letters and the same expectations would apply), and be sure to fill out those portions of the recommendation form that you are responsible for.

To help you select a list of graduate school, check the listings on the SIOP web site ([www.SIOP.org](http://www.SIOP.org)). Select a list of ten or more schools to apply to; you may find it helpful to consult your thesis advisor and the other I-O faculty regarding the reputation and emphases of the various doctoral programs in I-O. Your primary concern is to choose a university where you will succeed; it is essential that you go to a university where you will be doing research you enjoy and are working for a faculty mentor who you has similar interests. Students often find it helpful to visit the schools where they have been accepted and consult with both faculty and students prior to accepting a position at that university.

# Publication Resources

## Paper Formats

- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.  
*You will have to write all papers and your thesis in accordance with this manual.*
- Cone, J.D., Foster, S. (2006). Dissertation and Theses From Start to Finish (2nd ed.), Washington D.C.: APA.

## Frequently used journals in I-O (listed alphabetically)

*Academy of Management Executive*  
*Academy of Management Journal*  
*Academy of Management Review*  
*American Psychologist*  
*Applied Psychological Measurement*  
*Journal of Applied Psychology*  
*Journal of Business and Psychology*  
*Journal of Leadership and Organizational Studies*  
*Journal of Management*  
*Journal of Organizational Behavior*  
*Journal of Vocational Behavior*  
*Leadership Quarterly*  
*Organizational Behavior and Human Decision Processes*  
*Personnel Psychology*

The school library has several different Literature Search Procedures.  
Please visit <http://library.csusb.edu/> if you need more information.

# Professional Organizations

Professional Organizations {web sites *accurate as of August, 2020*}  
{If you find an error, please let the Director know}

Society for Industrial and Organizational Psychology (SIOP) - Division 14 of APA  
(419) 353-0032  
<http://www.siop.org>

Academy of Management {*membership information*}  
(914) 326-1800  
<http://aom.org/>

American Educational Research Association  
(Research, Evaluation & Assessment in Schools)  
(Division H)  
<http://www.aera.net/Division-H/Research-Evaluation-Assessment-in-Schools-H>

American Psychological Association (APA)  
(800) 374-2721  
<http://www.apa.org>

Association for Psychological Science (APS)  
(202) 293-9300  
<http://www.psychologicalscience.org>

Association for Talent Development (ATD)  
(800) 628-2783  
<https://www.td.org/>

California Psychological Association (CPA)  
(916) 286-7979  
<http://www.cpapsych.org>

European Association of work and Organizational Psychology  
<http://www.eawop.org>

Human Factors and Ergonomics Society (HFES)  
(310) 394-1811  
<http://www.hfes.org>

International Leadership Association  
<http://www.ila-net.org/>

International Public Management Association for Human Resources (IPMA-HR)  
(703) 549-7100  
<http://www.ipma-hr.org/>

## Professional Organizations Cont.

Personnel Testing Council of Southern California (PTC-SC)  
<http://ptc-sc.org>

Society of Human Resource Management (SHRM)  
(703) 548-3440 or (800) 283-7476  
<http://www.shrm.org/>

Society for Occupational Health Psychology  
<https://sohp-online.org/>

Society of Psychologists in Management (SPIM) - {membership information}  
<http://www.spim.org/>

Western Regional Intergovernmental Personnel Assessment Council (WRIPAC)  
A consortium of public sector agencies in CA, NV, and AZ.  
<http://www.wripac.org>

Western Psychology Association (WPA)  
<http://www.westernpsych.org/>

I-O Related Internet Sites of Interest

The Bureau of Labor Statistics home page  
<http://www.bls.gov/>

O\*NET OnLine  
<https://www.onetonline.org/>

Employment Statistics Website  
<http://www.hr-software.net/EmploymentStatistics/>

HR-Guide  
<http://www.hr-guide.com/>

# Psychology Faculty Research Interests

Mark Agars, 1999 (Ph.D., Pennsylvania State University) The work 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 Badiie , 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.

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.

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.

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.



## Psychology Faculty Research Interests Cont.

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.

## Psychology Faculty Research Interests Cont.

Michael Lewin, 1995 (Ph.D., Oklahoma State University) Early Maladaptive Schemas and Cognitive Vulnerability; Schema Therapy; 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 are 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
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This section is for Graduate Studies use only and must be completed for all requests.	
Approved to return: _____ Term      Year	Not Approved – Reason: _____
_____ Date	_____ Dean of Graduate Studies Signature

Student Information					
Date: _____	Semester Admitted: _____				
Student Name: _____	Student ID: _____				
Address: _____	Home Phone: (____) _____ - _____				
City: _____	Other Phone: (____) _____ - _____				
State, Zip: _____, _____	Email: _____				
A. Core Curriculum					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
Psyc 5581	1				<input type="checkbox"/>
Psyc 6601	3				<input type="checkbox"/>
Psyc 6602	3				<input type="checkbox"/>
Psyc 6603	3				<input type="checkbox"/>
Psyc 6604	3				<input type="checkbox"/>
Psyc 6640	3				<input type="checkbox"/>
Psyc 6641	4				<input type="checkbox"/>
Psyc 6642	4				<input type="checkbox"/>
Psyc 6644	3				<input type="checkbox"/>
Psyc 6675	3				<input type="checkbox"/>
Psyc 6893	3				<input type="checkbox"/>
B. Thesis					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
Psyc 6951	1				<input type="checkbox"/>
Psyc 6951	1				<input type="checkbox"/>
Psyc 6974	4				<input type="checkbox"/>
C. 3 units chosen from: Psyc 5582 and 5583					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
1.					<input type="checkbox"/>
D. 3 units chosen from: Psyc 6643, 6650, 6652, 6654, 6656, 6658					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
1.					<input type="checkbox"/>
E. Upper Division Writing Requirement (Please select one)					
1. Upper Division Writing Course/Grade: _____				Sem/Yr _____	
2. PSYC 6640 Grade: _____				Sem/Yr _____	
3. GRE/GMAT Score _____				Date _____	
4. Waived by Graduate Studies _____				Date _____	
For items 2, 3 or 4 please attach documentation for proof of completion					
Ethical Violations					
Yes _____ No _____ Pending _____					

Thesis Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Graduate 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:*

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

\_\_\_\_\_  
SIGNATURE OF STUDENT

*I certify that the conditions of classification have been met.*

\_\_\_\_\_  
SIGNATURE OF DIRECTOR

LTR Sent \_\_\_\_\_  
Initials \_\_\_\_\_

Copies: White- Graduate Evaluator, Yellow- Student, Pink – Student File

**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: \_\_\_\_\_

**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**

\_\_\_\_\_  
\_\_\_\_\_



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

DATE \_\_\_\_\_  
 NAME \_\_\_\_\_ COYOTE ID \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 EMAIL \_\_\_\_\_  
 CITY & STATE \_\_\_\_\_  
 DEGREE PROGRAM \_\_\_\_\_

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

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

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

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
GRADUATE PROGRAM DIRECTOR

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_  
Street Address \_\_\_\_\_ Telephone \_\_\_\_\_  
City, State, Zip \_\_\_\_\_ Coyote ID# \_\_\_\_\_  
Coyote Email \_\_\_\_\_@coyote.csusb.edu \_\_\_\_\_

I am enrolled in the following degree: \_\_\_\_\_

I hereby petition for waiver of the following University regulation:

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

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

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

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

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

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

*List all courses to be waived:* \_\_\_\_\_

**d. Extension of time to complete an incomplete course.**

Course number and title: \_\_\_\_\_ Incomplete received: Qtr: \_\_\_\_\_ Year: \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Extended to Qtr \_\_\_\_\_ Year: \_\_\_\_\_

**e. Retroactive Withdrawal for Qtr: \_\_\_\_\_ Year: \_\_\_\_\_ Documentation required**

List Courses: \_\_\_\_\_ Instructor's Signature \_\_\_\_\_

\_\_\_\_\_ Instructor's Signature \_\_\_\_\_

\_\_\_\_\_ Instructor's Signature \_\_\_\_\_

**f. Other:** \_\_\_\_\_

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

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

\_\_\_\_\_  
**Student's Signature**

**Program Certification.**

\_\_\_\_\_  
**Graduate Program Coordinator's Signature**

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_  
Reason: \_\_\_\_\_

\_\_\_\_\_  
**Dean of Graduate Studies Signature**

\_\_\_\_\_  
**Date**

