



# **Department of Child, Adolescent, & Family Studies**

California State University, San Bernardino

## **M.A. in Child, Adolescent, & Family Studies**

**Graduate Student Handbook  
Fall 2025**



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**MA CAFS Forms can be found on the Department of Child, Adolescent, and Family Studies website**

<https://www.csusb.edu/child-adolescent-and-family-studies/student-resources>



Department of Child, Adolescent, and Family Studies

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Phone: (909) 537-4239

Fall 2025

Dear Child, Adolescent, and Family Studies Graduate Student:

It is my sincere pleasure, on behalf of the faculty and staff, to welcome you to the Department of Child, Adolescent, and Family Studies.

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

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

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

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

Sincerely,

Amanda Wilcox-Herzog, Ph.D.  
Professor and Chair

Dear Child, Adolescent, and Family Studies Graduate Student,

Welcome to the Master's in Child, Adolescent, and Family Studies (MA CAFS) program! I am thrilled to have you join our community and look forward to getting to know each of you as you embark on this exciting next step in your academic and professional journey.

**Our program** is built on a foundation of collaboration, support, and a deep commitment to bridging theory and research to practice. The MA CAFS program faculty come from a variety of professional backgrounds, each with unique areas of expertise. Our faculty are dedicated to creating a learning environment where you can develop your skills and prepare for your career goals in a meaningful way. We are eager to learn more about your interest areas within the dynamic field of child development and to support you throughout your journey.

We have a range of **resources in place to support your success** in the program. As the MA CAFS Director, I am here to help ensure that you meet your graduate requirements, while also creating an environment in which you academically and professionally thrive. To ensure that you have consistent access to my support, I will be holding MA CAFS-specific office hours each semester; during these times, you can drop by to discuss any questions or concerns you may have. Additionally, you have access to both our MA CAFS website and a Canvas MA CAFS page, where you can find academic and career resources. The Canvas page also offers opportunities to connect with fellow students, share ideas, seek advice, and build a sense of community within the program. You will be paired with a faculty mentor who will serve as your first-year advisor. Additionally, you will have access to workshops designed to support your progress in the program and prepare you for continued success after graduation.

The MA CAFS program and our broader university context offer a wealth of **opportunities for involvement beyond the classroom**. I highly recommend seeking out experiences that align with your goals, such as graduate positions at the Infant Toddler Lab School (ITLS), the Children's Center, or the Institute for Child Development and Family Relations (ICDFR). These settings offer rich experiences to deepen your understanding of the field and to apply what you have learned in real-world contexts. Our department also offers opportunities for graduate students to teach undergraduate courses, providing valuable teaching experience and professional development. Additionally, there are graduate leadership positions within the Child Development Club, which provide opportunities to foster community and professional development while also mentoring undergraduate students. Our faculty conduct impactful research that supports child development in various contexts; getting involved in faculty research is another opportunity that is not only valuable for your professional development but also for building connections with your peers and faculty.

One of **my top priorities** as the MA CAFS director is to ensure that student voices, values, and priorities are at the forefront of our work together. I am committed to creating an equitable learning environment where everyone has the resources and support that they need to succeed. I will work toward breaking down the "hidden curriculum" of succeeding in graduate school while actively seeking out and listening to your feedback. Whether you're facing challenges, have concerns, or simply want to share your thoughts and

wishes, I encourage you to reach out. Your feedback is invaluable, and together, we can continue to build a program that meets your needs and aspirations.

This handbook is designed to supplement your orientation and contains all the necessary information and forms you'll need to complete your coursework and degree requirements effectively. **Please read this handbook thoroughly and refer to it often** throughout your graduate schooling, much like you would a course syllabus. If you have any questions about the handbook material, please don't hesitate to contact me via email or phone, join me during my MA CAFS Office Hours, or reach out to the Child, Adolescent, and Family Studies department office for further assistance.

As you begin this new chapter, please remember that you are here for a reason, and that you have a whole community of Child, Adolescent, and Family Studies folks to support you. Although graduate school can be challenging, you have faculty and your grad student colleagues who care about you, appreciate the many strengths and valuable insights you are bringing to our community, and are invested in your future aspirations. Once again, welcome to the MA CAFS program. I am excited to learn more about you and I look forward to supporting you every step of the way.

Warm regards,

Stacy Morris, Ph.D.

Assistant Professor and Director of the MA CAFS Program

email: [stacy.morris@csusb.edu](mailto:stacy.morris@csusb.edu)

phone: (909) 537-3047

office: SB-510

**Notes:**

**Incoming Cohort:**

**Jennifer Badillo**

**Fatima Cervantes Enriquez**

**Allee Gold**

**April Gonzalez**

**Adriana Huerta Velador**

**Kemberly Mejia**

**Brittney Morrison**

**Amarilis Rivas**

## Tentative Two-Year Schedule

2025-2026 (First Year)		
Fall 2025		
Comps	Project	Thesis
<b>CAFS 6614 (3 units)</b> Advanced Theories of Child Development		
<b>CAFS 6648 (3 units)</b> Advanced Social-Emotional Development		
<b>CAFS 6651 (3 units)</b> Advanced Cognitive Development		
Spring 2026		
Comps	Project	Thesis
<b>CAFS 6624 (3 units)</b> Advanced Developmental Neuroscience		
<b>CAFS 6640 (3 units)</b> Advanced Research Methods <sup>[a]</sup>		
Comps	Project	Thesis
<b>Elective 1 (3)<sup>[c]</sup></b>	<b>Elective 1 (3)<sup>[c]</sup></b>	

2026-2027 (Second Year)		
Fall 2026		
Comps	Project	Thesis
<b>CAFS 5531 (3 units)</b> Effective Inclusive, and Equitable Practices with Children		
<b>CAFS 6659 (3 units)</b> Advanced Childhood Assessment		
<b>CAFS 6690 (3 units)</b> Advanced Families and Parenting		
Comps	Project	Thesis
<b>CAFS 6124 (3)</b> Advanced Academic Writing <sup>[b]</sup>	<b>CAFS 6954 (4)</b> Advanced Independent Study <sup>[e]</sup>	<b>CAFS 6954 (4)</b> Advanced Independent Study <sup>[e]</sup>
Spring 2027		
Comps	Project	Thesis
<b>CAFS 6980 (0)</b> Comprehensive Examination <sup>[a]</sup>	<b>CAFS 6964 (4)</b> Graduate Project <sup>[f]</sup>	<b>CAFS 6974 (4)</b> Thesis <sup>[f]</sup>
<b>CAFS 6894 (4)</b> Externship in Child Development <sup>[d]</sup>	<b>Elective 2 (3)<sup>[c]</sup></b>	<b>CAFS 6641 (3)</b> Advanced Data Analysis in Quantitative Methods
<b>Elective 2 (3)<sup>[c]</sup></b>		<b>CAFS 6642 (3)</b> Advanced Data Analysis in Qualitative Methods

## Important Information about Course Scheduling

Please use the provided tentative schedules as a guide to help you plan your courses. You are not required to follow these plans exactly, but it is crucial that you read the points below to ensure that you meet your scheduling needs.

**Most importantly:** All MA CAFS courses, unless otherwise noted below, are offered **every other year**. Please keep this in mind when planning your schedule; if you miss a course, it may not be offered the following year.

### Course Additional Notes:

- [a] Offered every Spring. More information about comps on page 14.
- [b] Offered every Fall. Recommended semester before taking comps exam. More information about writing class on page 14.
- [c] Can be taken any semester, subject to course offering availability. More information about electives on page 9.
- [d] Can be taken any semester, but recommended to take in 2<sup>nd</sup> year or beyond. More information about externship on page 17.
- [e] Can be taken any semester, but should enroll when you are ready to begin intensive work on project/thesis proposal. More information about independent study on page 32.
- [f] Can be taken any semester after completing independent study. Should take when ready to complete project/thesis. More information about project on page 19 & thesis on page 25.

### Units for Each Pathway:

- Comprehensive Exam: 37 units
- Project: 38 units
- Thesis: 38 units



## Tentative Three-Year Schedule

### 2025-2026 (First Year)

#### Fall 2025

Comps	Project	Thesis
<b>CAFS 6614 (3 units)</b> Advanced Theories of Child Development		
<b>CAFS 6648 (3 units)</b> Advanced Social-Emotional Development		
<b>CAFS 6651 (3 units)</b> Advanced Cognitive Development		

#### Spring 2026

Comps	Project	Thesis
<b>CAFS 6640 (3 units)</b> Advanced Research Methods <sup>[a]</sup>		

Comps	Project	Thesis
<b>Elective 1 (3)<sup>[c]</sup></b>	<b>Elective 1 (3)<sup>[c]</sup></b>	<b>CAFS 6624 (3)</b> Advanced Developmental Neuroscience

### 2026-2027 (Second Year)

#### Fall 2026

Comps	Project	Thesis
<b>CAFS 5531 (3 units)</b> Effective Inclusive, and Equitable Practices with Children		
<b>CAFS 6659 (3 units)</b> Advanced Childhood Assessment		
<b>CAFS 6690 (3 units)</b> Advanced Families and Parenting		

#### Spring 2027

Comps	Project	Thesis
<b>CAFS 6894 (4)</b> Externship in Child Development <sup>[d]</sup>	<b>CAFS 6954 (4)</b> Advanced Independent Study <sup>[e]</sup>	<b>CAFS 6954 (4)</b> Advanced Independent Study <sup>[e]</sup>
<b>Elective 2 (3)<sup>[c]</sup></b>	<b>Elective 2 (3)<sup>[c]</sup></b>	<b>CAFS 6641 (3)</b> Advanced Data Analysis in Quantitative Methods
		<b>CAFS 6642 (3)</b> Advanced Data Analysis in Qualitative Methods

### 2027-2028 (Third Year)

#### Fall 2027

Comps	Project	Thesis
<b>CAFS 6124 (3)</b> Advanced Academic Writing <sup>[b]</sup>	<b>CAFS 6964 (4)</b> Graduate Project <sup>[f]</sup>	<b>CAFS 6974 (4)</b> Thesis <sup>[f]</sup>

#### Spring 2028

Comps	Project	Thesis
<b>CAFS 6624 (3)</b> Advanced Developmental Neuroscience	<b>CAFS 6624 (3)</b> Advanced Developmental Neuroscience	<i>(finish up thesis)</i>
<b>CAFS 6980 (0)</b> Comprehensive Examination <sup>[a]</sup>	<i>(finish up project)</i>	

# Required Course Work

## Required Courses by Culminating Experience Option (units)

### Courses Required by ALL Students (regardless of culminating experience track):

1. CAFS 5531. Effective, Inclusive, and Equitable Practices with Children (3)
2. CAFS 6614. Advanced Theories of Child Development (3)
3. CAFS 6624. Advanced Developmental Neuroscience (3)
4. CAFS 6648. Advanced Social-Emotional Development (3)
5. CAFS 6651. Advanced Cognitive Development (3)
6. CAFS 6659. Advanced Childhood Assessment (3)
7. CAFS 6690. Advanced Families and Parenting (3)
8. CAFS 6640. Advanced Research Methods (3)

### Comprehensive Examination Option – Students taking comps must complete these additional courses:

1. Electives Six units of 5000-6000 level courses chosen in consultation with a Faculty Advisor
2. CAFS 6124. Advanced Academic Writing (3) *\*Section will be changed to CAFS 6125 in AY 26-27.*
3. CAFS 6894. Externship in Child Development (4)
4. CAFS 6980 Comprehensive Examination: Child Development (0)

### Project Option – Students doing a project must complete these additional courses:

1. Electives Six units of 5000-6000 level courses chosen in consultation with a Faculty Advisor
2. CAFS 6954. Advanced Independent Study (4)
3. CAFS 6964. Graduate Project (4)

### Thesis Option – Students doing a thesis must complete these additional courses:

1. CAFS 6641. Advanced Data Analysis in Quantitative Methods (3)
2. CAFS 6642. Advanced Data Analysis in Qualitative Methods (3)
3. CAFS 6954. Advanced Independent Study (4)
4. CAFS 6974. Thesis (4)

## Notes About Electives

Students may take their electives during any semester/year desired. You may take the CAFS option for electives or find a course in another department at the 5000-6000 level. Elective courses must align with your interests in CAFS in some way. Suggested departments to check include (but are not limited to): sociology, social work, psychology, anthropology, kinesiology, education. Students will need approval from outside departments and should check with MA CAFS director when planning electives. Current CAFS electives offered include CAFS 6630 (Teaching of Child Development), CAFS 6641 (Quantitative Methods), CAFS 6642 (Qualitative Methods). Check course schedule for scheduling and course availability.

If you would like to be eligible for a graduate teaching position in the department your second year, you are strongly encouraged to take Teaching of Child Development (CAFS 6630), a 3-unit elective course in your first Spring Semester if available. The CAFS 6630 class is currently scheduled to be taught in Spring 2026 and Spring 2028 (subject to change).

## 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 semester or they will be declassified from the program.

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

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

## Classified Status

If a student was Conditionally Accepted into the program and has completed the conditions of classification based on their Graduate Decision Form, they may fill out an application for Classified Status. The student and the director must sign the form and the conditions of your acceptance must be verified by the Child, Adolescent, and Family Studies Department. Students must be classified before they will be allowed to advance to candidacy. To apply for Classified Status, contact the department office.

## Upper-Division Writing Requirements

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 3060, English 3060, Humanities 3060, Management 3060, Natural Science 3006, or Social Sciences 3060 (Students who fail to achieve a grade of ‘B’ (3.0) or higher in one of the 3060 courses will be required to retake the course.)
2. Successfully pass CAFS-6640 (Advanced Research Methods) 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.

## Required 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.

1. **Introduction Quiz:** Read and become familiar with your handbook! (1<sup>st</sup> year, Fall)
2. **Workshop 1:** How to Decide on a Culminating Experience and Develop a Committee (1<sup>st</sup> 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 (2<sup>nd</sup> year, Fall)

Workshops will typically include self-paced videos, readings, and resources, with a live Q&A hosted by one of the MA CAFS faculty members to follow. All activities and information about them will be posted on your MA CAFS Program Canvas page.

## First Year Faculty Advisor

When they enter the program, students are assigned a faculty advisor for their first year. This faculty member will meet with you to provide guidance needed during the first academic year. The purpose of this mentorship is to provide our first-year graduate students with a supportive and knowledgeable guide as they navigate the challenges and opportunities of the MA CAFS program. Mentors can support with academic planning and guidance, professional development and career planning, and general support with navigating the MA CAFS program. Mentors can especially help students in thinking about and deciding which culminating experience aligns best with their future goals. They can also support the initial steps of making progress towards the comprehensive exam, project, or thesis. Your First Year Advisor will also help you with your first annual progress report, due in early April. More information and guidance on working with your first year faculty advisor will be provided when you receive your advisor assignment.

Students are **required** to meet with their faculty advisor by the **first month** of their Fall semester. This ensures that students and faculty make contact with one another early on to create a plan for success and supporting each MA CAFS student. It is recommended that students and advisors meet semi-regularly throughout the first year, but specific logistics, working styles, and goals will be determined between advisor and advisee.

## Advancement to Candidacy

Advancement to candidacy is a formal step in a graduate program, signifying that the student has met the necessary requirements to begin working on their culminating experience (e.g., thesis, project, comprehensive exam). After completing at least 12 units of graduate coursework, successfully completing the upper-division writing requirement, and identifying a culminating experience advisor or pathway, you can formally request Advancement to Candidacy. In the MA CAFS program, this is usually completed after the first year (end of Spring).

When you apply for advancement to candidacy, your performance in the program will be evaluated by the program director in consultation with your 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 advanced to candidacy**, a student must, to the satisfaction of the program coordinator, have:

- a. achieved classified status;
- b. successfully completed 12 units of coursework in the program and maintained a 3.0 ('B') GPA in their coursework;
- c. enrolled in the independent study course (for project/thesis pathways) or advanced writing course (for comprehensive exam pathway);
- d. satisfactorily completed the candidacy writing requirement;
- e. effectively complete the process to file for Advancement to Candidacy listed below.

### **Complete the following process to file for Advancement to Candidacy:**

1. complete a myCAP plan to create an academic program plan, via your Student Center on MyCoyote (more information on how to do this is posted on our department website);
2. meet with the MA CAFS program director to review this plan.

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.

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 departmental website. This means you may have to continue updating your form as you progress in the program.

**Read more about this on the MA CAFS website**, in the tab for graduate student forms, under student resources:

<https://www.csusb.edu/child-adolescent-and-family-studies/student-resources/graduate-advising-information/forms>

## Culminating Experience

As you near toward the end of your MA CAFS program, you will complete a *culminating experience*. This is the final academic requirement of your degree and it represents a significant milestone in your graduate studies. The culminating experience allows you to:

- Develop expertise and demonstrate mastery of knowledge and skills in the field, while focusing on specific areas of interest or inquiry, moving beyond the broad foundation provided in coursework.
- Bridge what you have learned in your courses with independent study, application, and critical thinking.
- Prepare for professional and academic interests, questions, and challenges you may pursue after the program (e.g., doctoral study, applied practice, leadership, or research).

Each culminating experience is designed to be comparable in terms of time, effort, and rigor, though the form differs. The option you choose should reflect your interests, professional and educational goals, available time, and working style. It is ***strongly recommended*** that you consult with faculty when making this decision.

You will select one of three culminating experiences:

- Comprehensive Exam
- Project
- Thesis

Each of these options is described in more detail in the following sections. Additional information about the culminating experiences can also be found on the department website and your MA CAFS Canvas page.

# Comprehensive Exam

The purpose of the comprehensive exam is to test a student's acquisition of knowledge in core areas of study, as well as to assess their ability to use evidence to support their knowledge. The comprehensive exam will be a cumulative take-home exam, that will be distributed via Canvas and completed independently. Students will receive question options to answer; these questions will focus on empirical and application-based content that may be answered drawing from course content (e.g., notes, books, articles).

The Comprehensive Exam option may be a good fit for students who want to strengthen and demonstrate broad knowledge of the Child Development field, particularly those interested in teaching at the college level or entering careers where a wide foundation of expertise is essential. This pathway is also well-suited for students who prefer the clear structure and set timeline of the exam, rather than the more independent and self-directed nature of the thesis or project.

This exam must be completed independently, and students are not permitted to discuss any part of the exam with others. However, in preparing for the exam (i.e., *before* the exam window has begun), study groups are highly advisable. Working with other students often highlights holes in your personal knowledge base and can remind you of important concepts not previously considered.

The comprehensive exam is **only offered during the Spring semester**. The questions will be provided via email the 4th week of Spring term or by the date agreed upon with the Director of the MA CAFS program. A student will have 7 days to respond to and submit answers for all questions, from Friday at 9 am to Friday 9 am the following week.

## Required Course for Comps Preparation – CAFS 6124

As part of the preparation process for the Comprehensive Exam students will be required to take a preparation course, Advanced Academic Writing (CAFS 6124). This preparation course is **only offered in the Fall semesters**. It is ***strongly recommended*** students take this course the Fall semester prior to the Spring semester they plan on taking the comprehensive exams.

The goal of this course to help serve as preparation for taking the comprehensive exam. This course will provide an opportunity to gain additional study tools, write on practice questions, and receive feedback on practice responses from the instructor. In completing this course, students should further develop their writing skills by focusing on summarizing and synthesizing research findings, wording, organization, editing, and APA style.

Students **must pass this course** before registering to take the comprehensive exam. At the end of this course, if you have not completed the required final coursework (a practice exam), you will receive a grade of Incomplete (I) and will be unable to register to take the exam. (Note: Students have 1 year to remove incomplete grades before their grade is automatically changed to an F.) Please keep in mind, because the exam is only offered in the Spring, an Incomplete could impact a student's graduation timeline.

## Comprehensive Exam Assessment – CAFS 6980

During the spring semester in which you are planning to take the comprehensive examination, you will enroll in CAFS-6980. This is a 0-unit course indicating your intent to take the comp exam. Enrollment in this course will grant you access to the Canvas course you will use to submit your comps exam responses. **Prerequisites to this course are:**

- advancement to candidacy;
- successfully completing CAFS 6124;
- completion of 90% of coursework in the MA CAFS program;
- being in good academic standing.

### Question Design & Expectations

Students will be given 6 question options and will select 4 questions to answer in written response. Questions will be integrative across content and topic areas covered in core courses. Responses to each question will be assessed based on the depth and breadth of the response. High quality detailed responses will be expected. Responses to each question typically range from 6 full pages to 8+ pages of text (not including the list of references at the end of each question). Final responses will be checked using a plagiarism scanner. 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, Adolescent, and Family Studies, students will be expected to demonstrate knowledge and integrative understanding in the following areas: development of the whole child from infancy through adolescence, basic research methodology, cognition and cognitive processes, families and parenting, developmental neuroscience, social emotional development, theories of child development, assessment of children, and equitable considerations and effective, inclusive interactions.

To this end, students will complete 4 examination essay question responses that will relate directly to the core courses listed below required in the MA CAFS program. The courses are:

1. CAFS 5531. Effective, Inclusive, and Equitable Practices with Children (3 units)
2. CAFS 6614. Advanced Theories of Child Development (3 units)
3. CAFS 6624. Advanced Developmental Neuroscience (3 units)
4. CAFS 6648. Advanced Social-Emotional Development (3 units)
5. CAFS 6651. Advanced Cognitive Development (3 units)
6. CAFS 6659. Advanced Childhood Assessment (3 units)
7. CAFS 6690. Advanced Families and Parenting (3 units)
8. CAFS 6640. Advanced Research Methods (3 units)

There is no formal reading list for the exam. Students will be held responsible for all readings and lectures given in each course. Students are also able to locate additional readings in preparation for the exam (e.g., during enrollment in the preparation course) and during the exam window.



## Grading Process

Exams will be graded by at least two faculty reviewers. Each question will be read by each reviewer and will be given a point score. The scores from each reviewer will be averaged for a final point score. Each question is worth 4 points, for a total possible of 16 points, with the following point structure:

**Pass:** 12-16 points (with no zeros or ones)

**Opportunity to Revise:** 9-11 points (with no zeros)

**Fail:** 8 or below

**Automatic Fail:** A 0 on one question response and/or no response on 1 or more questions

### Opportunity to Revise

Students who earn enough points for an opportunity to revise will receive feedback for each question response that requires revision. Revision may consist of written revisions, oral defense, or both depending on what is deemed appropriate by faculty reviewers in consultation with the graduate director. Students will have the opportunity to complete the revision process only 1 time.

### Failure

Students earning a grade of fail on the comprehensive examination will be asked to retake the examination the following spring and will receive a NC in CAFS 6980. During this time, students are advised to work with the director of the MA CAFS program regarding a plan of remediation.

## Continuous Enrollment

If you complete your required coursework prior to taking the exam (i.e., you are not enrolling in any courses for that semester), in order to maintain your student status within the program, you must enroll in CAFS 6990 (Continuous Enrollment) all subsequent semesters without other units taken until you have completed the comps exam. Failure to maintain continuous enrollment will result in dismissal from the university. Continuous enrollment is processed through the College of Extended and Global Education for a reduced fee for the semester. The form is available via a link on the CAFS website. If you need to take a leave of absence, forms must be approved by the program coordinator and the Dean of Graduate Studies.

If you have other questions about the comprehensive exam, please contact the current MA CAFS Director.

## For Comps Option: Externship Guidelines and Expectations

Students who choose the Comprehensive Exam option for their culminating experience are also required to complete an externship. An externship is an experiential learning opportunity, similar to internships, often involving hands-on experience in a professional context. The externship is an important opportunity to extend your learning beyond the classroom, gain practical experience in the field of Child Development, and connect theory with real-world application. It allows you to:

- Apply and deepen your academic knowledge in professional settings related to children, adolescents, and families.
- Gain new skills and experiences outside of your typical responsibilities.
- Build professional networks and explore career pathways.
- Demonstrate your ability to integrate coursework with applied practice.

### Externship Course and Timeline

Externships are completed while enrolled in **CAFS 6894 (Externship)**, which is offered every semester. This course is supervised by the MA CAFS Program Director. It is strongly recommended that you enroll in the externship in your second year (or later, if applicable) and meet with the Program Director early in the semester of enrollment to create an individualized plan.

Follow the recommended timeline below to complete the externship in **one semester**:

- **Weeks 1–2:** Identify and submit externship site for approval
- **Weeks 3–15:** Complete externship hours (suggested 10–12 per week)
- **Week 5:** Identify an applied activity or project
- **Weeks 5–10:** Work on activity/project
- **Weeks 12–14:** Share completed activity/project with externship site
- **Week 15:** Submit Externship Completion Form

Students may also choose to spread the externship across two semesters, dividing the hours in half and submitting the form after all hours are completed. This would mean that during the semester that you enroll in the externship course, you would receive an Incomplete (I); please consult with financial aid to ensure that this will not impact any financial aid packages being received.

### Structure and Requirements

Students must complete a **total of 150 hours** in their externship site. These hours should be divided in the following way:

- **110 hours** spent at the externship site, devoted to supporting their work in whatever way identified by the student and their externship supervisor.
- **20 hours** devoted to a specific applied activity or project that addresses an issue at the externship site or adds value to your site.
- **20 “flex hours”** that may be allocated to either general externship duties or working on the activity/project

## Activity Development

In addition to your general externship duties, you will complete a specific applied activity or project that contributes to your site and demonstrates integration of your graduate learning. This project should be designed in collaboration with your externship supervisor and approved by the Program Director. Projects can take many forms depending on the site's needs and your skills. Some examples include, but are not limited to:

- **Program Development:** Designing a new workshop, lesson plan, or resource guide for children, families, or staff.
- **Curriculum or Activity Design:** Creating and piloting classroom activities, assessment tools, or social-emotional learning supports.
- **Evaluation:** Gathering feedback from participants or staff, analyzing results, and making recommendations for program improvement.
- **Resource Creation:** Developing a toolkit, training module, or informational materials for staff or parents.
- **Policy or Practice Initiative:** Researching best practices (e.g., inclusive classrooms, trauma-informed care, family engagement) and sharing tailored recommendations with your site.
- **Community Engagement:** Planning or facilitating an event, parent workshop, or outreach activity.
- **Organizational Support:** Improving day-to-day systems or processes, such as creating a filing system, organizing materials, or streamlining workflows, when these improvements add value to the site.

Whether large or small in scale, your applied activity/project should:

- Provide a meaningful contribution to your externship site.
- Allow you to apply knowledge and skills from the MACD program in a practical context.
- Be feasible within the 20 hours (to 40 hours, if including optional flex hours) dedicated to the project.

## Site Selection

Externships in a child development context could be far-reaching, from placements like preschools or early childcare centers, to government or non-governmental agencies working on child-focused policy, to healthcare or community centers, and beyond!

Students are responsible for identifying their externship site, which must be related to child, adolescent, or family development. You may use your place of employment if it is relevant to children and families, but your externship activities must go *beyond* your normal work duties. These hours should provide new learning experiences, not simply repeat your current job responsibilities. If you need help identifying a site, consult your faculty advisor or the MACD Program Director for suggestions.

Additional details, including required forms, can be found on the department website under Student Resources > Externship Requirements.

## Project

The purpose of the project is to allow students to connect research and theory with applied practice by developing a tangible product that could be used in a professional setting. Projects may take many forms—such as a curriculum, training, handbook, podcast, resource guide (the options are endless!)—and are designed to be practical, useful, and grounded in scholarly literature.

The Project option may be a good fit for students currently working in classrooms, community organizations, or other applied settings who want to create something useful and practical to carry forward in their professional lives. Unlike a thesis, the project is not focused on conducting original research. Instead, it emphasizes translating existing research and theory into applied products that address a gap in practice—such as an issue, limitation, or problem that could be supported through a research-informed project—and that could be implemented in the future.

Projects are **not implemented during the program**, but they are created as if they could be. This means you will develop all necessary materials with the intention that they could later be adapted and applied in real-world settings. The ultimate goal is to leave the program with a professional product you can carry forward, use, and expand upon in your career.

Examples of past or possible projects include:

- A parent-training module on supporting secure attachment in infancy.
- A teacher workshop on the importance of outdoor play for young children.
- A podcast designed for new parents.
- A community resource guide for building partnerships with local agencies.
- A professional development handbook for teachers on trauma-informed classroom strategies.

Students can begin working on their projects at any time under the supervision of their faculty mentor (i.e., committee chair). In the first year, students can benefit from using their graduate classwork to begin exploring potential topics for a project. They may also benefit from exploring previously published projects on CSUSB's library website. Students typically dedicate most of their second year (or later, if needed/desired) to intensive work on their project.

## Structure & Requirements

A completed project is the creation and write-up of an applied activity developed from your knowledge of child development and the scholarly literature. It should:

- Be a minimum of **35–50 pages** in length (not including appendices and references), written in APA style.
- Include the following sections:
  1. **Introduction**
  2. **Literature Review** (extensive, grounding your project in research)
  3. **Summary and Purpose of the Project**
  4. **Methods** (intended audience, layout, materials, and how the project could be evaluated)
  5. **Discussion/Conclusion** (reflection and implications of project, limitations, and future directions if implemented)
  6. **Appendix** containing all project materials (curriculum, handbook, podcast scripts, guides, etc.) that would be needed to implement the project.

## Process & Timeline

Students who complete the project option will follow the following steps:

### 1. Proposal Stage

- Enroll in **CAFS 6954 (Advanced Independent Study)** during the semester you plan to write your project proposal.
- Write your **written project proposal**, with the guidance of your committee chair.
- Send this proposal to your committee for review, 2 weeks before proposal date.
- Present your proposal in an **Oral Proposal Meeting** with your committee.
- Committee members give feedback, decide whether you may proceed, and what edits are required for moving forward.
- Important Notes:
  - You must successfully propose *before* enrolling in CAFS 6964.
  - If you have not completed your project proposal within one semester, you may receive a grade of RP (Report in Progress); you then have one year to finish. Please consult with financial aid to ensure that this will not impact any financial aid packages being received.

### 2. Project Development

- After approval, enroll in **CAFS 6964 (Project)**.
- Create your project materials (e.g., curriculum, scripts, advertisements)
- Finalize your written document by editing prior sections and writing discussion/conclusion section.
- Send this proposal to your committee for review, 2 weeks before final defense date.

### 3. Final Oral Defense

- Present your completed project in an **Oral Defense** with your committee.
- Committee members may request revisions before final approval.
- **Important Note:** If you have not completed your project and defense within one semester, you may receive a grade of RP (Report in Progress); you then have one year to finish. Please consult with financial aid to ensure that this will not impact any financial aid packages being received.

### 4. Submit Project to Grad Studies for Publication

- When your final project is approved, follow the outlined steps (more information on page 34) to submit your finished written project to the Office of Graduate Studies.
- **Important Note:** Please pay special attention to the deadlines for submitting your work to Grad Studies. Their office has deadlines for initial submission that are substantially earlier than the formal end of the semester (e.g., July for Summer submissions, April for Fall submissions, November for Spring submissions).

Please make sure to carefully review the following subsections for more detailed information on each step in the development of your project.

## Written & Oral Project Proposal

**CAFS 6954** (Advanced Independent Study; 4 units) should be taken or completed during the semester in which you plan to propose your project. This course consists of the time dedicated to writing your project proposal and scheduling your Oral Project Proposal Meeting. Please make sure to sign up for the course that has your committee chair as the instructor. See page 32 for more information about the Advanced Independent Study course.

The project proposal should describe the proposed project and explain the empirical rationale as to why this project is being developed. To that end, the project proposal **includes the following sections**:

1. Introduction (1-2 pages)
2. Literature Review
3. Methods containing:
  - A Thorough description of the program/project being proposed
  - A plan for assessing or evaluating the quality of the proposed program/project

No additional project materials will be created for the proposal. Committee members will review and provide feedback about what is proposed prior to students creating actual materials.

When writing the project proposal, be sure to follow the format instructions provided by the office of Graduate Studies. **Grad Studies has a specific formatting** that differs from APA formatting, which must be followed for project final submissions. Detailed information is provided in the Thesis/Project Handbook, which is available for download at the following website:  
<http://gradstudies.csusb.edu/>

Once the written project proposal is complete, you will schedule an **Oral Project Proposal** with your committee members to review and assess your project proposal. Please contact the CAFS 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.

In preparation for the Oral Project Proposal, you will need to prepare a brief summary presentation of the project; this presentation should be **no longer than 10-15 minutes**, as your committee has already read your proposal.

Please send your committee members your proposal document two weeks ahead of time, so that they can make time to thoroughly and thoughtfully review your work before the scheduled proposal meeting. **Note:** Documents sent to your committee for the proposal should be complete and edited; at this stage, documents should not still be in progress (e.g., informal comments or writing left in the document, formatting incomplete).

The Oral Project Proposal will be an opportunity to present your work and receive feedback from your committee members, in an effort to improve the project and support your professional development. During the proposal, your committee members may ask you questions about your process and rationale, and they may request that you make certain revisions to the project and/or your writing. At the end of this proposal meeting, your committee will decide whether your Project Proposal is approved. Keep in mind that you **must successfully propose your project before enrolling** in the final Project course, CAFS 6964.

## Final Written Project and Oral Defense

Once you have successfully orally proposed your project, you will enroll in **CAFS 6964** (Project; 4 units). This course consists of the time spent finalizing the project (e.g., creating materials/curriculum), completing the discussion/conclusion for your written project document, preparing for and completing your Final Oral Defense, and preparing for the Graduate Studies review process. Please make sure to sign up for the course that has your committee chair as the instructor.

The final project document should contain **all previous sections** included in the proposal (introduction, literature review, and methods), along with:

- any **required revisions** of prior sections finalized;
- any **updated language** needed to reflect the finalized version of the project (for example, be sure to adjust language from “the proposed project” to “the current project”);
- an appendix containing all **project materials** needed to implement the project (e.g., curriculum, scripts, images, advertisements or recruitment materials);
- a **discussion/conclusion** section.

All materials that are needed to implement the project need to be completed in the final document, but please remember that students will not implement the project during the scope of completing the graduate project requirements.

The **discussion/conclusion section** should provide a concluding reflection on the project, and may discuss the following:

- Reflection on how the project addresses any needs in the population, as indicated by the research on your project’s topic
- Any implications of the project, if implemented (e.g., policy or practice implications)
- Limitations of the project that could be changed or expanded (in implementation, content, design, etc...), based on your committee’s and your reflection of your project
- Considerations for implementation
- Considerations for what the project could look like if implemented with a related demographic (e.g., created for teachers, but then consider how it might look if the focus was parents)
- Future considerations for what could be done after this project is implemented, follow-up content or plans

Again, when writing the project document, be sure to follow the format instructions provided by the office of Graduate Studies. **Grad Studies has a specific formatting** that differs from APA formatting, which must be followed for project final submissions. Detailed information is provided in the Thesis/Project Handbook, which is available for download at the following website: <http://gradstudies.csusb.edu/>

After your full project is complete, you must schedule your final **Oral Project Defense** with your committee members to review and assess your complete project. Please contact the CAFS department office at least two weeks in advance of your anticipated defense date, so that a 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.

In preparation for the Oral Project Defense, you will need to prepare a brief summary presentation of the project; this presentation should be **no longer than 10-15 minutes**, as your committee has already read your final document. Your presentation can include the summary points from your proposal meeting, with an addition of anything you worked on to create your project (e.g., the details of your project materials created), a conclusion, strengths and weaknesses of the project, ideas of what to do differently in the future, and if necessary, a review of any changes made to the project in response to meeting with your committee for the proposal.

Again, please send your committee members your final document two weeks ahead of time, so that they can make time to thoroughly and thoughtfully review your work before the scheduled defense meeting. **Note:** Documents sent to your committee for the proposal should be complete and edited; at this stage, documents should not still be in progress (e.g., informal comments or writing left in the document, formatting incomplete).

The Oral Project Defense will be an opportunity to present your work and receive feedback from your committee members, in an effort to improve the project and support your professional development. During the defense, like in your proposal, your committee members may ask you questions about your process and rationale, and they may request that you make certain revisions to the project and/or your writing. At the end of this proposal meeting, your committee will decide whether you have successfully passed your defense.

Once you have passed, you may still have edits to make. Please make any of these necessary edits with the mentorship of your committee chair (and committee members, if this is what is decided by your committee) before following the steps to submit your project to Grad Studies. You **must successfully pass** your Project Defense and **make all required edits before** submitting your work to Grad Studies (see page 34 for more information on this process).

#### **Important Notes & Reminders:**

- If you do not complete your project and final defense by the end of the semester, a grade of RP (Report in Progress) will be posted until you are finished (1- year time limit). Please consult with financial aid to ensure that this will not impact any financial aid packages being received.
- Please register for CAFS 6964 only once.
- Keep all Grad Studies deadlines for project submission in mind, because they are much sooner than the end of the semester. These deadlines can be found on their office website.

### **Project Committee**

When working on a project, you will have a committee that consists of 3 faculty members. All 3 should be able to contribute to your project development; for example, they may have some expertise in the general topic or age group you have chosen for your project. Your committee will typically consist of tenure-track faculty from the CAFS department. One faculty member will take on most of the responsibilities of scaffolding the process for you (the committee chair); ideally this faculty member will have the greatest alignment in expertise for your chosen topic, age group, and/or population. Two committee members will provide feedback mostly during the proposal presentation & final defense (although sometimes these faculty may provide more assistance in between, as necessary & available). Students are encouraged to reach out to faculty to discuss this process. You are welcome to invite CAFS faculty who have a strong alignment with your project, even if you have not formally met them!



## **Continuous Enrollment**

If you complete your required coursework while you are still working on your project (i.e., you are not enrolling in any courses for that semester), in order to maintain your student status within the program, you must enroll in CAFS 6990 (Continuous Enrollment) all subsequent semesters without other units taken until you have completed your project. Failure to maintain continuous enrollment will result in dismissal from the university. Continuous enrollment is processed through the College of Extended and Global Education for a reduced fee for the semester. The form is available via a link on the CAFS website. If you need to take a leave of absence, forms must be approved by the program coordinator and the Dean of Graduate Studies.

If you have other questions about the project, please contact the current MA CAFS Director.

The purpose of the thesis is to guide students through the full research process, from developing a research question to analyzing data and presenting findings in a formal written study. A thesis is a research study that is conducted by the student under the supervision of a faculty thesis advisor. The purpose of a thesis is to guide 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.

The Thesis option is especially well-suited for students planning to pursue doctoral study, as it provides experience in designing and carrying out an independent research project and could result in later publication of a scholarly manuscript. Regardless, students can use the thesis as an opportunity to build up understanding of a specific area of scholarly expertise.

Examples of past or possible theses include:

- “The Impact of Early Attachment Security on Adult Sibling Relationships”
- “The Purpose of Treasured Possessions in Early Life”
- “The Relationship Between Children’s Play and Cognitive Development”
- “Feelings of School Belongingness In LGBTQ+ Adolescents”

Students can begin working on their thesis at any time under the supervision of their faculty mentor (i.e., committee chair). In the first year, students can benefit from using their graduate classwork to begin exploring potential topics for a thesis. They may also benefit from exploring previously published theses on CSUSB’s library website. Students typically dedicate most of their second year (or later, if needed/desired) to intensive work on their thesis.

## Structure & Requirements

A completed thesis should demonstrate your ability to conduct rigorous research and to integrate existing scholarship with your own findings. It should:

- Be a minimum of **35–50 pages** in length (not including appendices and references), written in APA style.
- Include the following sections:
  1. **Introduction**
  2. **Literature Review** (extensive, grounding your project in research and leading to your research questions)
  3. **Methods** (participants, procedures, measures)
  4. **Results** (data analyses and findings)
  5. **Discussion** (interpretation, implications, limitations, future directions)
  6. **Appendix** containing any additional materials needed to describe thesis procedures or results (e.g., participant consent forms, tables or graphs of findings)

## Process & Timeline

Students who complete the thesis option will follow the following steps:

### 1. Proposal Stage

- Enroll in **CAFS 6954 (Advanced Independent Study)** during the semester you plan to write your thesis proposal.
- Write your **written thesis proposal**, designing and describing your research project with the guidance of your committee chair.
- Send this proposal to your committee for review, 2 weeks before proposal date.
- Present your proposal in an **Oral Proposal Meeting** with your committee.
- Committee members give feedback, decide whether you may proceed, and what edits are required for moving forward.
- Important Notes:
  - You must successfully propose *before* enrolling in CAFS 6974.
  - If you have not completed your thesis proposal within one semester, you may receive a grade of RP (Report in Progress); you then have one year to finish. Please consult with financial aid to ensure that this will not impact any financial aid packages being received.

### 2. IRB Approval

- Before beginning any data collection, you must obtain approval from the **Institutional Review Board (IRB)**.
- Completion of **CITI Human Subjects Training** is required before submitting your IRB application.
- No research may be conducted without IRB approval.

### 3. Conducting Thesis

- After IRB approval and successfully proposing your thesis, enroll in **CAFS 6974 (Thesis)**.
- Conduct your study, prepare and analyze your data.
- Finalize your written document by editing prior sections and writing results and discussion section.
- Send this proposal to your committee for review, 2 weeks before final defense date.

### 4. Final Oral Defense

- Present your completed project in an **Oral Defense** with your committee.
- Committee members may request revisions before final approval.
- **Important Note:** If you have not completed your thesis and defense within one semester, you may receive a grade of RP (Report in Progress); you then have one year to finish. Please consult with financial aid to ensure that this will not impact any financial aid packages being received.

### 5. Submit Project to Grad Studies for Publication

- When your final thesis is approved, follow the outlined steps (more information on page 34) to submit your finished written thesis to the Office of Graduate Studies.
- **Important Note:** Please pay special attention to the deadlines for submitting your work to Grad Studies. Their office has deadlines for initial submission that are substantially earlier than the formal end of the semester (e.g., July for Summer submissions, April for Fall submissions, November for Spring submissions).

Please make sure to carefully review the following subsections for more detailed information on each step in the development of your thesis.

## Written & Oral Thesis Proposal

**CAFS 6954** (Advanced Independent Study; 4 units) should be taken or completed during the semester in which you plan to propose your thesis. This course consists of the time dedicated to writing your thesis proposal and scheduling your Oral Thesis Proposal Meeting. Please make sure to sign up for the course that has your committee chair as the instructor. See page 32 for more information about the Advanced Independent Study course.

The thesis proposal should describe the proposed study and explain the empirical rationale that led you to your research questions. To that end, the project proposal **includes the following sections**:

1. Introduction (1-2 pages)
2. Literature Review
3. Methods, containing all necessary study materials (e.g., measures, consent documents)
4. An appendix containing all **thesis materials** needed to implement the research (e.g., measures, consent documents).

When writing the thesis proposal, be sure to follow the format instructions provided by the office of Graduate Studies. **Grad Studies has a specific formatting** that differs from APA formatting, which must be followed for thesis final submissions. Detailed information is provided in the Thesis/Project Handbook, which is available for download at the following website: <http://gradstudies.csusb.edu/>

Once the written thesis proposal is complete, you will schedule an **Oral Thesis Proposal** with your committee members to review and assess your thesis proposal. Please contact the CAFS 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.

In preparation for the Oral Thesis Proposal, you will need to prepare a brief summary presentation of the thesis; this presentation should be **no longer than 10-15 minutes**, as your committee has already read your proposal.

Please send your committee members your proposal document two weeks ahead of time, so that they can make time to thoroughly and thoughtfully review your work before the scheduled proposal meeting. **Note:** Documents sent to your committee for the proposal should be complete and edited; at this stage, documents should not still be in progress (e.g., informal comments or writing left in the document, formatting incomplete).

The Oral Thesis Proposal will be an opportunity to present your work and receive feedback from your committee members, in an effort to improve the thesis and support your professional development. During the proposal, your committee members may ask you questions about your process, rationale, and materials, and they may request that you make certain revisions to the thesis and/or your writing. At the end of this proposal meeting, your committee will decide whether your Thesis Proposal is approved. Keep in mind that you **must successfully propose your thesis before enrolling** in the final Thesis course, CAFS 6974.

## IRB Approval

Before conducting research such as the thesis, students must submit an application with the Institutional Review Board (IRB) to have the ethics of their study reviewed. When IRB approval is received, students may begin conducting their research study. Please see the IRB website for the most up to date information: <https://www.csusb.edu/institutional-review-board>

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 IRB to oversee its obligations with respect to human subjects. The statements listed below explain the research review procedure for the IRB.

- a. All research studies conducted by faculty and students at CSUSB that involve human subjects will be subject to IRB approval. No participants 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. The course is available at <https://www.citiprogram.org>
- d. In many cases, the investigator shall not involve a human subject in a research study 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, 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. The same basic rules apply for debriefing as for the informed consent. 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.
- f. Once a 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 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.

- g. After receiving the memo from 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 IRB, they may write a statement including clear justifications. The IRB chair may schedule a meeting with the investigator to discuss the points.
- h. There are some further points to be noted:
  - If the study 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 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.
  - The investigator is required to keep copies of the informed consent forms and data for at least three years.

## Final Written Thesis and Oral Defense

Once you have successfully orally proposed your thesis, you will enroll in **CAFS 6974** (Thesis; 4 units). This course consists of the time spent conducting the thesis research, analyzing thesis data, and completing the results and discussion sections for your written thesis document, preparing for and completing your Final Oral Defense, and preparing for the Graduate Studies review process. Please make sure to sign up for the course that has your committee chair as the instructor.

The final thesis document should contain ***all previous sections*** included in the proposal (introduction, literature review, and methods), along with:

- any **required revisions** of prior sections finalized;
- any **updated language** needed to reflect the finalized version of the thesis (for example, be sure to adjust language from “the proposed thesis” to “the current thesis”);
- a **results** section
- a **discussion** section.

Again, when writing the thesis document, be sure to follow the format instructions provided by the office of Graduate Studies. **Grad Studies has a specific formatting** that differs from APA formatting, which must be followed for thesis final submissions. Detailed information is provided in the Thesis/Project Handbook, which is available for download at the following website:  
<http://gradstudies.csusb.edu/>

After your full thesis is complete, you must schedule your final **Oral Thesis Defense** with your committee members to review and assess your complete thesis. Please contact the CAFS department office at least two weeks in advance of your anticipated defense date, so that a 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.

In preparation for the Oral Thesis Defense, you will need to prepare a brief summary presentation of the thesis; this presentation should be **no longer than 10-15 minutes**, as your committee has already read your final document. Your presentation can include the summary points from your thesis meeting, with an addition of any new details (e.g., results, discussion), ideas of what to do differently in the future, and if necessary, a review of any changes made to the thesis in response to meeting with your committee for the proposal.

Again, please send your committee members your final document two weeks ahead of time, so that they can make time to thoroughly and thoughtfully review your work before the scheduled defense meeting.

**Note:** Documents sent to your committee for the proposal should be complete and edited; at this stage, documents should not still be in progress (e.g., informal comments or writing left in the document, formatting incomplete).

The Oral Thesis Defense will be an opportunity to present your work and receive feedback from your committee members, in an effort to improve the thesis and support your professional development. During the defense, like in your proposal, your committee members may ask you questions about your process and rationale, and they may request that you make certain revisions to the project and/or your writing. At the end of this proposal meeting, your committee will decide whether you have successfully passed your defense.

Once you have passed, you may still have edits to make. Please make any of these necessary edits with the mentorship of your committee chair (and committee members, if this is what is decided by your committee) before following the steps to submit your project to Grad Studies. You **must successfully pass** your Thesis Defense and **make all required edits before** submitting your work to Grad Studies (see page 34 for more information on this process).

#### **Important Notes & Reminders:**

- If you do not complete your thesis and final defense by the end of the semester, a grade of RP (Report in Progress) will be posted until you are finished (1- year time limit). Please consult with financial aid to ensure that this will not impact any financial aid packages being received.
- Please register for CAFS 6964 only once.
- Keep all Grad Studies deadlines for thesis submission in mind, because they are much sooner than the end of the semester. These deadlines can be found on their office website.

## **Thesis Committee**

When working on a thesis, you will have a committee that consists of 3 faculty members. All 3 should be able to contribute to your project development; for example, they may have some expertise in the general topic, age group, or population you have chosen for your thesis. Your committee will typically consist of tenure-track faculty from the CAFS department. One faculty member will take on most of the responsibilities of scaffolding the process for you (the committee chair); ideally this faculty member will have the greatest alignment in expertise for your chosen topic, age group, and/or population. Two committee members will provide feedback mostly during the proposal presentation & final defense (although sometimes these faculty may provide more assistance in between, as necessary & available). Students are encouraged to reach out to faculty to discuss this process. You are welcome to invite CAFS faculty who have a strong alignment with your thesis, even if you have not formally met them!

## **Continuous Enrollment**

If you complete your required coursework while you are still working on your thesis (i.e., you are not enrolling in any courses for that semester), in order to maintain your student status within the program, you must enroll in CAFS 6990 (Continuous Enrollment) all subsequent semesters without other units taken until you have completed your project. Failure to maintain continuous enrollment will result in dismissal from the university. Continuous enrollment is processed through the College of Extended and Global Education for a reduced fee for the semester. The form is available via a link on the CAFS website. If you need to take a leave of absence, forms must be approved by the program coordinator and the Dean of Graduate Studies.

If you have other questions about the thesis, please contact the current MA CAFS Director.



## **For Project & Thesis Options: MA CAFS Proposal and Advanced Independent Study Guidelines and Expectations**

The course CAFS 6954 Advanced Independent Study is for students who are ready to write their project or thesis proposal. The required 4 units for this course reflect the amount of time and effort needed to write your project or thesis proposal.

Specifically, CAFS 6954 Advanced Independent Study is for writing your proposal, which should require a total of 4 units or 180 hours of work. In this course, the expectation as defined by the university course delineation is to spend a minimum of 2-3 hours a week per unit on your proposal. In other words, when taking CAFS 6954 (4 units) Advanced Independent Study, you should be spending approximately 12 hours a week on your proposal across the semester.

If you **do not** complete your proposal or make adequate progress (as determined by your Project/Thesis Chair and the MA CAFS Director) in the semester you are taking CAFS 6954 Advanced Independent Study you will earn a C in the course; a C is not passing for a graduate course. Students who earn a C will be placed on academic probation and will be marked as making unsatisfactory progress in the MA CAFS program.

To aid you in understanding what is required to meet course expectations and be considered as making adequate progress in the program, we have delineated what is expected weekly during the semester (if you are taking the full 4 units at one time). To make minimum adequate progress it is expected that you will submit the required documents for each week (noted below) no later than Thursday at 5pm PST (or by the weekly date/time agreed upon with your Project/Thesis Chair):

- Week 1: Make contact with your Project/Thesis Chair and decide on topic area
- Week 2: Topic area (including subtopics) and Detailed Outline for Literature Review
- Week 4: 3 Pages of introduction to topic and main points of the literature review
- Week 6: Full Draft of your Literature Review
- Week 8: Full Draft of Methods Section
- Week 10: Full Draft of any additional materials required for proposal
- Week 12: Full draft of all required sections: Introduction (2-3 pages), Literature Review, and Methods section (must also include list of references)
- Weeks 13-14: Integrate feedback from Chair into Full draft
- Week 15: Turn in updated Full Draft to Chair of committee

The Chair of a student's project/thesis committee reserves the right to adjust the above expectations as they deem appropriate. The proposal writing process requires a back and forth of students submitting documents and Chair's providing feedback. Thus, not all weeks are listed as the expectation is edits and updated drafts are consistently being worked on.

The above will need to be submitted/completed by the deadlines outlined. Not completing 1 or more of these progress markers will diminish your letter grade by a minimum of 10 points on 100-point scale; quality of submissions will also be considered in the grade you earn at the end of semester.

If you do not make adequate progress and meet the benchmarks outlined above, you will earn a grade

of C or lower in CAFS 6954. **Please note:** The CSUSB Graduate Studies policy stipulates that graduate students are only allowed to retake a course and replace their previous grade 1 time during their graduate program. In other words, if you earn a C in any of the CAFS 6954 courses you take (which is not a passing grade) you only have the option to retake this course one time for a better grade. You can find this information and more at resource links provided at the end of this document.

### **Additional Information, Policies and Requirements**

- CAFS 6954 Advanced Independent Study is limited to the required 4 units (unless approved by MA CAFS Director)
- Students who have completed the course requirements except for the completion of their project or thesis must enroll in Continuous Enrollment to remain students at CSUSB in the MA CAFS program. Continuous enrollment is less expensive as it is zero units but keeps a students' status as "active" to allow them to continue in the program. Continuous enrollment can be taken through CAFS 6990 or the College of Global and Extended Education. Students are not eligible for financial aid when taking continuous enrollment, as it is 0 units.
- If you have received a grade of "RP" (Report in Progress) or "I" (Incomplete), it will revert to an F after 1 year from the date it was earned. It is the students' responsibility to keep track of all grades and submit necessary paperwork to prevent an RP or I to reverting to an F if they meet the criteria.
  - A Petition to Waive University Regulations will only be completed/approved 1 time during your MA CAFS Program. That is, you may only request an extension to your RP or I once.
- **Leave of Absence:**
  - If a student is experiencing hardships such as mental health, family, and/or financial challenges that are impacting their ability to complete the work required of the program (including completion of the benchmarks related to CAFS 6954), it is strongly recommended students discuss with their Chair/Advisor a Temporary Leave of Absence. Please discuss this option with your Project/Thesis Chair first. A Leave of Absence allows students to step back from their educational responsibilities until they are able to make progress.
- **Ethical Responsibility with Financial Aid:**
  - In order to continue to receive financial aid, a student must maintain satisfactory academic progress toward their degree each semester. If you are finished with your coursework and only have your project or thesis remaining, adequate progress must be made on it each semester (see weekly benchmarks above for explicit information of what is considered to be adequate progress). In addition, Advanced Independent Studies units (beyond the 4 required in the program) cannot be used for the purpose of obtaining financial aid.
  - If a student is not making adequate progress, the CSUSB Financial Aid office has the right to report this lack of progress to the Department of Education and money previously provided may be required to be paid back. It is considered fraud if a student continues to take units while not turning any work into their instructor. Additionally, graduate students are required to complete/earn 66.6% of their units attempted each semester. If not, their financial aid may be placed on hold or cancelled. This is important to note because RPs and Incompletes are not considered adequate progress.

## Graduate Studies Review Process

All graduate theses, projects must be submitted to the Office of Graduate Studies for format review; these must be submitted by the semester submission deadline and accepted for publication by the publication deadline. 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; for example, as a student, your scholarly achievements can be accessed by a broader audience. The information below outlines the process at the time of printing this handbook. Please review the following website **for the most up-to-date information**, and pay special attention to any **Graduate Studies deadlines**: <https://www.csusb.edu/graduate-studies/current-students/thesis-project-dissertation/deadlines-and-review-process>

### Review Process

All graduate theses, projects and dissertations must be submitted to the Office of Graduate Studies for format review; content is determined by the faculty committee chair. Theses, projects, and dissertations are published on CSUSB ScholarWorks, the university's electronic repository.

The manuscript submission process is described below. Formatting guidelines are found on the Formatting page on the Graduate Studies Office website.

### Consultations

We encourage you to meet with a thesis reviewer for formatting assistance before submitting your manuscript on ScholarWorks. (Meetings are not required.) Meetings are available in-person or via Zoom.

Please email [gradstud@csusb.edu](mailto:gradstud@csusb.edu) to schedule an appointment or visit the link on their website. 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 and are not available after the consultation deadline.

### Manuscript Submission

Your initial submission includes three steps:

- **Pay the \$30 Digital Archiving Fee.** The fee can be paid online through your MyCoyote Student Center; email the receipt to Graduate Studies at [gradstud.csusb.edu](mailto:gradstud.csusb.edu).
- **Turn in your signed Committee Certification Form.** This process is now digital; the student initiates the process, and the committee chair and graduate coordinator sign the document through Adobe Sign; 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))
- **Submit your manuscript on CSUSB ScholarWorks.**

**Manuscripts will not be reviewed until all three steps are completed. The steps can be completed in any order.**

Once Graduate Studies receives all of your materials your manuscript will be checked for plagiarism via Turnitin.com and reviewed for formatting. Watch for an email from Scholarworks notifying you of the status of your submission; most students are asked to make some formatting corrections. After you make the corrections, upload your corrected manuscript via your ScholarWorks account. When all corrections are made, you will be published on ScholarWorks.

**Manuscripts must be complete before they are submitted. Complete your project or thesis defense and make any required content changes *before* submitting it to Graduate Studies.**

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

### **Publication Deadline**

All manuscripts must be approved for posting on ScholarWorks by the publication deadline. Do not wait until the publication deadline to make corrections – reviews take several days. Manuscripts typically go through two reviews before they are accepted for publication. Allow at least three days for each review. You will be notified via email when your manuscript is accepted; please forward the notification on to your program coordinator or committee chair so that they may award your grade for your thesis, project, or dissertation.

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 next semester.

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.

## Annual Review

The primary purpose of the 1st Year Evaluation of graduate students in the MA CAFS program is to provide students with systematic, officially sanctioned feedback on their academic 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 1<sup>st</sup>-year graduate students in the MA Child, Adolescent, and Family Studies Program.

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

### Review Process

#### Students

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

#### Faculty Review Committee

The review committee consists of all faculty affiliated with the MA in Child, Adolescent, and Family Studies 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 **Satisfactory Progress** designation is likely to be given to students who meet most of the following criteria (as appropriate for years in the program):

#### ***Critical Criteria:***

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

#### ***Important Criteria:***

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

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

- No progress towards completing thesis or project (e.g., no consideration of the 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 you have been Advanced to Candidacy).

## Other Important Information

**2-Year Limit:** Graduate students must complete their project/thesis within two years of enrolling in CAFS 6964/6974.

**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://www.csusb.edu/child-adolescent-and-family-studies>.

**Communication With the Department:** Please keep the Department of Child, Adolescent, and Family Studies 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 "cafsgrads" 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 project/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 <http://gradstudies.csusb.edu/>.

**Semester Registration:** Graduate students who fail to register in at least one course in the MA CAFS 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 Global and Extended Learning for a reduced fee \$320. More information on this can be found at: <https://www.csusb.edu/pace/courses-programs/education/continuous-enrollment-graduate-candidacy-standing>

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



## Leave of Absence

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

Students who plan to be absent for one 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: no matter the type of leave taken, all students returning from an approved leave of absence of more than two (2) semesters must apply for readmission to the university and the master's program.

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

**Military Leave:** A maximum of 8 semesters is allowed. The student must provide military orders.

**Planned Educational Leave:** A maximum of 4 semesters is allowed. Upon their return, student must submit transcripts showing the course(s) taken.

**Personal Leave:** The maximum duration for any leave is two calendar years. 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 (Also, courses expire after 5 years.)

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

## Responsibilities of Faculty Members

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

1. Contribute to and remain abreast of the latest developments in their field.
2. Pursue teaching excellence continually.
3. Treat all students with respect and fairness without regard to age, ancestry, disability, marital status, national origin, political beliefs, race, religion, sex, gender, 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.

Please note that Faculty are **not** on contract to work during the summer, and thus they are not responsible for communication or other academic year responsibilities during this time.

## 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 MA CAFS program. For example: finding and completing required paperwork, 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.
9. Abide by the COVID-19 protocol set by CSUSB

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 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 or project ideas at conventions. CAEYC (the state affiliate of NAEYC) holds its annual conference every spring. In addition, the organizations mentioned above hold conferences that students can also submit to present at. Attending, as well as presenting, is both informative and fun.

Each year there are 2-4 or more colloquia hosted by the Child, Adolescent, and Family Studies 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 they 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 faculty from other schools and with the CAFS 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 they have a relatively pleasant visit. This includes being present at the beginning of the informal gathering before the presentation (usually about a half hour long), and attending the social hour and dinner (if you can afford it) afterward.
- Helping with some of the incidental details that tend to crop up with some of the visits (such as driving the guest to the airport or to dinner).
- Encouraging the other graduate students (or professors who are teaching a class at that time) to attend the colloquia and associated events. It is expected that graduate students will attend the colloquia anyway. However, in the past there have been a few students who have been less than diligent in this. We are not impressed by this lack of participation.

# Ethical Requirements

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

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

Failure to follow these principles may result in being dismissed from the MA CAFS program. The Ethical Principles of Psychologists and Code of Conduct is also available in PDF format at <http://www.apa.org/ethics/code2002.html>.

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 they have 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.”

## Generative AI Policy

In classes and culminating experiences, unless otherwise noted, students are only permitted to use Generative AI tools such as ChatGPT for **pre-submission activities** such as brainstorming, outlining, organizing, structuring an argument, or copy-editing discussion posts and paper steps. Generally, generative AI tools should not be used to write part or all of any assignment including essays, reports, journals, or discussion posts, unless such use reflects a pedagogical goal on the part of the instructor. AI should not be used to take exams or quizzes. When using AI students should verify accuracy of resources found (best practice recommends requiring appendices for AI acknowledgements and output), should not use AI to bypass critical thinking, problem-solving, or the learning objectives of any course, and should be prepared to disclose their use of AI to their instructor. Misuse of AI may be considered academic misconduct and consequences will follow University policies.

## Graduate Student Teaching Positions

\*Prerequisites may be updated in the coming year please check with the Child, Adolescent, and Family Studies Office for updates prior to applying to teaching positions

Child, Adolescent, and Family Studies, 2244, 2245, 2246, 2247: Observation and Methods in Child Development

**Prerequisite Coursework**

CAFS-2240: Introduction to Child Development along with specialized coursework/experience in the age period to be taught

Child, Adolescent, and Family Studies 2286: Interactions School Age Children and Adolescents

**Prerequisite Coursework**

Coursework/Experience related to middle childhood and adolescents

Child, Adolescent, and Family Studies 2287: Activities Lab School Age Children and Adolescents

**Prerequisite Coursework**

Coursework/Experience related to middle childhood and adolescents

**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.
- Preference will be given to students who have taken the following course: CAFS 6630: Teaching of Child Development.
- To be considered for teaching, students will be asked to submit a CV, a Statement of Teaching and Interests, a copy of your current transcripts (unofficial), and complete an online application form. Details about the application process and these materials will be provided each year in the email sent to current graduate students.



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 CAFS Department is made, students should apply directly to the University’s Financial Aid Office.

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

## Research and Travel Funding

ASI provides funding to support research and travel related to academic growth and development. Specific examples include research supplies for an independent study, academic course, or honor's project; presenting at a conference; attending a conference; and travel related to research. Applications are evaluated competitively by the ASI Grant Review Committee and funds are awarded up to \$1,000 per submission. Requests are accepted each semester. 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. There are many different types of programs that you can have programs that specialize in different areas of Child, Adolescent, and Family Studies so be sure to research different programs available such as: Human Development and Family Studies, Psychology, Child Development, Early Childhood Education, Special Education, Education and Social Justice, Social Sciences. To help you do this, there is an APA guide to graduate programs in the US and Canada. You can also google search for PhD programs in Child Development. 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 connect with and can identify faculty you'd want to work with. For these reasons, if possible, it is best to visit the laboratory where you are going to be working prior to accepting a position at that university.

## Child, Adolescent, and Family Studies Faculty Research Interests

- Keting Chen, 2022 (Ph.D., University of Nebraska-Lincoln) engages in research related to early STEM (science, technology, engineering, and math) literacy, involving children, parents, and teachers. Research conducted in Chen's Lab centers on understanding best practices for supporting caregivers (both teachers and parents) in enhancing children's STEM skills.
- Hyeungok Kang, 2024 (Ph.D., University of Georgia) Research interests include early childhood education and care (ECEC), social-emotional development, technology with play, and equity frameworks. Focuses on centering stories from marginalized children and families to foster inclusive and equitable learning environments.
- Lisa Looney, 2003 (Ph.D., University of Maryland, College Park) Adolescents' achievement motivation and process by which teachers' beliefs and emotional support facilitate students' interest in class, prosocial behavior, and academic achievement, Teachers' self-processes, Beliefs of in-service teachers, motivational constructs as they relate to parenting.
- Stacy Morris, 2018 (Ph.D., Boston College) adolescents, and young adults; 1) civic engagement (positive contributions to one's communities and society); 2) critical consciousness (cognitive awareness of social inequities and active work to dismantle them); and 3) socialization (support, encouragement, mentorship) of critical civic engagement by teachers, mentors, and programs.
- Kevin Rosales, 2023 (Ph.D., Claremont Graduate University) my research draws on both basic and applied research to address questions related to working memory and other cognitive abilities. Examining the nature of cognitive abilities, working memory, executive function, and cognitive control.
- Amy A. van Schagen, 2016 (Ph.D., University of North Carolina at Greensboro) Early childhood education (ECE) specifically teacher development and work environments, improving learning environments for young children, access to high-quality ECE for marginalized groups, and racial equity.
- 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.

## Graduate Student Forms and Resources

Additional information and Forms can be downloaded at:

<https://csusb.edu/child-development>

(Student Resources → Graduate Student Resources)

***or***

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

(Graduate Studies forms)