

# GRADUATE STUDENT HANDBOOK

FALL 2017



SAN JOSÉ STATE UNIVERSITY

**MEXICAN AMERICAN STUDIES**

FOUNDED 1969

[WWW.SJSU.EDU/MAS](http://WWW.SJSU.EDU/MAS)

408/924-5760

# GRADUATE STUDENT HANDBOOK

## MEXICAN AMERICAN STUDIES

### SAN JOSÉ STATE UNIVERSITY

#### TABLE OF CONTENTS

BACKGROUND INFORMATION	3
THE COLLEGE OF SOCIAL SCIENCE	3
DEPARTMENTAL GOALS	4
EMPHASES IN MEXICAN AMERICAN STUDIES	
POLICY STUDIES	5
COMPARATIVE ETHNIC STUDIES	5
EDUCATION	6
GRADUATE COURSES IN MEXICAN AMERICAN STUDIES	6
DEPARTMENTAL POLICIES AND PROCEDURES	
COURSES, CANDIDACY AND THE CULMINATING EXPERIENCE	8
THESES, PROJECTS, APPLIED PROJECTS AND NON-RESEARCH OPTIONS	9
PREPARATION FOR GRADUATION	13
CONTINUOUS ENROLLMENT AND GPA	13
INCOMPLETES	14
TRANSFER CREDIT AND COURSE SUBSTITUTIONS	15
ENGLISH WRITTEN COMPETENCY	16
FEES, RESIDENCY, FINANCIAL AID, AND INTERNSHIPS	16
JOB OPPORTUNITIES IN MAS AND AT SJSU	17
MLK LIBRARY CULTURAL HERITAGE CENTER	17
THE NATIONAL ASSOCIATION FOR CHICANA AND CHICANO STUDIES	17
XICANA/O GRADUATE COUNCIL	18
POLICY AND PROCEDURAL QUESTIONS	18
SAMPLE TIMELINE	19
FACULTY BIOS	20
CONTACT INFORMATION	22
CAMPUS MAP	23

# GRADUATE STUDENT HANDBOOK

## MEXICAN AMERICAN STUDIES

### SAN JOSÉ STATE UNIVERSITY

#### BACKGROUND INFORMATION

The Mexican American Studies Department at San José State University was created in 1968 and is the oldest Graduate Program in Chicana/o Studies in the country. Today, MAS at San José State is still one of only five Graduate Programs in Chicana/o Studies in California and the only one north of Santa Barbara.

The Mission of the Mexican American Studies Department is to serve SJSU students and diverse communities through an interdisciplinary Chicana/o Studies Program that is based on principles of Social Justice. The program prepares students to critically examine and address intellectual traditions and contemporary issues resulting from race, class, and gender intersections in Chicana/o-Latina/o and other communities.

The curriculum is grounded in the interdisciplinary Chicana/o Studies tradition of pursuing carefully developed, culturally grounded solutions to community needs. The individual courses and programs are intended to bridge the worlds of theory, cultural analysis, and practice. Students build on a solid foundation of historical and cultural analyses and attempt to develop new approaches to long-standing social, economic, educational, political, and intellectual problems that face Chicana/o, Latina/o and other communities.

The department is committed to being a cutting edge Chicana/o Studies department as we respond to the ever-changing needs of our students and communities. We train students to become leaders in a number of professional fields, including: teaching, social services, policy, health care, government, and community service. We also prepare students for doctoral study in Chicana/o Studies, Ethnic Studies and other academic fields.

#### THE COLLEGE OF SOCIAL SCIENCE

The Mexican American Studies Department joined the College of Social Science in the 2006-2007 school year with the goal of strengthening our connections with other Ethnic Studies programs. The mission of the College of Social Science is, “to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world.” Besides MAS, the college includes the departments of: African American Studies, Anthropology, Communication Studies, Economics, Environmental Studies, Geography & Global Studies, History, Political Science, Psychology, Sociology & Interdisciplinary Social Science (including Women’s Studies and Asian American Studies), and Urban and Regional Planning. Connections with other departments in the College allow faculty and students to engage in innovative, interdisciplinary work. In 2010, the College created the *Division of Interdisciplinary Race and Gender Studies*, which is now being reconceptualized in a new Ethnic

Studies initiative that may lead to more interdisciplinary research and teaching related to race and gender studies in the college.

## DEPARTMENTAL GOALS

The overall goal of the MAS Department is to prepare students to critically assess the conceptualization of race and ethnicity, as it relates to and is challenged by Chicana/o communities. Students develop critical thinking skills and a comparative analysis between Chicana/o and other communities. In the end, students integrate major issues and theories from MAS core courses and apply them to current problems as they plan for post-graduate work. Each of the following goals is addressed in the areas of Policy, Comparative Ethnic Studies, or Education. *Students who complete the program will be able to:*

- 1-identify and analyze the major issues, questions, and debates driving theory and research in Chicana/o Studies (through discussion and writing), particularly the central role of race and ethnicity and: a) its intersectional relationship to other socially constructed categories, such as gender, class/SES, and normative heterosexuality, and, b) its historically evolving role in shaping individual and group identities, opportunities, and outcomes in US institutions. *[Covers the following University Learning Objectives: Specialized Knowledge, Intellectual Skills, Applied Knowledge, Social & Global Responsibilities] {Primarily achieved in the following courses: 200, 210, 225}*
- 2-analyze (through discussion and writing) the major theories, paradigms, and methods used to study Chicana/o and Latina/o communities historically and today, critically evaluate scholarship in the discipline, and develop an ethically-based research, creative, or community-based project in Chicana/o Studies. *[Covers the following University Learning Objectives: Broad Integrative Knowledge, Intellectual Skills, Applied Knowledge, Social & Global Responsibilities] {Primarily achieved in the following courses: 205, 210, 240, 275}*
- 3-effectively present and write insights related to PLOs 1 & 2 in chosen area of emphasis through capstone project that demonstrates the significance of this work and is adequate for effective instruction at the college level. *[Covers the following University Learning Objectives: Intellectual Skills, Social & Global Responsibilities] {Primarily achieved in the following courses: 240, 298, 299}*

## EMPHASES IN MEXICAN AMERICAN STUDIES

There are three different emphases within the Graduate Program in Mexican American Studies: *Policy Studies*, *Comparative Ethnic Studies*, and *Education*. Each emphasis requires the completion of 30 units (10 courses: all of the classes are 3 unit courses).

Students in each emphasis are required to take a core of 6 courses (MAS 200, 205, 210, 225, 240, 275), which includes the MAS 240 capstone seminar for the degree. These courses are then supplemented by an additional 2 courses in the area of emphasis that revolve around the specific post-graduate interests of the student. While the courses students take for a given emphasis often apply to other emphases, students focus their work in these courses on areas related to their own interests, making their work unique and a strong preparation for their post-graduation interests. Finally, as the culminating experience, students either complete a thesis or research project (both of which require 2 semesters of independent study with an advisor [MAS 298 twice for the research project and MAS 298 and 299 for the thesis]), **or** do an applied project (MAS 298 [building on MAS 240] and an elective), **or** take elective courses related to their specific emphasis, typically from MAS grad courses (discussed under “Policies and Procedures”). Completion of the Master’s degree typically takes 2 years, although the program can be completed in a shorter period of time.

### ***Policy Studies Emphasis***

The Policy Studies Emphasis is designed to provide students with a strong background in policy analysis and development as they relate to the Chicana/o and Latina/o community. The intent of this emphasis is to prepare students to apply a Chicana/o and Latina/o perspective to the development and implementation of contemporary policies that address the needs of this and other communities.

#### **Required Courses for the Policy Studies Emphasis**

##### Core Courses

MAS 200	Ideology and the Chicana/o Experience
MAS 205	Chicana/o History
MAS 210	Foundations of Chicana/o Studies
MAS 225	The Impact of American Institutions on the Chicana/o Community
MAS 240	Applied Chicana/o Studies Seminar [Capstone Seminar]
MAS 275	Research Methods

##### Emphasis Sequence

MAS 230 Policy Analysis & the Chicana/o Community

1 of: MAS 215 Chicanas/os and Education  
MAS 252 Comparative Ethnic Studies

##### Culminating Courses (2)

MAS 298	Applied Project & Approved Elective (for those choosing the applied project option)	<b>or</b>
MAS 298	Master's Project (2 semesters of 298)	<b>or</b>
MAS 299	Master's Thesis (1 semester each of 298 and 299)	<b>or</b>
2 Approved Electives (for those choosing the non-research option)		

#### **Possible Policy Studies Course Schedule**

Fall	1 <sup>st</sup> year:	MAS 200, MAS 205, MAS 210
Spring	1 <sup>st</sup> year:	MAS 225, MAS 215 or 252, MAS 275
Fall	2 <sup>nd</sup> year:	MAS 230, MAS 240, MAS 298 or 299 or elective
Spring	2 <sup>nd</sup> year:	MAS 298 or 299 or final elective

### ***Comparative Ethnic Studies Emphasis***

The Comparative Ethnic Studies Emphasis is designed to prepare students for doctoral study in Chicana/o Studies, Ethnic Studies and other academic fields. In addition to courses in MAS, students can take courses from other areas of Ethnic Studies, such as African American Studies and Asian American Studies, so as to develop strengths in several areas of Ethnic Studies.

#### **Required Courses for the Comparative Ethnic Studies Emphasis**

##### Core Courses

MAS 200	Ideology and the Chicana/o Experience
MAS 205	Chicana/o History
MAS 210	Foundations of Chicana/o Studies
MAS 225	The Impact of American Institutions on the Chicana/o Community
MAS 240	Applied Chicana/o Studies Seminar [Capstone Seminar]
MAS 275	Research Methods

##### Emphasis Sequence

MAS 252 Comparative Ethnic Studies

1 of: MAS 215 Chicanas/os and Education  
MAS 230 Policy Analysis & the Chicana/o Community  
Department-Approved AFS, AAS, or WOMS course

##### Culminating Courses (2)

- MAS 298 Applied Project & Approved Elective (for those choosing the applied project option) **or**  
 MAS 298 Master's Project (2 semesters of 298) **or**  
 MAS 299 Master's Thesis (1 semester each of 298 and 299) **or**  
 2 Approved Electives (for those choosing the non-research option)

### **Possible Comparative Ethnic Studies Course Schedule**

- Fall 1<sup>st</sup> year: MAS 200, MAS 205, MAS 210  
 Spring 1<sup>st</sup> year: MAS 225, MAS 252, MAS 275  
 Fall 2<sup>nd</sup> year: MAS 230 or elective, MAS 240, MAS 298 or 299 or elective  
 Spring 2<sup>nd</sup> year: MAS 298 or 299 or final elective

### ***Education Emphasis***

The Education Emphasis is intended to prepare students for effective work in a number of fields requiring expertise in issues relevant to Chicana/o and Latina/o education. Among the most critical areas within this emphasis is the analysis of the K-12 educational system and the development of methods for training competent professionals to work with these communities.

### **Required Courses for the Education Emphasis**

#### Core Courses

- MAS 200 Ideology and the Chicana/o Experience  
 MAS 205 Chicana/o History  
 MAS 210 Foundations of Chicana/o Studies  
 MAS 225 The Impact of American Institutions on the Chicana/o Community  
 MAS 240 Applied Chicana/o Studies Seminar [Capstone Seminar]  
 MAS 275 Research Methods

#### Emphasis Sequence

- MAS 215 Chicanas/os and Education  
 1 of: MAS 230 Policy Analysis & the Chicana/o Community  
 MAS 252 Comparative Ethnic Studies

#### Culminating Courses (2)

- MAS 298 Applied Project & Approved Elective (for those choosing the applied project option) **or**  
 MAS 298 Master's Project (2 semesters of 298) **or**  
 MAS 299 Master's Thesis (1 semester each of 298 and 299) **or**  
 2 Approved Electives (for those choosing the non-research option)

### **Possible Education Course Schedule**

- Fall 1<sup>st</sup> year: MAS 200, MAS 205, MAS 210  
 Spring 1<sup>st</sup> year: MAS 215, MAS 225, MAS 275  
 Fall 2<sup>nd</sup> year: MAS 230 or elective, MAS 240, MAS 298 or 299 or elective  
 Spring 2<sup>nd</sup> year: MAS 298 or 299 or final elective

### ***Graduate Courses in Mexican American Studies***<sup>^</sup>

- MAS 200 Ideology and the Chicana/o Experience\*  
 MAS 205 Chicana/o History\*  
 MAS 210 Foundations of Chicana/o Studies\*  
 MAS 215 Chicanas/os and Education  
 MAS 225 The Impact of American Institutions on the Chicana/o Community\*  
 MAS 230 Policy Analysis & the Chicana/o Community  
 MAS 240 Applied Chicana/o Studies Seminar\*~  
 MAS 252 Comparative Ethnic Studies  
 MAS 275 Research Methods\*

MAS 298 Special Studies

MAS 299 Master's Thesis

\*required course

~Capstone Seminar: Must be taken after the completion of the core classes.

^Students can also take electives in other Graduate Departments with approval.

## **Core Course Descriptions**

### **MAS 200 - Ideology and the Chicana/o Experience**

Seminar examining the ideological and philosophical forces that shape Chicana/o experiences and identities. The course relies on literature and philosophical works. [Fulfills the University Writing Requirement.]

### **MAS 205 - Chicana/o History**

Seminar exploring the historical experiences of Chicanas/os, from the indigenous past to the present. This course integrates historiography, as it is grounded in an analysis of the development of and changes in the field of Chicana/o history.

### **MAS 210 - Foundations of Chicana/o Studies**

An analysis of the evolution of Chicana/o thought and intellectual production and the development of the field of Chicana/o Studies. This course analyzes the basic constructs and theories underlying Chicana/o Studies, from early works to the present.

### **MAS 225 - The Impact of American Institutions on the Chicana/o Community**

Seminar analyzing the impact of social, political, economic, and cultural systems on Chicana/o communities.

### **MAS 240 - Applied Chicana/o Studies Seminar**

Integrates major issues and theories from MAS core courses and applies them to current problems. Includes analyses of the latest research on: politics, economics, gender, immigration, education, community development, sexual orientation, and interethnic conflicts and collaborations. [Departmental Capstone Seminar, Required of all Students after completion of other core classes]

### **MAS 275 - Research Methods**

Seminar exploring the methodological challenges posed by Chicana/o Studies. The course helps students develop skills in specific research methods of their choice as well as research proposals for the project/thesis, or other areas of post-graduate work.

## **Emphases Course Descriptions**

### **MAS 215 - Chicanas/os and Education**

The course focuses on key educational issues facing Chicanas/os both historically and currently, including policy, curriculum, cultural conflict, and the different efforts to address them.

### **MAS 230 - Policy Analysis & the Chicana/o Community**

Policy analysis focusing on a specific institution or institutions. Emphasis is on analyzing major issues and social policies that affect the Chicana/o community. Effective strategies to affect social change are examined.

### **MAS 252 - Comparative Ethnic Studies**

Interdisciplinary introduction to critical topics and debates in comparative ethnic studies,

including race and representation, racialized and gendered labor and citizenship, indigeneity, feminism, nationalism, segregation and environmental injustices.

### **Culminating Course Descriptions**

#### ***MAS 298 - Special Studies***

Supervised project with advisor.

#### ***MAS 299 - Master's Thesis***

Supervised thesis.

## DEPARTMENTAL POLICIES AND PROCEDURES

Below is a description of policies and procedures both within MAS and at SJSU as a whole. *Students should meet with the graduate coordinator at least once a semester* to discuss progress toward the degree and the steps that need to be followed in the coming semesters. Students should also carefully read the SJSU Graduate Student Information pages in the catalog and on-line for detailed explanations of procedures applicable to graduate students:

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1409.html>

[http://www.sjsu.edu/gape/current\\_students/completing\\_masters/index.htm](http://www.sjsu.edu/gape/current_students/completing_masters/index.htm)

Certain topics, such as disqualification, are not covered in this handbook.

The department updates students on departmental issues regularly through e-mail. *Students are asked to provide us with an e-mail address and to check it regularly.* Students are also encouraged to dialogue with each other using e-mail. Please remember to inform the graduate coordinator whenever any of your contact info changes.

### ***Courses, Candidacy and the Culminating Experience***

Students typically enroll in 2-4 courses in their first two semesters. In the Fall, MAS 200, 205, 210, 230, and 240 are usually offered. In the Spring, MAS 215, 225, 252, and 275 are usually offered. Students are advised to begin with two core classes in the first year. MAS 240 is the department capstone course and should be taken after completing the other core courses (if a student needs the course to graduate, and since it is offered only once a year, the student can request to be allowed to enroll in the course while finishing a final core course, but this requires departmental approval). Possible course schedules are listed on earlier pages of this handbook, but students should keep in mind that these schedules are tentative and that course offerings may change in a given semester. Students can take non-MAS courses related to their specific emphases in addition to the MAS offerings (this requires a memo to the Graduate Coordinator and approval by faculty vote). Students may be able to substitute for courses in their emphases if they are not being taught. Students should discuss this with the Graduate Coordinator, as *departmental approval is required for all course substitutions and for the degree plan itself (the 10 courses a student plans on enrolling in to complete the degree)*, as discussed below.

In the second year, students take 1-2 courses in one or both semesters. In the third semester, students also submit the departmental request for **Candidacy Form** (included at the end of this handbook and available at the Graduate Studies office or website). This form lays out the plan for completion of the course requirements in MAS. It must be submitted one semester before graduation (i.e., early in the Fall for those graduating in the Spring). By this time, students

should have decided which of the three emphases they wish to complete. Students should meet with the Graduate Coordinator to discuss exactly which courses they will take and in which semesters. The Candidacy Form must be signed by the Graduate Coordinator before being submitted to Graduate Studies. ***Before the Candidacy Form can be submitted to Graduate Studies for final approval, students must submit a draft of the form along with a short memo explaining which 10 courses you are taking and why they are appropriate for your goals in the program in terms of your post-graduation interests, and why you are requesting any course substitutions (if applicable).*** The Graduate Coordinator will take this to the faculty for a departmental vote and then will sign and return it to the student. Deadlines for submitting to the Graduate Coordinator and to Graduate Studies follow in a later section of this handbook.

All students must complete a Culminating Experience. Since there are multiple options for completing the program, MAS 240 serves as the official culminating experience, but for students doing the Project or Thesis, the Culminating Experience also includes either 2 semesters of 298 with an advisor (for the project) or by taking one semester of 298 and then one semester of 299 (for the thesis). For students choosing the applied project option, the Culminating Experience also includes one semester of semester through MAS 298, which can be done by developing the applied project started in MAS 240 in the previous semester. This leaves room for students to take one additional elective that must be approved by the faculty. Students choosing the non-research option can request that they take 2 elective courses to help them prepare for their post-graduation plans. *These must also be approved by the faculty as part of the process for approval of the candidacy form.*

### ***Theses, Projects, Applied Projects and Non-Research Options***

Students have four options for completing the Master's degree: **the thesis, the research project, the applied project, or elective courses.** Students should discuss their plans for choosing from these options with the graduate coordinator before finalizing a decision.

Both the thesis and the project are written documents based on extensive research. The research project allows students more freedom in terms of creative production that might not necessarily fall under the guidelines of the thesis. The thesis is bound and becomes part of the library holdings. Students who are considering applying to doctoral programs are encouraged to complete the thesis. Students who are working on the research project enroll in 2 semesters of 298, while those working on the thesis enroll in one semester of 298 and then one semester of 299. Student in the applied project track develop a project through MAS 240 and then implement the project in a subsequent 298. All students enrolling in 298 and 299 need to have an agreement with a professor (who will advise her/him through the process) before they will be granted a permission code to enroll in the course. In special cases, students can request to take electives to help in preparation for specific post-graduation plans.

#### **The Thesis**

In preparation for the thesis/project, students take the Research Methods class, which is designed to result in a proposal for the thesis. Students then select an advisor to work with closely on the thesis or project. This advisor is the faculty member with whom the student takes the 298 or 298/299 series. Students should plan this process carefully. The advisor and the student should agree to work together ***before the start of the semester*** in which you begin the 298. Students who

are completing a thesis need to have two other readers in order for the thesis to be accepted by the university. The advisor will help you select the other faculty members, who can include MAS faculty as well as those from other departments or universities. The advisor is the point person who guides the student through all the steps of the thesis and defines the specific expectations for completion of the thesis in areas such as readings, training or preparation in methods, data analysis, and the content and form of the thesis. The other two committee members also play a role in these areas and that role is agreed upon between advisor, the other committee members and the student.

Students must complete an introduction, literature review, and research methods proposal and timeline **before** conducting original research for the thesis or project. This is the requirement for completing the 298 in preparation for 299. The 298 must be completed before the student enrolls in 299. This helps students to fully understand all of the work that will go into completing the thesis before they make the decision to enroll in 299. Once a student enrolls in 299, the 299 will appear on the transcript even if the student does not complete the thesis (and if it is not completed an NC grade will appear on the transcript). The thesis process is extremely rigorous and in most cases requires a student to dedicate 20 hours a week to this work for at least 2 semesters. This typically involves:

- the development of research questions that have not been answered in previous research (which is determined after the literature has been reviewed) [often takes one semester of full-time work]
- planning the research with the committee and getting approval for the final data collection process and getting Human Subjects approval [if done in conjunction with the literature review, may take an additional month to finalize and at least another month for Human Subjects approval]
- conducting the research / collecting the data [this varies greatly but typically takes at least a month to complete]
- analyzing the data and identifying the key findings [this also varies but often takes 1-2 months]
- providing a detailed written analysis of the findings and having that reviewed and approved by the committee [this usually takes at least a month]
- completing the thesis manuscript and having that reviewed by the committee [completing the document usually takes a month and faculty need at least 2 weeks to review the document, with revisions usually taking at least another 2 weeks -> so each revision process typically takes at least 1 month, and there are often at least two revisions]
- revising and re-submitting the thesis to the faculty to be discussed at the thesis defense meeting when the student presents the thesis to the entire committee,
- completing requested changes in the thesis from that meeting and having those approved by the thesis advisor before submitting the final thesis to the university.

Students interested in completing the thesis should identify a potential thesis advisor and create a specific timeline for completing the thesis to determine if they can dedicate the time required. One stage in the process that can be difficult to plan for is the editing, which typically takes at least 3 months from the time a first draft is completed to the time the final draft is submitted to the university. Typically, a student who works full time on the thesis beginning in the fall semester can complete the thesis for a summer graduation at the earliest (the July submission deadline for the final version submitted to the university). Students can plan to begin this process earlier to prepare for an earlier graduation, and should keep in mind that the thesis usually takes longer to

complete than originally expected. Students applying for doctoral programs, may find it difficult to do that while working on the thesis, and should consider applying as you complete the final stages of the thesis, rather than during the initial stages.

***Students must get approval from the Institutional Review Board to conduct any work for a thesis or project that includes data collection from human subjects*** (e.g., experiments, surveys, interviews, and even archival work). This approval must be obtained *prior* to beginning the research. Approval is needed for all research that eventually leaves the campus in some form of publication or report back to an agency or presentation at a conference (applicable to all Theses because they are published and to any projects that fall under this requirement). Advisors and the Graduate Coordinator can help you with this process. It typically takes at least 2 weeks to get approval (and often longer depending on the time of the semester). The forms that must be submitted as well as a detailed description of the process are available at: <http://www.sjsu.edu/research/irb/index.html>

Students complete the thesis after getting continual feedback on the research and writing from all committee members. The final phase of the thesis process is a thesis defense, in which all the committee members and the student meet to discuss the almost-final draft of the thesis. If the thesis is approved at this meeting, students make any final, requested changes and then, after a final check from the thesis committee chair, submit the thesis to Graduate Studies. Please consult the SJSU Thesis Guide throughout the thesis process (available at: <http://www.sjsu.edu/gup/gradstudies/thesis/guidelines/index.html> ). It provides information on all of the requirements for submitting the thesis. These requirements are very detailed so students should be familiar with all of the requirements and should plan well in advance to meet them. The thesis must be near perfect when submitted to Grad Studies. If it is rejected for mistakes by Graduate Studies, it cannot be resubmitted until the following semester, which will result in a delay in graduation.

While working on the thesis or project, students should meet regularly with the advisor as well as other readers. This is critical to successful completion of the thesis/project. Students should plan for the completion of the thesis/project carefully, especially since the thesis is usually due 4-6 weeks before the end of the semester in which a student graduates (which means students need to complete work several weeks in advance of that deadline to have time for the faculty to give feedback and then to make subsequent changes before the defense, which must be at least a few weeks before the thesis deadline). Graduate Studies reviews the thesis and may make requests for changes. These changes are typically style changes and grammar corrections. The thesis must be carefully edited for correct grammar and style **before** the submission to Graduate Studies, because they can reject a thesis for excessive errors, which may prevent a student from graduating or require changing from a thesis to another option. **Students must have very strong writing skills to successfully complete the thesis. Without these skills, it is extremely difficult to complete the thesis successfully, which can lead to students not completing the degree.** If approved by Graduate Studies, a final submission of the thesis is due in Graduate Studies shortly after the semester ends.

Students have the option of taking 298 and 299 over the summer (***if they inform the department ahead of time so that this can be planned***), although some may choose to use the summer to begin work on a 298 or 299 that will be taken in a later semester. Students should consider that the cost of enrolling in the 298 or 299 is less during the regular academic year.

If a student enrolls in 298 or 299 and receives an RP grade (meaning the student has not completed the course and is continuing to work on it) and the student has completed all other required coursework, that student **must enroll** in UNVS 1290R for 1 unit through Special Sessions with International and Extended Studies [at a cost of approximately \$290] every semester until the 298 or 299 is completed. **Students must complete the 298 before enrolling in the 299.**

### **The Research Project**

Some students want to conduct graduate research but without having to meet all the requirements of the thesis. The project is designed to meet those students' needs. The Research Project is usually very similar to the thesis as it begins with a research question the student wants to answer and includes a review of the literature related to the topic, and a plan for analyzing this issue in depth through original research the student will complete. Because the project does not require approval by the university thesis committee, there is more freedom to pursue topics and approaches that are more informal or non-traditional. The Research Project is typically two semesters and also is taken with one professor (but without the committee required for the thesis). The student and professor meet early in the process and agree on a plan for completing the work.

If a student enrolls in 298, the course for conducting the project, and receives an RP grade (meaning the student has not completed the course and is continuing to work on it) and the student has completed all other required coursework, that student **must enroll** in UNVS 1290R for 1 unit through Special Sessions with International and Extended Studies [at a cost of approximately \$290] every semester until the 298 or 299 is completed.

### **The Applied Project and Non-Research Options**

The Applied Project and non-research options are for students who are planning careers that do not involve extensive research. These options are intended to serve students who may be seeking employment in the social service sector. Students completing the Applied Project enroll in MAS 240 and an additional 2 courses that fits well with their future interests. These courses are agreed upon with the graduate coordinator and approved by the department faculty. In the 240, students initiate a project that reflects a cumulative analysis of their coursework. Students often build on this in a final applied project, which is done through a 298 course. These students also take an elective course that is approved by the faculty. Alternatively, students can request to take 2 elective courses that help in preparation for post-graduation plans. These must be approved by the faculty **before** enrolling in the courses as part of the process for approval of the candidacy form.

If a student enrolls in 298, the course for conducting the project, and receives an RP grade (meaning the student has not completed the course and is continuing to work on it) and the student has completed all other required coursework, that student **must enroll** in UNVS 1290R for 1 unit through Special Sessions with International and Extended Studies [at a cost of approximately \$290] every semester until the 298 or 299 is completed.

### ***Preparation for Graduation***

Students typically have to get the **Candidacy Form** approved a semester before graduating (if changes have been made since the form was filed, a Course Substitution Form must be submitted and approved by Graduate Studies before graduation). Students need to apply for graduation through Graduate Studies very early in the semester in which they are planning to graduate (the form is available at the Graduate Studies website or office). After completion of all the requirements for graduation, the Graduate Coordinator submits a form indicating that all of the requirements have been completed. It is the students' responsibility to make sure that all other forms are submitted and that the thesis/project advisor has contacted the Graduate Coordinator to indicate that all requirements have been completed. ***All students should inform the Graduate Coordinator directly when all degree requirements have been completed.*** The filing dates for graduation for any given semester are at:

[http://www.sjsu.edu/gape/current\\_students/deadlines/](http://www.sjsu.edu/gape/current_students/deadlines/)

### ***Continuous Enrollment and GPA***

Students are encouraged to continually enroll in courses from the time of entrance until graduation. We have found that students who leave the program for a semester or more have a much harder time completing the degree than those who continuously enroll. Students can skip one semester if they have a 3.0 GPA and classified status. If students miss more than one semester, they must re-apply to the program by submitting an application, fee, and a written statement that explains why they were disenrolled and why they will now be successful. Students seeking re-admission have to go through the same process as other applicants and if the department has reached its enrollment cap for that admissions cycle, the students may not be re-admitted. Graduate Studies has the forms required for students who are seeking a leave of absence. Students who enroll in classes and stay enrolled past the add deadline without paying their bill will be disenrolled from the university and will have to re-apply for admission. The one-semester rule does not apply to these students.

Students may be able to enroll in 298 or 299 during “special sessions” (in the winter or summer sessions if they inform the department ahead of time so that it can be planned) after being gone more than one semester without re-enrolling so that they can complete the degree and not have to reapply. 298 and 299 cannot be taken through Open University. Students can request an extension beyond the end of a semester to complete the work required for a 298 or 299, but have only 2 years to complete the 298 or 299 before grade goes from the RP grade to NC. **If students take longer than 7 years from the completion of the first course to the completion of the final requirements, they lose credits for any courses that are over 7 years old.** Students can petition to have outdated coursework revalidated by examination, but this can only be done for SJSU courses and for no more than 3 classes [30% of the degree].

Students are required to maintain a GPA of at least 3.0 with grades of A, B, C, or CR. **This is important!** Students with a GPA below 3.0 for more than 1 semester are not eligible to enroll in classes and may be disqualified from the university. Also, ***students who finish all courses with a GPA lower than 3.0 are not eligible to graduate.*** Students who earn a grade lower than a C in any course do not receive credit toward the completion of the degree for that course. Please consult the SJSU Catalog for detailed information on GPA requirements. Below is a partial list of the way specific grades affect the GPA:

IC [when an incomplete is not finished in the allotted time] = F

WU = F

W = no impact on GPA

NC = no impact on GPA

I / RP / NC / W = not computed in GPA and credits are not considered either [can affect calculation of academic progress]

### ***Incompletes***

The faculty discourage students from taking incompletes in classes. Although it can seem like the extra time will benefit a student's learning and work, taking an incomplete often does the opposite. Occasionally, a student is unable to complete the required assignments for a class during the semester in which the course is taken. If circumstances indicate that this may be necessary, you should consult with the instructor as early as possible. Students must complete a certain portion of the required assignments to be eligible for an incomplete. The student and the professor should agree on a plan and a timeline for completing the required assignments. This plan should be made **before** the course ends and should be done in writing, using the department's "Notice of an Incomplete" form, with a copy given to the Graduate Coordinator. The department policy is that ***students cannot earn a grade better than a B for a course in which they originally took an Incomplete***. Students have one year to complete the assignments and submit them to the professor for a final grade (work must be submitted by the last day of instruction of the semester). If an extension is needed beyond the one year, a form can be submitted through the Registrar's office requesting a one-time 1-year extension. This requires the instructor's approval and should be done in advance of the original 1-year deadline for the incomplete. Students are responsible for submitting this request and getting it approved before the deadline. If the incomplete is not finished within the specified timeline, the grade will become an IC, which is equivalent to an F. Students who enroll in MAS 298 or 299 and receive an RP grade (Report in Progress, which means the student is still completing the work) have 2 years to complete the work required for that course and can also request a 1 year extension with faculty approval. Students enrolling in 298 or 299 who do not complete the work by the end of the semester should check their transcripts to make sure an RP grade was filed rather than an Incomplete so that this can be corrected right away if needed (Incompletes must be finished in 1 year and we cannot change an expired Incomplete to an RP after the 1 year deadline). The RP grade is only available for the 298 and 299 classes.

Students who have received an incomplete in a course and want to "re-take" the course so as to start from the beginning, **should NOT** enroll in the class again. The student and the professor should agree on a plan for completing the coursework before the semester begins, which may include the student sitting in on the class if the professor deems it necessary. After the work is completed, the professor can turn in a change of grade form. If a student re-enrolls in a course for which s/he previously received an incomplete, the student will end up with a grade for the course for the second time it was taken, and ***the incomplete will remain on the transcript and will turn into an F*** after the 1-year completion deadline has passed.

If an Incomplete becomes an IC, which is equivalent to an F, this will have a significant affect on the GPA. It is possible that even with retaking the course for a grade, the student will not obtain a cumulative GPA of 3.0 and, therefore, will not be eligible to graduate (see previous section on GPA).

### ***Transfer Credit, Course Substitutions, and Open University***

There are 4 ways students can receive credit for courses taken prior to being admitted to the MAS program:

- 1-Students can count up to 9 units of SJSU undergraduate credit toward the M.A. **as long as those units did not count toward the undergraduate degree** and were taken in the last year of undergraduate enrollment.
- 2-Students who have taken MAS courses through Open University prior to enrolling in the program can count up to 6 units of credit from these classes toward the degree (with the possibility of petitioning for an additional 3 units).
- 3-Students can have up to 6 units of graduate credit from other universities validated to count toward the MAS degree (with the possibility of petitioning for an additional 3 units). These courses **cannot** be used as substitutes for MAS core courses. These courses can also be taken while a MAS student with approval. For students who wish to transfer units from a quarter system, 4.5 quarter units = 3 semester units.
- 4-By SJSU policy, students who have completed a previous Master's degree at SJSU in another department can apply a maximum of 9 units from courses completed in the previous degree to a second degree at SJSU, but only if approved. These courses must be approved by the faculty, and must have been completed by the student with a grade of "A," "B," or in special cases, "CR." All courses on the first degree program used for the second degree must be within the seven-year period for completion of the second degree program. **Approval of these substitutions by MAS is rare** and is based on the intellectual fit with the program and the student's post-graduation interests.

All course substitutions [either using non-SJSU courses or SJSU courses outside of the emphases] require approval from MAS faculty (by a departmental vote). Students who wish to substitute courses must submit a written proposal that explains why the proposed course is appropriate for their emphasis and post-graduation interests. Proposals must include information on the course, including a syllabus. Preferably, substitution courses should be at the graduate level/equivalent. Substitutions for Core Courses are not allowed.

For non-SJSU courses, once the department has approved a course substitution, the Course Substitution Form must be submitted by the student to Graduate Studies for final approval.

Students can take their last class through Open University if needed, as long as it does not put the student over the six units of Open University (or a total of 6 Open University and transfer units [although students can petition for 9 units total]), the student is in good academic standing, and it is not for the project 298 or thesis 299. Open University courses are excluded from candidacy and graduation GPA. *Students should consult with Graduate Studies to confirm eligibility for this option before enrolling in the course.*

For all of these different ways of counting classes not taken as a matriculated SJSU graduate student in MAS, the campus policy is that 6 units total are allowed and that students can petition for 9 as the absolute limit. This limit includes any combination of Open University, Undergraduate, Transfer, and previous degree courses.

### ***English Written Competency***

The university requires that all Master's students prove English Written Competency. Students do not have to do anything to demonstrate this beyond successfully completing MAS 200. This course fulfills the English competency requirement.

### ***Fees, Residency, Financial Aid, Scholarships, Grants & Internships***

Basic Registration fees are about \$3,072 per semester for 6 units or less and \$4,578 for more than 6 units (Fall 2017). Students who have not established California residency are required to pay an additional \$372 per unit, each semester. Classification as a California resident requires proof of residence in California one year prior to the determine dates for each semester (September 20<sup>th</sup> for Fall enrollment and January 25<sup>th</sup> for Spring enrollment) and intent to stay in California indefinitely. The steps for residency evaluation are available at:

<http://www.sjsu.edu/registrar/students/Residency/>

Students seeking financial assistance to attend the graduate program should submit the FAFSA by early March and the SJSU Scholarship Application by mid-March. San José State University has over 900 general and departmental scholarships available. About one-half of these are awarded by the Financial Aid Scholarship Committee and one-half by the various academic departments on campus. Students who want to apply for SJSU scholarships can do so online at:

<http://www.sjsu.edu/faso/Scholarships/>

There are a few Scholarships that are specific to graduate students. Many of our students have received the **Graduate Equity Fellowship** through Graduate Studies. These awards are for \$2,000 to \$5,000 and are given to California residents on the basis of “financial need, academic standing, and career goals.” Applications for the Award are usually available at Graduate Studies in April and due in early June. **The Paul and Daisy Soros Fellowship for New Americans** supports students for up to two years of graduate study. The Fellowship, which is due November 1, provides a \$20,000 maintenance grant and payment of half of a student's tuition up to 2 years. Candidates must be either holders of Green Cards, naturalized citizens, or children of two naturalized citizen parents. The **Sally Casanova Pre-Doctoral Scholarship** also provides support for students who want to pursue the PhD. Students received funding to visit potential doctoral programs, take GRE preparation courses, and conduct summer research. Casanova applications are available at the end of the Fall semester, also at the Graduate Studies Office. Our students have also been successful in the **CSU Student Research Competition**, receiving awards for research completed in our courses (applications, including research summaries, are usually due in February). These and other awards are listed on the Graduate Studies website at: [http://www.sjsu.edu/gup/gradstudies/student\\_funding/index.html](http://www.sjsu.edu/gup/gradstudies/student_funding/index.html)

The College of Social Sciences has several scholarships available to MAS students. They range from \$1,000 to \$1,250 dollars. Applications are usually due in March. Information and applications are available at:

<http://www.sjsu.edu/socialsciences/students/scholarships/index.html>

The Ernesto Galarza Scholarship is another award that our students have frequently received. This scholarship is coordinated by the Chicano Latino Faculty Association and is open to students with a 3.0 or higher GPA. Applications are available in January and the deadline is April 6. Information and applications are available at: <http://www.sjsu.edu/clfsa/Scholarship/>

Students can also apply to several sources for financial assistance on research projects. Besides off-campus grants, students can apply for the Lottery Professional Development Grants when funds allow (usually announced early in the fall and due in early November) and the College of Social Sciences Research Awards each semester (usually announced in the first 4 weeks of the semester and due about 4-6 weeks later, [e.g., early-February and mid-March for spring semester]).

The department has established relationships with community organizations that allow students to work in internships. These internships may be unpaid or may include financial reimbursements. Students interested in interning with community organizations should discuss this with the graduate coordinator.

### ***Job Opportunities in MAS and at SJSU***

In 2008-2009, the MAS department created a new mentorship program through which MAS grad students are hired to be mentors in MAS 10A/B (a lower-division GE course that serves many first-year students). Through this program, MAS hires a few graduate students to work 10 hours a week for the entire school year in our efforts to increase undergraduate student retention and to better prepare our students for success in college. Mentors have the opportunity to teach, provide workshops, and directly support undergraduates in a number of different ways. Grad Students who are interested in working in this program should contact the department chair.

There are a number of other job opportunities on campus. Some of these jobs offer benefits and, depending on how long you are in the position, reduction in student fees. Many offer flexibility that work with your life as a student. Listings can be found under Job Opportunities at:

<http://www.sjsu.edu/hr/students/>

The library also has jobs for students, listed at: <http://library.sjsu.edu/employment/student-assistant-jobs>

The Career Center also provides listings and resources for students to find jobs while at SJSU and after graduation: <http://www.careercenter.sjsu.edu>

### ***MLK Library Cultural Heritage Center***

MAS has a special relationship with the Cultural Heritage Center on the 5<sup>th</sup> floor off the MLK library. This Center includes the Chicana/o Collection of the library. We work closely with the Director of the Center, and periodically take classes to her workshops for instruction in using the library. You can contact her directly with any questions or special research requests:

Kathryn Blackmer Reyes, Cultural Heritage Center Director, (408) 808-2097, [Kathryn.BlackmerReyes@sjsu.edu](mailto:Kathryn.BlackmerReyes@sjsu.edu)

### ***The National Association for Chicana and Chicano Studies***

Students are encouraged to participate in NACCS. NACCS is a national organization with regional FOCOS that meet on a regular basis to discuss and address the needs of Chicana/o faculty, staff, students, and communities. In addition, each Spring NACCS holds a conference, during which time students, faculty/staff, and community members can present research, projects and other creative work. In order to present at the conference you must have a proposal accepted. Proposals are usually due by October 15 and can be submitted on-line at:

<http://www.nacccs.org/>

Students are encouraged to submit proposals because it is a great opportunity to get feedback on your work, interact with others in Chicana/o Studies from around the country, and develop contacts for doctoral study. The department typically organizes panels of students each year. When possible, the department will help students with the costs of attending the NACCS conference if they are accepted to present at the conference.

### ***Xicana/o Graduate Council***

The Xicana/o Graduate Council (XGC) is a collective of graduate students in MAS and other departments. The Mission of the XGC is to create a community based on social justice, engaged in critical thinking, and raising conciencia to promote a safe space where action and dialog can be explored. XGC is open to everyone.

### ***Policy and Procedural Questions***

If you have any questions about any of the policies or procedures described here, or in the SJSU catalog, please contact the Graduate Coordinator. Although rare, exceptions to specific policies may be made with departmental approval.

## SAMPLE TIMELINE

Below is a map of the steps needed to complete the program. The second year dates include the due dates for submitting the necessary paperwork to complete the Master's Program. These dates are for the last 2 semesters of enrollment (for those who take longer than 2 years to complete the program).

### *1<sup>st</sup> Year*

#### **1<sup>st</sup> Semester**

- Enroll in core courses
- Use class projects to identify an area of study that is of interest to you
- Submit Proposals for presentation at NACCS conference (early-October) [if interested]

#### **2<sup>nd</sup> Semester**

- Enroll in remaining core courses
- Use MAS 275 to develop a Proposal for your thesis/project. Identify a faculty member to work with on your thesis or project. (If applicable)
- Submit applications for financial aid and scholarships (early March)
- Submit applications for Graduate Equity Fellowship (early June)
- Begin research and preparation of Applications to Doctoral Programs over summer (if applicable)

#### **Summer**

- Begin research for Literature Review of thesis or project (if applicable)

### *2<sup>nd</sup> Year*

#### **3<sup>rd</sup> Semester:**

- Enroll in MAS 240, capstone seminar
- Enroll in first thesis/project course with chosen faculty advisor (if applicable)
- Submit Draft of Candidacy Form with Memo to Graduate Coordinator for departmental approval in early September.
- Once approved by department, submit the signed Candidacy Approval Form to GAPE (*early October deadline for Spring Grad, early April deadline for Fall Grad*)
- Submit Proposals for presentation at NACCS conference (early-October) [if interested]
- Submit Applications for Doctoral Programs (if applicable)

#### **4<sup>th</sup> semester:**

- Enroll in final 298 or 299 with chosen faculty advisor (if applicable)
- Submit Graduation Application (*mid-February for Spring Grad, mid-September for Fall Grad*)
- Submit thesis for Approval by Graduate Studies (if applicable) (*early April for Spring Grad, late October for Fall Grad*)
- Check that your project/thesis advisor has written a memo to the grad coordinator confirming completion of all requirements for the degree, and that the grad coordinator has submitted the Culmination Form to Graduate Studies (as soon as thesis/project is completed and approved)
- Submit thesis copies for binding to Graduate Studies (if applicable) (*mid June for Spring Grad, early January for Fall Grad*)

\*Graduation

## FACULTY BIOS

### ***Magdalena Barrera, Associate Professor***

**B.A., English Literature and Latin American Studies, University of Chicago (1997). Ph.D., Modern Thought and Literature, Stanford University (2006).**

Barrera's primary research agenda is situated at the intersection of literary/visual studies and cultural history, particularly the representation of Mexican Americans in early twentieth-century literature, music, photography, and government publications. Inspired by the hardworking and resilient students of MAS, she has taken up an additional area of research on the teaching and mentoring of first-generation students and students of color in higher education. Her work has appeared in a variety of places, most recently *California History*, *Journal of Latinos and Education*, *Teaching with Tension: Race, Resistance, and Reality in the Classroom* (forthcoming), *Inside Higher Ed*, and *Latinx Talk*.

### ***Julia E. Curry Rodríguez, Associate Professor***

**B.A., UC Santa Barbara. Ph.D., Sociology, UT Austin (1988).**

Curry's teaching and research areas involve immigrant women and children, gender inequality, oral history, and intellectual traditions. Some of her publications are found in *The Power of Language* (2001), *the Bilingual Research Journal* (2001), *Americanos: Latino Life in the United States* (1999), *Colorlines Magazine* (1999), and *Mexicanas at Work* (1988). In 2001 she was named the Associated Students Hall of Excellence—Outstanding Female Faculty.

### ***Gregorio Mora-Torres, Lecturer***

**B.A., Santa Clara University (1976). M.A. (1980) and Ph.D. (1987), History, UC Irvine.**

Mora-Torres' areas of specialization are Latin American, Chicano, and U.S. history. He has taught a wide diversity of courses in Chicana/o Studies at both the undergraduate and graduate level. His research interests include 19<sup>th</sup> and 20<sup>th</sup> Mexico, as well as 19<sup>th</sup> and 20<sup>th</sup> century California history. In 2005, his book, *California Voices: The Oral Memoirs of José María Amador and Lorenzo Asisara*, was published by the University of North Texas Press. He is currently working on a history of Mexicans in Northern California during the 20th century and is finishing a manuscript on the 1861-62 diaries of Santa Clara collegian, Jesús María Estudillo. He has acted as a consultant to various media sources on Latin American immigration, Mexican politics, and local Chicano social/political issues.

### ***Marcos Pizarro, Professor***

**B.A., Urban Studies, Stanford University (1989). Ph.D., Education, UCLA (1993).**

Pizarro began teaching in MAS in 1999. A former school teacher, Pizarro works with Chicana and Latinx students at various stages in their schooling and tries to understand how interventions can help these students develop strategies that might aid them in their efforts to succeed in school and create social and racial justice in their communities. His book, "Chicanas and Chicanos in School," explores the relationship between the identities of Chicana students and their academic performance with a focus on lessons that will aid those interested in enhancing the educational performance of these youth. Currently, he coordinates MAESTR@S, a social justice organization developing and implementing a transformative education model with Latinx

communities. He also works with schools on the development and implementation of Latinx Studies curricula to enhance Latinx student engagement. Pizarro is the co-coordinator of the Institute for Teachers of Color Committed to Racial Justice, a project that provides an annual training for teachers invested in transformative practice for racial justice. Finally, he is the Faculty-in-Residence for Chicanx-Latinx Student Success at SJSU and the co-coordinator of Adelante, a multi-faceted project that offers support to students and the university to enhance Latinx student engagement and academic success.

***Katheryn L. Rios, Lecturer***

**B.A., UC Santa Cruz. Ph.D., English Language and Literature, Cornell University (1994).**

Rios was an Exchange Scholar in Ethnic Studies at UC Berkeley from 1990-1992. Her fields include Chicana/o literature and cultural studies; comparative US ethnic and transnational women's literature and theory; and transnational feminist theories. She has been a professor at the University of Colorado, Boulder and Portland State University. Her current research focuses on *testimonio* and cultural resistance.

***Joshua Troncoso, Assistant Professor***

**B.A., University of California, Santa Cruz (2007). Ph.D., Education Policy, University of Texas at Austin (2012).**

...

## CONTACT INFORMATION

### *Mexican American Studies Department*

#### **Graduate Faculty**

Magdalena Barrera, Ph.D.

924-5583      magdalena.barrera@sjsu.edu      <http://www.sjsu.edu/people/magdalena.barrera/>

Julia Curry-Rodriguez, Ph.D.

924-5310      [julia.curry@sjsu.edu](mailto:julia.curry@sjsu.edu)      <http://www.sjsu.edu/people/julia.curry/>

Joshua Troncoso, Ph.D.

924-5880      joshua.troncoso@sjsu.edu      <http://www.sjsu.edu/people/joshua.troncoso/>

Gregorio Mora-Torres, Ph.D.

924-5472      gregorio.mora-torres@sjsu.edu      <http://www.sjsu.edu/people/gregorio.mora-torres/>

Marcos Pizarro, Ph.D., Department Chair & Graduate Coordinator

924-5584      marcos.pizarro@sjsu.edu      <http://www.sjsu.edu/people/marcos.pizarro/>

Katheryn Rios, Ph.D.

924-5855      katheryn.rios@sjsu.edu      <http://www.sjsu.edu/people/katheryn.rios/>

#### **Office Coordinator**

Erlinda Yanez      924-5760      erlinda.yanez@sjsu.edu

The Department's website is: <http://www.sjsu.edu/mas/>

The Department's Catalog website with links to course schedules is:

<http://info.sjsu.edu/web-dbgen/catalog/departments/MAS.html>

### *Graduate Studies*

Tricia Ryan, Director, Graduate Admissions & Program Evaluations      924-2483  
tricia.ryan@sjsu.edu

Andrew Le, Graduation Evaluator      924-6974      drew.le@sjsu.edu

Alena Filip, Human Subjects & Thesis Coordinator      924-2479      alena.filip@sjsu.edu

The Graduate Studies website is: <http://www.sjsu.edu/gape/>

Most of the forms that students need to submit are available at: <http://www.sjsu.edu/gape/forms/>

### *Financial Aid*

Financial Aid Information can be obtained by calling: 283-7500 or online at

<http://www.sjsu.edu/faso/>

You can apply for financial aid on line at: <http://www.fafsa.ed.gov>

The Area Code for all San José numbers is (408)

# SJSU CAMPUS MAP

## LEGEND

### Electronic Door

-  Wheelchair accessible
-  Restricted access

### Parking

-  Disabled parking DMV placard
-  Disabled parking University permit
-  20/30 minutes

-  Elevator
-  Park and Ride shuttle

