

Edition

2009

MASTER'S OF SCIENCE:  
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

San Jose State University

# Graduate Student Handbook

M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Graduate Student Handbook

---

**DISCLAIMER:** Departmental and University policies and rules may have changed since the production of this handbook. It is your responsibility to ensure that you are abreast of all current policies and rules.

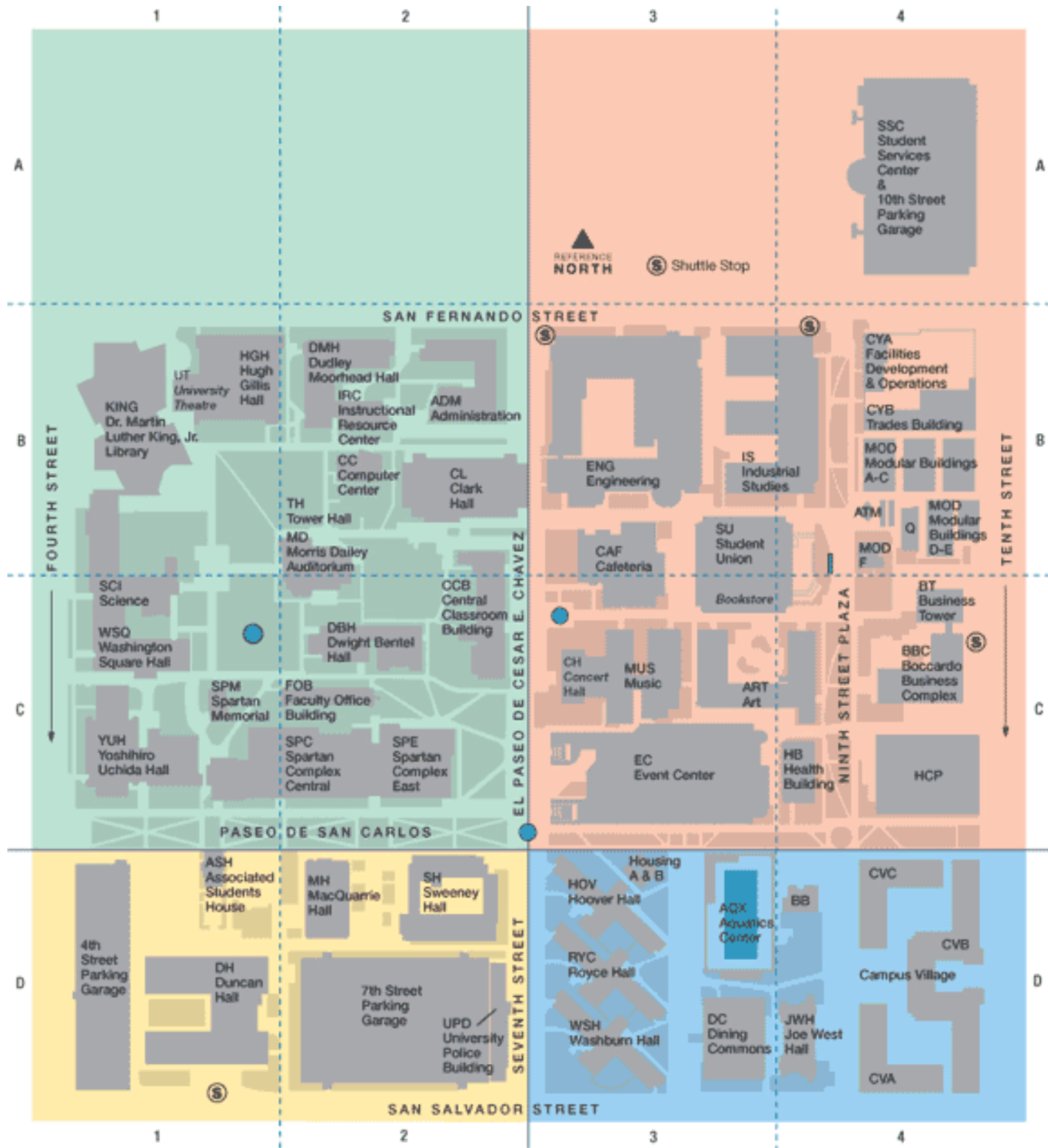
© Department of Psychology 2009  
San Jose State University • San Jose, CA 95192-0120  
Phone 408.924.5600 • Fax 408.924.5605  
Last Updated: August 2009

# Table of Contents

	<b>Main Campus Map</b>	<b>5</b>
	<b>Master’s Degree Course Sequence</b>	<b>6</b>
	<b>Master’s Degree Checklist</b>	<b>7</b>
<b>Chapter 1</b>	<b>Getting Started</b>	<b>9</b>
	About This Handbook	9
	Where to Find Help	10
	The Graduate School Difference	11
	Top Ten Tips for Success	12
	Graduate Student Opportunities – Grants & Scholarships	14
<b>Chapter 2</b>	<b>Your Rights and Responsibilities</b>	<b>16</b>
	Leave of Absence	16
	Outdated Work (7 Year Limit)	17
	Accommodations for Students with Disabilities	18
	Campus Climate	18
	Discrimination	18
	Sexual Harassment	19
	Academic Dishonesty	20
	Ethics in Research	25
<b>Chapter 3</b>	<b>The M.S. in I/O Psychology Program</b>	<b>29</b>
	Our Mission	29
	Our Faculty	30
	Master’s Degree Requirements	31
	Competency in Written English	31
	Registering For Classes	32
	Transferring Graduate Credit to Our Program	32
	Graduate Academic Standing and GPA Requirements	34
<b>Chapter 4</b>	<b>Your First Semester in the Program</b>	<b>36</b>
	Tips on Having a Successful First Semester in the Program	36
<b>Chapter 5</b>	<b>Advancement to Candidacy</b>	<b>40</b>
	Before Applying for Candidacy	40
	Applying for Candidacy	41
	Filling out the Form	42
	Fixing problems with Candidacy	43
<b>Chapter 6</b>	<b>Your Internship Experience</b>	<b>44</b>
	Guidelines for the Internship	44

	Internship Requirements	45
	Intake Internship Form	46
	End of Internship Form	46
	Supervisor Evaluation Form	47
<b>Chapter 7</b>	<b>Your Master's Thesis</b>	<b>48</b>
	Finding a Thesis Advisor	49
	Staying Focused in the Program	51
	Writing Your Thesis	52
	Writing Your Final Thesis	53
<b>Chapter 8</b>	<b>Your Final Semester and Graduation</b>	<b>57</b>
	Checklist	57
	Deadlines	59
	Graduation	60
	Commencement	61
<b>Appendix A</b>	<b>FAQ for Incoming Graduate Students</b>	<b>63</b>
<b>Appendix B</b>	<b>Courses Related to I/O Psychology</b>	<b>65</b>
<b>Appendix C</b>	<b>Guide to Completing Your Thesis</b>	<b>67</b>
<b>Appendix D</b>	<b>Example of a Thesis Timeline</b>	<b>94</b>
<b>Appendix E</b>	<b>Tips on Completing Your Thesis Quickly</b>	<b>99</b>

# Main Campus Map



## Master's Degree Course Sequence

The following is the recommended sequence of courses. There is flexibility in the course sequence particularly in the second year. Consult the Program Coordinator for details.

### First year Fall semester

Psyc 240	Applied Psychometrics	3 units
Psyc 270	Organizational Psych.	3 units
Elective		3 units

### First year Spring semester

Stat 235	Multivariate Methods	3 units
Psyc 271	Personnel Psych.	3 units
Elective		3 units
Psyc 249	Professional Issues Seminar	3 units*

\* The 3 units from the Professional Issues seminar do not count as part of the units. required 30

### Second year Fall semester

Psyc 249	Internship	3 units
Elective		3 units

### Second year Spring semester

Psyc 299	Thesis	3 units
Psyc 299	Thesis	3 units

Required Courses: Psyc 240, Psyc 270, Stat 235, Psyc 271, Psyc 249, Psyc 299

Elective Courses:

Psyc 273 Human Factors

Psyc 293 Organizational Development

Psyc 296 Stress

Psyc 272 Training and Development

Stat 125 Analysis of Variance

Graduate courses from other departments with approval from Program Coordinator



Note: *If your only remaining requirement for graduation is the completion of your thesis, then you should continue to register each semester for a single unit of Thesis (Psyc 299). Due to the vagaries of PeopleSoft, students must maintain continuous enrollment or risk being discontinued. Technically, a student could go a single semester without registering, beyond that PeopleSoft will discontinue their enrollment and the student would have to apply to the graduate school for re-admission.*

# Master's Degree Checklist

## First Semester (Fall)

**Check your graduate category**

If your graduate category is “Conditional”, meet with the Program Coordinator as soon as possible.

**Course Registration**

Three courses: Applied Psychometrics (Psyc 240), Organizational Psychology (Psyc 270) and one elective course (e.g., Analysis of Variance (Stat 125) Training and Development (Psyc 272). See Fall course schedule for electives offered.

Meet with the Program Coordinator if you wish to transfer any graduate credits to the program.

## Second Semester (Spring)

**Course Registration**

Three courses + Bonus Seminar: Multivariate Analysis (Psych 235), Personnel Psychology (Psyc 271) and one Elective course (e.g., Organizational Development). See Spring course schedule for electives offered. In addition, a bonus class - Professional Issues Seminar will be offered for credit/no credit.

**Thesis Advisor**

Identify your thesis advisor by the end of second semester/beginning of Fall semester in your second year.

**Submit your “Advancement to Candidacy” form**

Download the form from Graduate Admissions and Program Evaluations website: [http://www.sjsu.edu/gape/current\\_students/forms/index.htm](http://www.sjsu.edu/gape/current_students/forms/index.htm)

See the Program Coordinator for signature.

## Summer Session\*

**You do not need to enroll for course units during the summer session.**

**Establish your thesis committee**

**Conduct your thesis research**

**OR**

**Internship placement**

You may find your own internship or consult with the Program Coordinator for internship opportunities.

\* There is no required order with respect to thesis and internship. Some students complete their internship and then begin working on their thesis, whereas others complete their thesis first. Thus, consider the following steps as flexible.

### Third Semester (Fall)

**Course Registration**

Psyc 249 (Internship class) regardless of whether you were placed in your internship over the summer or fall semester.

One course: Any course to satisfy your remaining Elective requirements.

Thesis course: Assuming you are working on your thesis in the Fall semester (Psyc 299). When you enroll for thesis units, please inform the Psychology main office (408 924-5600) your faculty advisor.

### Fourth Semester (Spring)

**Course Registration**

Thesis course: Assuming you are working on your thesis in the Spring semester (Psyc 299)

**Apply for graduation**

**Write and defend your thesis**

**Complete internship**

**Submit your defended thesis to Graduate Studies for approval**

**Submit approved thesis to Graduate Studies for binding**

**Program Coordinator submits Culminating Experience form**

**Graduate!**



Please check the Graduate Studies website for thesis and graduation deadlines.

**Important:** If you change any of your contact information (e.g., address, phone number, email address), please inform 1. the program coordinator, 2. the Psychology main office, and 3. make the changes to MYSJSU. Failure to do so may result in a delay of receiving important letters and notices.

## Getting Started

*Now that you are in graduate school, what should you do and what should you know in order to maximize your chances of success?*

**W**elcome to the MS in Industrial/Organizational (I/O) Psychology program at SJSU! The purpose of this Handbook is to provide information about our program and to answer many of the questions you will have as your progress through the I/O Psychology program. Please review this document carefully and keep it for reference throughout your time here as a student.

### About This Handbook

Before we begin, let me introduce you to the organization and helpful features of this handbook. Overall, the organization of the handbook is meant to mirror your progression through the program. Chapter 1 and 2 will introduce you to important aspects of graduate study, as well as your rights and responsibilities as a graduate student. Chapter 3 serves as a description of our program, including our mission, degree requirements, faculty, and resources at your disposal. Chapter 4 provides a brief overview of what you need to do to prepare for your first semester as a graduate student. Chapter 5 describes the process by which you “Advance to Candidacy”, a critical step toward obtaining your degree. Chapter 6 describes the requirements for your internship. Chapter 7 will be a very important chapter for all of you. In this chapter you will find a fairly comprehensive discussion of everything to do with your master’s thesis. Finally, Chapter 8 will describe everything you need to know about graduation — the culmination of all your hard work! The Appendices at the end are important supplemental information to facilitate your success in the program.

---

#### ICON KEY

---

% Valuable information

---

≡ Form to fill out

---

8 Online resource

One last note before we begin. You’ll notice icons strategically placed throughout this handbook. These icons are meant to draw your attention to something important within the text, e.g., a valuable bit of information, an important form, or a helpful online resource. Keep an eye or two out for these icons throughout the handbook.

## Where to Find Help

# 8

Help is always just a phone call or click away. You should always feel absolutely free to contact the I/O Program Coordinator with any questions or problems that you may have. The Coordinator is here, as a resource to you and you should definitely make use of her/him whenever you need help. Here is a list of people and pages that you may wish to contact for particular questions or problems.

### **Issues Concerning the MA Program or it's Faculty**

The I/O Program Coordinator:

Dr. Megumi Hosoda  
DMH 315

Voice: 408.924.5637  
Email: [Megumi.Hosoda@sjsu.edu](mailto:Megumi.Hosoda@sjsu.edu)

The Department Chair:

Dr. Sheila Bienenfeld  
DMH 157

Voice: 408.924.5642  
Email: [Sheila.Bienenfeld@sjsu.edu](mailto:Sheila.Bienenfeld@sjsu.edu)

### **Issues Concerning Course Registration or Other Administrative Services**

The Administrative Support Coordinator:

Elva Connell  
DMH 157

Voice: 408.924.5603  
Email: [Elva.Connell@sjsu.edu](mailto:Elva.Connell@sjsu.edu)

Graduate Administrative Assistant:

Dann Giron  
DMH 157

Voice: 408.924.5604  
Email: [Daan.Giron@sjsu.edu](mailto:Daan.Giron@sjsu.edu)

### **Issues Concerning Graduate School at the University Level**

Graduate Admissions and Program Evaluations (GAPE):

Student Services Center  
9th and San Fernando

Voice: 408.924.2480  
Email: [gradstudies@sjsu.edu](mailto:gradstudies@sjsu.edu)  
Web: [www.sjsu.edu/gape/](http://www.sjsu.edu/gape/)

### **Issues Concerning Your Mental Health & Stress Management**

Counseling Services:

Administration Building  
Room 201

Voice: 408.924.5910  
[www.sjsu.edu/depts/counseling/](http://www.sjsu.edu/depts/counseling/)

### **Issues Concerning Your Safety**

University Police:

7<sup>th</sup> Street Parking Garage

Voice: 408.924.2222  
Email: [Police@email.sjsu.edu](mailto:Police@email.sjsu.edu)  
Web: [www.sjsu.edu/police/](http://www.sjsu.edu/police/)

## The Graduate School Difference

*“It was the best of times, it was the worst of times”* These words were true for Charles Dickens (1812 - 1870) in “A Tale of Two Cities” and they are also true of graduate school! For many of you, graduate school will be a time in your life when you experience some of your greatest “highs”, as well as your deepest “lows.” Nothing you do will alter this fact, but what you do can dramatically affect the ratio between positive and negative experiences — maximizing your time spent enjoying the ride. There are two important concepts that you must get your head around; the earlier, the better.

First, graduate school is not merely a simple continuation of your senior year as an undergraduate. What you will be exposed to, how much you will be exposed to, and, most importantly, what will be expected from you will be dramatically different from your experiences as an undergraduate. You are becoming masters of a field! That is to say, you not only need to *know* information, but you need to be able to *use* the information, often in new, creative, and sophisticated ways.

Second, you must gain control over and take responsibility for your progress. Although we are here to help, your ultimate success in our program and in your career will depend on your personal approach and commitment to your graduate education. Will you approach your studies as a means to a grade or as a means to mastery? Will you self-engage in the many facets of science (e.g., the literature, research, data analysis, interpretation, conference presentations, publishing), or will you wait to be told what to do next? As the program faculty we are here to expose you to the theory, techniques, and experiences which make-up the science of psychology. Whether or not a scientist and scholar are born-out of this exposure will depend entirely on your efforts and commitment to your graduate experience.

In the great tradition of Top Ten lists, the following are some tips for success (in no particular order). These are likely issues you will address while you are here at SJSU.

## *Top ten tips for success*

### **1. Aim for Mastery – Not the Top of the Class**

One of the classic things that will happen to many people in graduate school is they will realize they are no longer the smartest person in the class. You are here because, in all likelihood, you were one of the smartest in the class. Now you are in a class of “smarties”.

Each person around you will bring something to your knowledge. We want you to continue to do your best, but notice that the competition factor is no longer required. Aim for mastery of the material you are given. Compete within yourself. All of you are successful in that you are here.

### **2. Aim High and Then Raise the Bar**

What you are about to do will take a lot of courage? You are going to try to develop your core skills as a researcher and scholar in just a few short years. Growth is challenging and sometimes stressful. In this process notice your desire to do just enough to get by and then return to your value of becoming better at what you want to do. Set your sights high, aim for those goals, and then be brave and raise that bar of success.

### **3. Take Responsibility**

This is not the same as other experiences you may have had where your teachers or colleagues will tell you what you need to do. Part of becoming a professional is learning to take responsibility for your education and development. This means asking questions AND looking for answers on your own.

Get the most out of your graduate education. Take advantage of opportunities that come your way. This may include attending workshops, presenting at conferences, or teaching a lecture or two.

When you hear about an experience someone else is having or just had, ask how you can get that, too. There are very few opportunities in this field that only happen one time. You must take action and seek out what you desire.

### **4. Change your Study Habits**

You will likely need to learn to study differently than you did in your undergraduate work. There are three main issues that require you to change how you approach learning this material:

- ♣ Not only is the material different, but there is a lot more of it
- ♣ Your goal now is NOT memorization, but integration and utilization
- ♣ Your answers to questions need to be sophisticated, not generic.

With respect to the first issue, there is a great deal to read. Ask yourself to step up to the challenge of reading what you have been assigned. Be sure to budget your time and make choices about how you allocate your time.

Your professors are not sadistic. (Well, not all of them.) They are not trying to break you or cause you to go blind. Instead, they have very thoughtfully narrowed down a massive literature into what they think you can and must read in a semester. Yes, all of your professors know you have more than one course.

Do not try to do the reading by looking for the answers to test questions; read for what you need to learn for your development and what the professor is asking you to *learn*. Do ALL of the reading. DO NOT skim.

With respect to the second and third issues, remember that you are developing your knowledge base as a scientist and scholar of psychology. Your answers to difficult questions must show that you appreciate the complexity of the issues raised. Your answers to questions need to show that your knowledge base is building over time and integrates material from all of your coursework.

## **5. Utilize Your Peers**

I can't tell you how many colleagues have shared that when they got into graduate school, they were certain that they were the only one struggling and that they'd soon be kicked-out once their true abilities became known. The truth was that almost everyone was struggling; just about everyone was second-guessing their abilities. There are so many things you can get from your peers or fellow students. Here are just a few great features:

- ♣ Form study groups – study out loud, share the wealth, and talk out the issues
- ♣ Utilize social support – get help with your stress, have lunch together, laugh together
- ♣ Normalize your experience – talk to your friends about your challenges and experiences - odds are your colleagues feel the same way, and you didn't even know it! The world feels more manageable when you are not alone.

## **6. Improve your writing**

Great writing is a notable characteristic of successful scientists. Clarity in writing is essential in your life as a student – writing papers, answering exam questions – and as your life as a professional writing journal articles, reviews, grant proposals, and on and on and on.

## **7. Talk in Class Discussions**

One of the best ways you will learn course material is to talk out loud during class discussions. Your ability to talk about psychology is not only critical for your education, but essential for your career!

Many people are shy at first, and that makes sense. Still, be sure to try to develop your voice and get in on those discussions.

## **8. Ask for help**

Graduate school is a difficult, challenging, and stressful experience. Please ask for help WHEN you need it, not after it is too late to do anything about it. We are committed to your success in this process.

## **9. Connect with the Faculty**

Identifying your thesis advisor early in your graduate career is by far the most important thing that you can do to maximize your chance of success. Take every opportunity to get to know our faculty — stop by office hours, come to hear them speak during colloquia; make an appointment to learn about their research. Not only will you quickly identify which faculty member you share research interests with, but you will begin the building of professional relationships that will serve you well for the rest of your career.

## 10. Maintain a Balance in Your Life

Remember that only part of what you are doing is graduate school. That sits in the context of the rest of your life. Your challenge will be to balance the incredible demands of this program with the rest of your life.

Please tend to your other relationships in your life. Enjoy this process as one of the many experiences open to you all of the time. Your life is happening right now, it is not waiting for you for when you “finally finish school.”

### Graduate Student Opportunities—Grants and Scholarships



There are several scholarships, assistantships and programs available to graduate students during their time here at SJSU. Here are several opportunities available to qualified graduate students.

#### Teaching/Research Assistantships

If you are interested in obtaining a Teaching Assistantship please contact Daan Giron at 408-924-5604 as soon as possible. We usually have Teaching Assistantships in Statistics, Research Methods, and Introduction to Psychology, but some other courses may be available.

#### Statistics Lab Assistant

We have a statistics lab in the Psychology department and every semester we hire several graduate students to work in the lab. The primary responsibilities of the lab assistants are as follows: assisting undergraduate students with their SPSS homework assignments, explaining to the undergraduate students basic statistical concepts, and helping the statistics' faculty with grading homework and entering course grades. If you are interested in working in the lab please contact Daan Giron at 408-924-5604.

#### College of Social Sciences Scholarships

Outstanding achievement by students majoring in one of the Social Sciences is recognized by the award of College Scholarships at a Spring Honors Ceremony. These scholarships are designed to reward academic excellence, as well as to help finance the ever-increasing costs of higher education. Please check with the College of Social Sciences for more details and application materials.

- ♣ SJSU Alumni Association Scholarships (\$1250)
- ♣ College Alumni Scholarships (\$750)
- ♣ Gerald Wheeler Scholarships (\$750)
- ♣ Inez and Donald Burdick Scholarships (\$750)
- ♣ Charles Burdick Scholarships (\$750)
- ♣ Dudley Moorhead Scholarship (\$500)

#### Graduate Equity Fellowship

This award is given to outstanding graduate students who demonstrate a financial need and strong scholarly potential. The award can be up to \$3000 and applications are available in April in the Graduate Admissions and Program Evaluations Office (GAPE) and are usually due at the end of June.

#### Predoctoral Program

This program seeks to increase diversity in faculty by awarding up to \$3000 to qualified students who seek admission into a doctoral program. It supports a student's research, conference travel, and school site visiting and test preparation. Applications are available in February at the GAPE.

### **Forgiveable Loan Program**

This program loans students up to \$30,000 in support of their completion of their doctoral program. After graduation, a student can teach at a CSU campus and forgive their loan by 20% a year. A faculty sponsor for a student's application is required. Applications may be picked up at the Graduate Studies Office.

### **Bertha Kalm Scholarship**

This is a scholarship given to first year graduate students up to \$500. The award is based on merit. One student per program is nominated by faculty. Please see your department for further details.

### **Outstanding Thesis**

Awards of \$500 are presented to the two outstanding theses. One thesis is nominated per college. Award is presented at commencement by the President of the University.

### **CSU Research Competition**

Five students per college are selected to compete in a SJSU research competition. Work can showcase scholarly or creative activity. The top ten students are selected to receive \$500 and then compete at a CSU wide research competition held at Long Beach. Competitions are held in the spring semesters.

### **SJSU General Scholarships**



This page provides announcements for many SJSU scholarships, as well as a searchable database and links to private foundations. You should check back periodically to see what is available, especially at the beginning of each term.

<http://scholarships.sjsu.edu/index.html>

### **PSI CHI, The National Honor Society In Psychology**

If you were member of Psi Chi as an undergraduate student, your membership transfers as a graduate student. If you were not a member of Psi Chi, contact the Program Coordinator for membership details. Psi Chi offers several grant opportunities. <http://www.psichi.org/awards/graduate.asp>

### **Sally Casanova award**

There is a Sally Casanova award that students who want to go on to Ph.D. programs can apply for in March for the following year. The money can be used for conferences, application fees, equipment for research, studying for GRE fees (including Kaplan services) and provides them with a paid research assistantship in the summer. <http://www.calstate.edu/PreDoc/index.shtml>.

## Your Rights and Responsibilities

*As a graduate student, it is important to know what rights you have under University policy, as well as your responsibilities.*

**T**his chapter will present or direct you to many of the university policies that speak to your rights as a student and/or employee of SJSU. The last portion of the chapter covers topics relating more to your responsibilities as a student, scholar, and researcher. This is by no means an exhaustive list, so please feel free to contact the Program Coordinator, Chair of the Department, Graduate Admissions and Program Evaluations, or the Human Resources department if you have further questions or concerns.

### Leave of Absence

A leave of absence can be taken by a student that will allow them to skip one or multiple semesters of enrollment. When they return, a graduate student will still be classified as an active student and will not have to re-apply. However, there are very strict rules and guidelines to taking a leave of absence. Here are the two types of leaves that are allowed by graduate studies.

#### **One Semester Leaves**

Once a graduate student has enrolled and completed the first semester in which they were accepted to they are considered active graduate students. A graduate student then has the option of missing one semester without having to file any leave form. The student must enroll and complete the subsequent semester after their one semester leave or they will be discontinued and will have to reapply again. There is no limit to the number of times a student can take this one semester leave. Summer session does not count as a full semester and can be automatically skipped without having it count as a leave of absence.

Graduate students will still receive a registration notice for the semester they are supposed to return and do not have to file any special return forms.

#### **Official Leave of Absence**

Graduate students may qualify for a leave of absence if they wish to miss more than one semester without penalty. The form to take an official leave of absence may be picked up in the Office of Admissions and Records. A student may only take a leave for 4 semesters before returning. Once a student knows when they will return they should notify Admissions and Records as early as possible so registration will not be jeopardized in the returning semester.

#### **Returning after a Non-Leave of Absence**

When a graduate student wants to return after missing more than one semester and is not on a medical leave of absence, the student is no longer considered a graduate student and will have to re-apply to the University. A

graduate student must follow the same rules and deadlines for applying to the semester they wish to enroll in just like all other prospective students.

Once a student is re-admitted, their previous academic history will continue to be used for their graduate career as long as it is not older than 7 years.



If a returning student has missed no more than two semesters they can fill out the Returning Student Application form. While the \$55 fee is still required this abbreviated form saves the student some time. You will not need to resubmit any transcripts if they were already turned in during the first application.

#### When to turn in this form

Submit the Returning Student Application by the departmental admission deadline. Even though you have been at SJSU before you are still bound by the same admission deadlines that other students have.

## SUMMARY REGARDING LEAVE OF ABSENCE

If you have NOT completed your coursework but need some time off, you can take one semester leave of absence without filling out any paperwork. However, you must return the following semester (summer sessions do not count). If you do not return the following semester, you will be dropped from the program.

If you HAVE completed all the required coursework and only have to complete your thesis and/or internship you do not need to enroll every semester. This policy may change in the near future so please contact the Graduate Admissions and Program Evaluations (GAPE) to confirm. However, you may lose student privileges (e.g., library access).

## Outdated Work (7 Year Limit)



Courses that a current graduate student has taken for their master's program begin to expire after 7 years. After 7 years, the University believes a student's proficiency in the subject matter begins to become outdated. There are several options to fixing a problem of courses expiring.

### Course Substitution

Expired courses listed in a student's candidacy form can be replaced with other courses that a student has taken by submitting a course substitution form and having the Program Coordinator sign the form.



### Repeat the Outdated Course

A graduate student also has the option of re-taking the course without credit.

### Re-validation

If the student wishes to re-validate an expired course they must have Program Coordinator petition for this re-validation directly to GAPE. No more than 1/3 of a master's program may be considered for re-validation. If re-validation is approved by GAPE, the department will give the student an examination pertinent to the subject matter of the course that is being re-validated. After re-validation is completed the Program Coordinator will contact the GAPE office and inform them of the successful revalidation.

## Accommodations for Students with Disabilities

Presidential Directive 97-03 describes the University's policies and guidelines for securing accommodations for students with disabilities, as well as the procedures for resolving disputes. It is the purpose of this directive to assure that SJSU continues to comply with federal and state legislation and California State University policies regarding the provision of services to students with disabilities.

For a full description, view [Presidential Directive 97-03](#).

Web: [http://www.drc.sjsu.edu/about/policies\\_guidelines/PresidentialDirectiveFY97-03.pdf](http://www.drc.sjsu.edu/about/policies_guidelines/PresidentialDirectiveFY97-03.pdf)

## Campus Climate

University Policy S01-13, San José State University's Policy of Commitment to a Campus Climate That Values Diversity and Equal Opportunity, replaces University Policy S91-1 and affirms that San José State University (SJSU) is committed to maintaining an environment free from discrimination and harassment in compliance with all laws on non-discrimination, equal employment opportunity and affirmative action. Furthermore, the university community has a responsibility to advocate inclusion, respect, and understanding at a level above that which is minimally required by law.

For a full description, view [SJSU Campus Climate Policy](#).

Web: <http://www.sjsu.edu/senate/s01-13.htm>

## Discrimination

Executive Order 774, System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment, supercedes Executive Order 340. The California State University is committed to maintaining a consistent and equitable set of employment practices and procedures prohibiting discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, and covered veteran status.

For a full description, view [Executive Order 774](#).

Web: <http://www.calstate.edu/eo/EO-774.pdf>

## Sexual Harassment

Executive Order 345, Prohibition of Sexual Harassment, is the California State University's system-wide policy statement requiring each campus and the Office of the Chancellor to maintain a working and learning environment free from sexual harassment for students, employees, and those who apply for student or employee status. The California State University will take action to eliminate sexual harassment, which is conduct subject to disciplinary action.

For a full description, view [Executive Order 345](#).

Web: <http://www.calstate.edu/eo/EO-345.pdf>

## Supervisory Personnel Responsibilities Regarding Sexual Harassment

Presidential Directive 91-08, Sexual Harassment and Special Responsibilities of Supervisory and Management Personnel Having Knowledge of Potential Sexual Harassment Situation, asserts San José State University's commitment to providing all its students and employees with a comfortable and safe environment for learning and working. The President of San José State University issued this memo to clarify for all SJSU supervisory personnel the kind of conduct that is defined as sexual harassment and the responsibilities of all supervisory personnel when they have any knowledge that sexual harassment may be taking place within the campus community.

For a full description, view [Presidential Directive 91-08](#).

Web: [http://www.sjsu.edu/hr/forms/equitydivers/Presidential\\_Directive\\_91-08.pdf](http://www.sjsu.edu/hr/forms/equitydivers/Presidential_Directive_91-08.pdf)

## California Whistleblower Protection Act for Employees and Applicants for Employment

Executive Order 821, Reporting Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety, establishes a procedure for employees and applicants for employment at California State University (CSU) to make good faith communication that discloses information that may evidence an improper government activity or any condition that may significantly threaten the health or safety of employees or the public.

California Government Code §8548 requires San José State University to inform employees of the California Whistle Blower Protection Act. This law provides SJSU employees the opportunity to report improper activities to the Bureau of State Audits (BSA). The BSA investigates:

- ♣ Illegal acts like theft, fraud, or conflicts of interest by state employees.
- ♣ Misuse or abuse of state property or time by state employees.
- ♣ Gross misconduct, incompetence, or inefficiency by state employees.

California State University Executive Orders 821 and 822 protect SJSU employees from retaliation for reporting such information. **Concerns about retaliation should be reported to the Office for Equity & Diversity at (408) 924-1115.**

For a full description, view [Executive Order 821](#).

Web: <http://www.calstate.edu/co/EO-821.pdf>

## Academic Dishonesty

From <http://www.sjsu.edu/senate/f88-10.htm>

### F88-10 ACADEMIC DISHONESTY; CHEATING, PLAGIARISM, SANCTIONS

Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses, and its degrees. In a broader sense the public is defrauded if faculty knowingly or unwittingly allow dishonest acts to be rewarded academically. Faculty should make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying or exchanging information, and examinations and answers to examination questions should be secured in such a way that students

cannot have prior access to them. If the faculty member believes that there is evidence of academic dishonesty on the part of a student, it is the faculty member's responsibility to take action against the student in accordance with this policy. Students at San José State University have the right to know what constitutes academic dishonesty in each course in which they are enrolled. Faculty members should apprise their classes of the ethical standards required in their courses and the permissible procedures in class work and examinations. If feasible, this information should be presented in the course outline (green sheet), and/or on examination questionnaires. Any deviation from this policy on Academic Dishonesty should be included in course outlines. Students also should be informed of the consequences of violation of ethical standards, their rights of appeal, and the procedures to be followed in the appeal.

## 1.0 DEFINITIONS OF ACADEMIC DISHONESTY:

### 1.1 CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- 1.1.1 Copying, in part or in whole, from another's test or other evaluation instrument;
- 1.1.2 Submitting work previously presented in another course, if contrary to the rules of either course;
- 1.1.3 Using or consulting during an examination sources or materials not authorized by the instructor;
- 1.1.4 Altering or interfering with grading or grading instructions;
- 1.1.5 Sitting for an examination by a surrogate, or as a surrogate;
- 1.1.6 Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **1.2 PLAGIARISM:**



At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

## **2.0 STUDENT EVALUATING AND REPORTING:**

When a faculty member responsible for a course has reason to believe, and has evidence to substantiate, that the behavior of a student or students falls within one or both of the above sets of definitions, it is a faculty responsibility to take the following steps:

2.1 Arrange an office conference with the student and at that time advise the student of the allegations and make him or her aware of the supporting evidence and the probable consequences. Any classroom confrontation should be as discreet as possible. If, as a result of this meeting, the instructor believes that the student's response is insufficient to offset the charge of academic dishonesty to the extent that he or she may be excused, the instructor will inform the student of the sanctions to be assessed or recommended in accordance with section 3.0 following.

All notes and discussions between the student and the faculty member will be kept confidential except as may be relevant in subsequent disciplinary proceedings or any subsequent legal actions. Faculty members should not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom before other members of the class.

2.2 Report the infraction and the action taken to the Judicial Affairs Officer in the Office of the Vice President for Student Affairs on the Academic Dishonesty Report Form to enable the University to detect repeat offenders.

2.3 When a student fails to attend a scheduled conference to discuss the alleged dishonesty, or when the apparent dishonesty is detected only near the end of the semester and the instructor makes a good-faith effort to contact the student but is unable to do so, the instructor may impose the recommended penalty and make the report called for in section 2.2 without a conference. In either case, the student's right to appeal is preserved.

## **3.0 SANCTIONS:**

There shall be two major classifications of sanctions that may be imposed for violations of this policy: Academic and Administrative. Academic sanctions will be defined as those actions related to the coursework and grades which are the province of the instructor. Administrative sanctions are concerned with a student's status on campus and are acted on by the Office of the Vice President for Student Affairs. The imposition of one variety of sanction will not preclude the additional imposition of the other.

### **3.1 ACADEMIC SANCTIONS:**

Faculty are responsible for determining the type of academic sanction to be applied to students involved in incidents of cheating or plagiarism. Usually a form of "grade modification" will be employed. Before sanctions can be employed the faculty member must have verified the instances of academic dishonesty by personal observation and/or documentation. In all cases the violation should be reported to the Vice President for Student Affairs on the Academic Dishonesty Report Form. A student may be:

3.1.1 Reprimanded orally. A student may also be referred for counseling but cannot be required to seek counseling.

3.1.2 Failed in the evaluation instrument (paper or exam).

3.1.3 Reduced in course grade.

3.1.4 Failed in the course.

3.1.5 Referred for administrative sanctions. A faculty member may choose to refer a student to the Office of the Vice President for Student Affairs for disciplinary action in lieu of any academic sanction or in addition to the academic action the faculty member has taken.

3.1.6 FACULTY DISCRETION:

Cases involving the careless or inept handling of quoted material but which fall short of the definitions of the acts of cheating and/or plagiarism as defined in Items 1.1 and 1.2 of this policy may be dealt with at the discretion of the faculty member concerned. Item 1.1.6 is also sufficiently undefined to require faculty interpretation.

3.1.7 RECOMMENDED ACADEMIC SANCTIONS:

For violations of sections 1.1.1, 1.1.2, 1.1.3, or 1.2.1 of this policy the recommended sanction shall be 3.1.2, failure in the evaluation instrument or 3.1.4, failure in the course.

For violations of sections 1.1.4 and 1.1.5 it is recommended that the student be referred to the Office of the Vice President for Student Affairs for administrative sanctions in accord with 3.1.5.

For violations of section 1.2.2 of this policy the recommended sanction shall be 3.1.4, failure in the course.

### **3.2 ADMINISTRATIVE SANCTIONS:**

As stipulated in the California Code of Regulations, Section 41301, cheating or plagiarism in connection with an academic program at a campus may warrant expulsion, suspension, probation or a lesser sanction. Administrative action involving academic dishonesty at SJSU is the responsibility of the Judicial Affairs Officer in the Office of the Vice President for Student Affairs.

The Judicial Affairs Officer will respond to:

- 1) referrals from the faculty;
- 2) flagrant violations of academic standards; and
- 3) repeat violations as brought to attention by the faculty or through the centralized reports filed in the Office of the Vice President for Student Affairs.

Faculty members will be notified by the Judicial Affairs Officer when action has been taken.

#### **4.0 PROTECTION OF RIGHTS:**

Nothing in this policy is intended to deny students who come within its scope appropriate "due process," including the right to be informed of the charges, the nature of the evidence supporting the charges, and to have a meeting with the faculty member, the Judicial Affairs Officer or other decision-maker, at which time statements and evidence in behalf of the student may be submitted. Nor is it intended to deny the right to appeal, through appropriate University channels, any decision resulting from such a meeting.

4.1 Academic sanctions may be appealed through the Ombudsman in accordance with University Policy S83-7, ultimately to the Academic Fairness Committee.

4.2 When an administrative sanction is being considered, Executive Order 148, Student Disciplinary Procedures for the California State University, stipulates that a student is entitled to a hearing to determine whether violations of conduct and conduct-related regulations have occurred.

#### **5.0 THREATS:**

Any threats against any member of the faculty as a consequence of implementing this policy on Academic Dishonesty will be cause for disciplinary action under Section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

#### **6.0 DISSEMINATION OF INFORMATION:**

6.1 This policy shall be published in the Schedule of Classes for each semester and in the University Catalog. There shall also be copies of this policy in every department office and copies will be available to all interested parties in the Office of the Vice President for Student Affairs.

6.2 Dissemination of this information shall be the responsibility of the Office of the Vice President for Student Affairs.

6.3 The Vice President for Student Affairs shall submit to the Academic Senate annually a statistical report on the number and type of infractions and their eventual disposition.

## S02-4

At its meeting of April 22, 2002, the Academic Senate passed the following Policy Recommendation presented by Ken Niger for the Instruction and Student Affairs Committee.

### REVISING PLAGIARISM POLICY

- Whereas, the internet has dramatically increased the opportunities for students to collect, copy and paste resources together into course assignments without personally writing the assignment or providing appropriate attribution to the sources they use, and
- Whereas, some students have been given insufficient previous guidance on how to conduct research and craft unplagiarized papers and
- Whereas, documented and reported cases of plagiarism has increased from six in 1998, to eight in 1999, to eleven in 2000 and to 69 in 2001, and
- Whereas, commercial plagiarism detection services now exist to aid educators' attempts to detect and deter plagiarism, and
- Whereas, plagiarism detection services may choose to use submitted material for purposes other than for which material was originally submitted and,
- Whereas, San Jose State University has no established policy for contracting with plagiarism detection services, therefore be it

Resolved that S98-1 be amended as follows:

### UNIVERSITY POLICY S02-4 Recycling Papers, Defining and Detecting Plagiarism

#### 2.0 Ensuring Student Privacy and Rights: University Contractual Requirements with Plagiarism Detection Services

2.1 Any plagiarism detection service with which San José State University contracts must ensure the anonymity of all submitted work to third parties.

2.2 Except for the stated purpose of storing submitted work in a database and using the database solely for the intended purpose of detecting plagiarism, any plagiarism detection service with which San José State University contracts shall agree that to the fullest extent possible, ownership rights of all submitted work shall remain with the work's author and not with the plagiarism detection service.

#### 3.0 Notification of S02-4 to the university community.

3.1 The text of S02-4 shall be published in the San José State University's catalogue, student handbook and all university class schedules.

#### Student Notification

Future publications of the course catalog and schedule of classes shall incorporate a statement indicating that the university or its faculty may subscribe to and use plagiarism detection services.

## Ethics in Research

Section 8.0 from:

**Ethical Principles of Psychologists and Code of Conduct.** (2003)

Copyright © 2002 American Psychological Association

Web: <http://www.apa.org/ethics/code2002.html>

### **8. Research and Publication**

#### **8.01 Institutional Approval**

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

#### **8.02 Informed Consent to Research**

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

#### **8.03 Informed Consent for Recording Voices and Images in Research**

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

#### **8.04 Client/Patient, Student, and Subordinate Research Participants**

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

### **8.05 Dispensing With Informed Consent for Research**

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

### **8.06 Offering Inducements for Research Participation**

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

### **8.07 Deception in Research**

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective non-deceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

### **8.08 Debriefing**

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

### **8.09 Humane Care and Use of Animals in Research**

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

### **8.10 Reporting Research Results**

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

### **8.11 Plagiarism**

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

## 8.12 Publication Credit



(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

## 8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

## 8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

## 8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

## The M.S. in Industrial/Organizational Psychology Program

*What will it take for you to earn your Master's degree and who is here to see you through the process?*

**T**his chapter will introduce you to the mission of our program, the faculty that make-up the program, and the degree requirements that you must fulfill in order to earn your degree.

### Our Mission

The Master of Science Program in Industrial/Organizational Psychology provides graduate students a fundamental grounding in theory, research, and application in the field of I/O Psychology. The program promotes the scientist-practitioner model.

Program Objectives:

#### **To succeed in industry or a research setting**

The program emphasizes the mastery of statistical and methodological procedures, research and internship experiences, and critical thinking.

The I/O program teaches students to appreciate:

- (a) the theoretical and practical value of pure and applied research
- (b) the practical needs of organizations to benefit from scientific research methods and findings as well as “clinical” skills and interventions
- (c) the impact that grappling with applied problems and solutions can have on the development of theory and methodology

## Our Faculty

**Megumi Hosoda. Graduate Program Director, I/O**

(Ph.D., State University of New York at Albany, 1997)

**Area:** I/O Psychology. Social cognition, stereotypes, discrimination, workplace diversity (race/ethnicity, immigrants, disability), organizational justice, organizational citizenship behavior, and job engagement.

**Room:** DMH 315

**Phone:** (408) 924-5637

**Email:** [Megumi.Hosoda@sjsu.edu](mailto:Megumi.Hosoda@sjsu.edu)

**Sharon Glazer**

(Ph.D., Central Michigan University, 1999)

**Area:** Organizational Psychology with specific interest in cross-cultural organizational psychology, occupational stress, organizational commitment, human and culture values, justice, organizational citizenship behavior, organization climate and culture, and survey research

**Room:** DMH 232

**Phone:** (408) 924-5639

**Email:** [sglazer@email.sjsu.edu](mailto:sglazer@email.sjsu.edu)

**Web:** [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=2301](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2301)

**Howard Tokunaga**

(Ph.D., University of California, Berkeley, 1992)

**Area:** I/O Psychology, Personnel Psychology, Measurement and Assessment, Statistical Analysis and Research Design

**Room:** DMH 320

**Phone:** (408) 924-5649

**Email:** [httokunaga@aol.com](mailto:httokunaga@aol.com)

## Master's Degree Requirements

- A. You must complete at least 30 units of graduate-level work\* to receive your Masters degree. See page 6 for course sequence.

\*Upon consultation with the Program Coordinator, selected upper-division undergraduate courses may be taken to fulfill Degree requirements.

- B. You must complete an acceptable thesis. This thesis will be a quantitative investigation of some degree of originality and be of publication caliber. See Chapter 7 for details.
- C. You must complete an approved internship. See Chapter 6 for details.
- D. You must demonstrate competency in written English.

## Competency in Written English

One of the least known requirements for graduate students is the competency in written English requirement. All graduate students must successfully demonstrate their competency in written English before they can be admitted into candidacy. Advancement to candidacy forms can not be approved until this competency is met. A graduate student can fulfill this competency by completing one of the following:

### ♣ Hold a CSU bachelor's degree.

A student who holds a valid CSU bachelor's degree after 1982 will automatically fulfill the competency in written English.

### ♣ Complete an Approved SJSU Course

Complete a pre-approved SJSU course that is at least 3 units and in which a major report is required. The report must be least 30% of the course grade. Below is a list of our graduate courses that are recognized by Graduate Admissions and Program Evaluations as fulfilling this requirement.

- ♣ PSYC 220: Seminar in Experimental Psychology
- ♣ PSYC 254: Social Psychology Seminar
- ♣ PSYC 255: Seminar in Learning
- ♣ PSYC 270: Seminar in Industrial and Organizational Psychology

### ♣ WST & 100W Course

Receiving a high enough score on the WST to waive 100W OR passing the WST and completing a 100W course will fulfill competency in written English.

### ♣ Professional Publication

The Graduate Admissions and Program Evaluations (GAPE) office may approve a professional publication for which the graduate student was the sole author in order to fulfill a student's competency in written English. The Program Coordinator must petition for this on behalf of the student and submit all supporting documents directly to the GAPE office.

### ♣ Complete an Equivalent Outside Course

A student may fulfill competency by completing an upper division course at another university that is deemed by the Graduate Studies Office as equivalent in content and writing requirements to the SJSU 100W. The Program Coordinator must petition for this on behalf of the student and submit all supporting documents directly the GAPE office.

## Registering For Classes

### Determining Your Courses



The descriptions of and actual times for the courses listed above (and all other courses) can be found in the "SJSU Catalog" and "Schedule of Class" available in the Spartan Bookstore. This information is also online at:

♣ SJSU Catalog <http://info.sjsu.edu/home/catalog.html>

♣ Schedule of Classes <http://info.sjsu.edu/home/schedules.html>

### Getting the "Add Codes" For Graduate Courses

You will need to obtain add codes for all of the graduate-level courses in psychology. You can get these codes by calling the Psychology Main Office at 408-924-5600. You will get codes for each of your classes. These are the add codes you will enter using the on-line registration. When you are getting add codes for your thesis units, please specify your thesis advisor.

You will need permission from the instructor in order to take graduate courses outside of the Psychology department.



### Using the Online Registration System

In order to register for classes you will need to use SJSU's on-line registration system available at <http://my.sjsu.edu>. To use this system you will need the user ID and password that were sent to you by Admissions. Go to the website for questions and answers in this process.

## Transferring Graduate Credit to Our Program

### Introduction

Graduate students seeking a master's degree in I/O Psychology are allowed to transfer up to six units (two courses) of previous course work into their graduate record. There are two types of transfer units allowed and they have their separate procedures for applying for approval. The two types are (i) graduate credit from units completed as an SJSU undergraduate and (ii) graduate transfer units from outside institutions.

Prior approval of transfer units must be completed before a student submits their Advancement to Candidacy form. Once graduate transfer units are approved they can be listed in a student's graduate program of study.

### **Graduate Credit from Units Completed as SJSU Undergraduate**

Graduate students who completed courses as an undergraduate or post-baccalaureate student at SJSU have the option of transferring units from these careers up to a maximum of 6 semester units (or two courses; total includes any outside transfer units as well). In order to qualify the course(s) must meet these requirements:

- ♣ None of the courses that are being applied for graduate credits were required to receive the bachelor's degree (includes courses used for the major, minor and total units needed for graduation).
- ♣ Courses used for graduate credit must be at least a 2.5 GPA(C+).
- ♣ Courses must not be older than 7 years.



Students wishing to apply for these units must submit the [Request for Award of Graduate credit for Units completed as Undergraduate](#). The Program Coordinator must sign this form before submitting it to the Graduate Studies Office.

#### When to turn in this form

Submit this form at the start of your second semester and before you submit your Advancement to Candidacy form. You will be notified via mail if units were granted or denied.

### **Graduate Transfer Units from Outside Institutions**

Graduate students may also transfer graduate units earned from outside institutions. Transfer units may not be more than 6 semester units (or two course; includes any SJSU undergrad transfer units as well).

In order to qualify for transfer the course(s) must meet these requirements:

- ♣ Course credit must have been received from an accredited institution.
- ♣ Courses used for graduate credit must be at least a 2.0 GPA (C).
- ♣ Courses must not be taken in extension division.
- ♣ Courses must be upper division or graduate level.
- ♣ Courses must have been taken in graduate standing at the other university (e.g. no courses taken as an undergraduate are allowed).
- ♣ Courses must not be older than 7 years.



Students wishing to apply for these units must submit the [Request for Validation of Transfer Graduate Credit](#). The Program Coordinator must sign this form before submitting it to the Graduate Studies Office.

#### When to turn in this form

Submit this form anytime before you submit your Advancement to Candidacy form. You will be notified via mail if units were granted or denied.

## Graduate Academic Standing and GPA Requirements



You are required to maintain a minimum grade point average of 3.0 ("B") in completing the requirements the graduate program. All students must be in clear academic standing (cumulative 3.0 GPA in graduate division) at SJSU to receive a Master's degree from this university.

You must complete all courses in your graduate program with grades of A, B, C or CR. Grades of D, F, U or NC in any course are considered to be unsatisfactory. Any unsatisfactory grades will remain on your graduate record and will continue to be computed in your grade point average. If you receive an unsatisfactory grade in a course after advancement to candidacy, you must submit a [Request for Course Substitution in Master's Degree Program Form](#) through the Program Coordinator to add another course to the graduate degree program. The added course must have an equivalent unit value to that of the course in which the unsatisfactory grade was received.

### Graduate Academic Standards

If at any point your cumulative GPA falls below the 3.0 minimum GPA you become in danger of being disqualified. Here is the progression to disqualification that you should avoid.

#### ♣ Probation

After semester grades are posted if your cumulative GPA falls below 3.0 you will be placed on probation. You should receive notice of this status. However, it is the responsibility of the student to find out if their GPA falls below 3.0.

*Note: Courses taken at lower division level are not figured into the graduate student's overall GPA. When placed on probation you will have to enroll in the subsequent semester and take at least one upper division letter graded course to raise your GPA to 3.0.*

### ♣ **Disqualification**

If at any point after being placed on probation you fail to meet these requirements or do not raise your GPA to 3.0 you will be disqualified from the University. Being disqualified prevents you from taking any 200 level courses at SJSU or through Open University. You will not be allowed to re-apply to your graduate program unless re-instated.

Graduate students do have the option of immediately appealing a disqualification or probation. Forms to appeal may be picked up at the Admissions and Records Office. Consultation with your graduate advisor is essential towards this appeal process.

### ♣ **Re-instatement**

Once a student has been disqualified, a student must petition for re-instatement if they plan on re-applying for graduate admission. The process for reinstatement is completely different from applying for re-admission. Graduate students must meet with their graduate advisor to form a program of study that can be used to petition for re-instatement.

After completing their program of study, graduate students must petition with the Admissions and Standards Committee for re-instatement at least 30 days prior to the first day of the semester in which they plan on returning. Reinstatement petitions may be picked up at the Office of Admissions and Records.

### ♣ **After Re-instatement**

After a student is re-instated they must still apply for admission to the University. Once admitted a student is placed on probation until their cumulative GPA is raised above 3.0. Failure to raise the GPA above 3.0 will result in a second and final disqualification.

*Note: The cycle presented here is a summary of the procedures a student must go through to maintain good academic standing. For a full description of the policies and procedures please read the Graduate Academic Standards section under Graduate and Post-baccalaureate Information in the latest San Jose State University Catalog.*

## Your First Semester in the Program

*What are some important decisions you need to make to have a successful first semester in the program?*

### TIPS ON HAVING A SUCCESSFUL FIRST SEMESTER IN THE PROGRAM

#### 1. FALL CLASSES

Course designation: Graduate level courses have 200+ course designations. Upper division undergraduate level courses have 100+ designations, and lower division undergraduate courses have less than 100 designations (e.g., Psyc 018).

Most students typically enroll in three classes in the Fall. You are able to access the Fall course schedule online.

Of those three classes, two are required and one is an elective.

Required Courses:

- (1) Psyc 240 Applied Psychometrics
- (2) Psyc 270 Organizational Psychology

Elective Course:

You have a few options as to which elective course you choose. You can choose

- (a) The I/O psychology elective course. It changes every year so consult the Fall course schedule.
- (b) A graduate class offered in another department or college. For example, many I/O alumni wish they had taken a communication class on persuasion and presentation skills. Others have wished that they had learned about managing large databases in Access, for example. You may find courses that cover these topics in other departments. See **Appendix B** for a list of courses across campus that are I/O related. You will want to check the course schedule to see if the course is being offered in the Fall semester. In addition, you will want to contact the instructor of the graduate course to determine if there is space for you to enroll. Please make sure the course is I/O related otherwise it will not count towards your degree. If you are not sure then contact the Program Coordinator with the course description for approval. The courses in the Business school may not be listed in the course schedule. You may need to contact the departmental secretary to find out which courses are offered in the Fall and who is teaching the course.

- (c) An upper division undergraduate class (2 upper division undergraduate classes can count towards your Masters degree as long as they are I/O related). For example, if you are rusty in statistics, you may want to consider Stat 125 Analysis of Variance by Dr. Tokunaga (see course catalog for details).

You are able to enroll in the classes online at <https://my.sjsu.edu> or by phone at 408-280-2345. Please check the website for registration dates. Please do not wait until the beginning of the semester to enroll in the classes. If a graduate class has fewer than 7 students enrolled by the first day of classes, there is a high probability that the department will cancel that class.

To enroll, you will need the course code number (found in the Fall class schedule) and for graduate classes you will also need a special permission code that is unique to you. To get this unique permission code, you will need to contact the Psychology department (please have the course ID and the course code number when you call, e.g., Psyc 240, 44083). You can speak to anyone in the Psychology department main office, just call 408 924-5600.

## 2. LOCATION OF CLASSES

Dudley Moorhead Hall (DMH) is located on Fourth and San Fernando and houses the Psychology department. The Psychology main office is located in DMH 157, faculty offices are located in the 2<sup>nd</sup> and 3<sup>rd</sup> floors of DMH. And the majority of your classes will be held in this building.

## 3. ORIENTATION

Orientation is typically held a few days before the first day of instruction. During the summer, an email will be sent to you regarding orientation details. In the morning, you and the students from the other two graduate programs (Clinical and Experimental) will get a chance to meet and be introduced to the Chair of the department. Then we will all break for lunch (lunch will be provided) and in the afternoon you will meet the I/O psychology faculty. You will also get a chance to meet several of the second year students later in the day.

## 4. I/O ALUMNI GROUP

The I/O program has a yahoo group comprised current and former I/O graduate students. We have over 100 members in this group and you will find everything from consulting tips to job postings. Go to <http://groups.yahoo.com/> and the group is called IO\_SJSU. If you have any problems becoming a member, contact the Program Coordinator.

## 5. ON CAMPUS JOBS

The department usually has a handful of jobs for graduate students. For example, we typically have positions for students to work in the psychology statistics lab as well as teaching assistant positions. If you are interested in working in the department, please send your resume and a cover letter to Daan Giron ([Daan.Giron@sjsu.edu](mailto:Daan.Giron@sjsu.edu)) or you can mail it to him (full address listed at <http://www.sjsu.edu/psych/>). The cover letter should indicate what type of work you are interested in doing (e.g., working in the statistics lab if you have familiarity with SPSS, teaching assistant if you don't mind grading assignments etc) and the cover letter should also indicate the days and times you are available to work starting in the Fall.

## 6. HOUSING

If you haven't found an apartment already, you may want to consider campus housing for which you can find information online. If that's not of interest to you, there are a lot of apartment units and houses that are rented near campus. We do not have a formal housing orientation program for graduate students, so you are on your own to find an apartment. San Jose is a very safe city and so most neighborhoods are fine. You can find crime statistics and other information through the internet and through the official San Jose city website. You might also be able to find information through two local websites: <http://sfbay.craigslist.org/sby/> and [www.sfgate.com/homes/](http://www.sfgate.com/homes/).

## 7. SURVIVAL TIPS

San Jose State University is a very large university and with that comes a very large bureaucracy. So here are just a few tips that you may find useful:

(a) "my.sjsu.edu". This online service is new to the university and so there may be some hitches to your account and to your graduate records. It would be a good idea for you to keep hard copies of any key documents that you have related to your studies here.

(b) Financial Aid. In the past, several graduate students have had challenges with dealing with the financial aid office. It is recommended that you document all correspondence with the financial aid officers and take note of the person you talked to and when.

In the past, student loans have occasionally arrived later than the students expected. If you do get a student loan from the university, you will not be charged tuition until your loan money comes through (double check with the financial aid officer if this is this policy is still in place this year), however, if you depend on the loan for rent payment etc., you may want to have a pool of emergency money at hand in case your loan is delayed.

(c) Graduate Admissions and Program Evaluations (GAPE). Now that you are in graduate school, we (the faculty and administrators) assume that you are responsible individuals and are capable of keeping track of your progress through the graduate program. As such, it will be your responsibility to file all necessary documents by their deadline (e.g., candidacy form, graduation form). All the documents and information that you need can be found online at the GAPE website ([www.sjsu.edu/gape/](http://www.sjsu.edu/gape/)).

## 8. CONTACT INFORMATION

Here is a very brief list of some of the key people that you will probably be contacting while at SJSU.

Megumi Hosoda, Program Coordinator for the Masters in I/O psychology

Office phone: 408 924-5637 or email: [Megumi.Hosoda@sjsu.edu](mailto:Megumi.Hosoda@sjsu.edu).

The program coordinator is able to answer questions related to the I/O program (e.g., thesis, internship, classes). However, the coordinator is not an expert when it comes to non-program related information (e.g., financial aid, legal services, health services) – you are better off contacting the particular office directly.

Daan Giron, Administrative Support Coordinator

Office phone: 408 924-5604 or email: [Daan.Giron@sjsu.edu](mailto:Daan.Giron@sjsu.edu)

Daan Giron is the Administrative Support Coordinator/Graduate Administrative Assistant of the Psychology department. If you have administrative or course-related administrative questions (e.g., add code, availability of teaching assistantships), she is the person to contact.

Jill Stahl, Graduate Studies Evaluator

Office phone: 408 924-3297 or email: [Jill.Stahl@sjsu.edu](mailto:Jill.Stahl@sjsu.edu)

Jill is the graduate studies evaluator responsible for psychology students. She processes your graduate forms. So, if you have any questions regarding any required graduate documents, Jill is the person to contact.

Alena Filip, IRB & Thesis Coordinator

Office phone: 408924-2479 or email: [Alena.Filip@sjsu.edu](mailto:Alena.Filip@sjsu.edu)

Alena is the IRB and thesis coordinator. If you have questions regarding IRB approval and thesis guidelines, she is the person to contact.

There are a whole host of services on campus that may be of interest to you. Take advantage of as many services as you can – you are paying for them! Here are just a few:

Health Services

Counseling Services

Disability Resource Center

Career Center

Child Care

Student Advising Center (408 924-2129). They offer a variety of services from tutoring (recommended if you want to improve your paper writing skills), to seminars in Time Management, and Test-taking.

## 9. Frequently Asked Questions



Please see **Appendix A** for additional information regarding your first semester on campus.

## Advancement to Candidacy

**A**fter a student has completed 9 units of work or usually after their first two semesters, a student is ready to apply for candidacy into the master's program. Even though a student has already been admitted into a department's graduate program, the advancement to candidacy process is an important step towards graduation. An approved candidacy signifies that the University and your Department has approved the work you have completed already and also approves your plan for completing the remaining units left for your master's degree. Thus it is essential that you meet both University and Department requirements for advancing to candidacy.

### Before Applying for Candidacy

You must meet certain requirements before applying to candidacy. Your admission into candidacy will be delayed or denied if the following conditions are not already met.

#### ♣ **Minimum work already completed**

A student must have completed a minimum of 9 units of graded work as a graduate student in 100 or 200 level courses.

#### ♣ **GPA minimum**

A student must have a GPA of at least 3.0 (B) in all courses taken after their bachelor's degree. The courses listed in the candidacy form must also be at least a 3.0.

#### ♣ **Competency in Written English**

As explained in the previous section, a graduate student must have already fulfilled their competency in written English before applying for candidacy. Listing a course on the candidacy form that a student plans on taking in the future to fulfill this competency is not acceptable.

## ♣ Graduate Classification



A graduate student must be a classified graduate student. Your classification is listed in your admissions letter. If you were admitted into conditionally classified status you must turn in the Change of Classification form to switch classifications to classified graduate.

## Applying for Candidacy

If you have met the prerequisites for applying to candidacy then you must fill out the Department Request for Candidacy and Graduate Degree Program form. This form will be used to officially map out your intended program of study towards completing your master's degree. It must be signed by the Program Coordinator and it will be approved or denied by the Graduate Studies Office. You will receive a letter notifying you of the decision.

### Your Department

To start the process, obtain the candidacy form from either Graduate Studies or the Program Coordinator. Once you have the form you should meet with your thesis advisor to discuss the courses you will take in order to finish the program. Take the completed form to the Program Coordinator for their signature. The Coordinator should make a copy of the signed form for both you and your departmental file. Once the form has been signed and copies have been made, turn the form into Graduate Admissions and Program Evaluations Office.

### Program Requirements

In addition to having your graduate advisor sign the candidacy form there are other requirements needed for your candidacy to be approved.

- ♣ No more than required amount of units needed for the program may be listed. So you cannot list more than 30 units.
- ♣ At least 80% of the units for the program must be in residence (i.e. 80% of the units must be taken as a graduate student at SJSU).
- ♣ At least 60% of the units must be graded and NOT pass/fail.
- ♣ At least 50% of the units must be 200 level.
- ♣ No continuing education courses may be listed as part of the 9 units of graded work that should be already completed in the program.
- ♣ No more than 6 units of credit for course 299 (Plan A) may be included or attempted.
- ♣ Psych 299 (Thesis) must be listed in the candidacy.

## Filling out the Form



The Department Request for Candidacy and Graduate Degree Program form is intended for you to list all the courses and requirements that you have met and plan on meeting in order to receive your master's degree. Here is a breakdown of each section so you will know what is required for you to list.

#### When to turn in this form

The Department Request for Candidacy and Graduate Degree Program form should be turned in after you have completed the prerequisites listed at the start of this section. It must be turned in at least two semesters before your intended graduation semester. Please see the Graduate Admissions and Program Evaluations (GAPE) homepage to see the deadlines dates for turning in this form (<http://www.sjsu.edu/gape/>).

### **Top Section**

In this section list your intended degree, major, and concentration (if applicable). This is where you will also state what final plan you intend on fulfilling (Plan A thesis or Plan B project). The competency in written English and Change of Classification sections require you to list the date these requirements were met. Psyc 270 meets the written English competency requirement so indicate the end of the semester date that you completed Psyc 270 (e.g., December 2006).

### **Proposed Graduate Degree Program (A)**

In this section list all of your department courses taken or that you plan on taking. Be sure to list grades received, semester units, and the semester it was or will be completed. Do not list thesis units in section A.

### **Culminating (B)**

In this section list how you intend on fulfilling the culminating requirement. This can either be 299 Thesis (Plan A), 298 Project (Plan B), a final Plan B culminating courses that is not 298, or a final culminating experience report that does not involve taking a final course.

### **Courses in Other Departments (C)**

In this section list all courses taken or that you plan on taking in any departments outside of your own. Be sure to list grades received, semester units, and the semester it was or will be completed.

### **SJSU Extension or Transfer Resident Courses (D)**

In this section list all SJSU extension courses taken for your program, courses that have already been approved for transfer from other schools, or courses taken as an SJSU undergraduate and approved for transfer to your graduate program. This total should not exceed 30% of your total program. Except for SJSU extension courses, if these courses have not been approved by Graduate Studies already, it will delay your program approval.

## Fixing Problems with Candidacy

Problems with candidacy applications can significantly delay a student's graduation. The following are some important steps to avoid following into this situation.

### **Prerequisite and Program Requirement Problems**

If any program requirements are not met, the Graduate Admissions and Program Evaluations (GAPE) Office will send you a detailed letter explaining why your program was denied and what you need to do to fix any problems. A copy of this denial letter is also sent to your Department. Please contact your graduate advisor to help rectify these deficiencies as soon as possible. Your graduate advisor will work with your GAPE evaluator to help solve any problems. Please follow up on any problems to make sure your program is eventually approved.

### **Altering Your Graduate Program After Acceptance**

If your candidacy application is approved, you will receive an acceptance letter detailing what steps are now needed to complete your program. One of most common mistakes graduate students make is not to follow the approved program of study. A signed and approved program of study is equivalent to a signed contract that you have made with the University and your Department. It is an agreement that states what courses you intend to take and if successful will allow you to receive your master's degree.

If you alter your program of study you must submit a [Request for Course Substitution in Master's Degree Program form](#) to graduate studies. Your graduate advisor must sign this form. This form will show the course you are removing from your program and which course you are substituting in. If you alter your program and do not submit this substitution form it will delay your application to graduate.

III

#### When to turn in this form

The Request for Course Substitution in Master's Degree Program form should be turned when you know you will not be able to take a course that you listed in your approved program of study. There are no deadlines to turn this form in but it should be turned in before you apply to graduate.

## Your Internship Experience

*All you need to know about your required internship placement*

### GUIDELINES FOR THE INTERNSHIP

- The internship will be required for all graduate students regardless of previous work experience.
- The student identifies an internship opportunity, which may potentially be within the company the student is currently employed.
- The internship must be approved by the Program Coordinator PRIOR to accepting and beginning the internship.
- The student will meet regularly (typically in the Fall semester of the 2<sup>nd</sup> year) with the Program Coordinator to discuss issues regarding the internship.
- The internship can be paid or unpaid.
- The internship is project-based relevant work experience.

### **Details of the project:**

- The project must have a defined beginning, middle, and end.
- A product at the end of the project must be submitted to the Program Coordinator (e.g., PowerPoint presentation, report).
- A one page summary attached to the report describing the project, the student's participation in the project etc.
- No time limit or minimum time requirement for the project.
- The project has to utilize skills of the program.
- The student must be a key driver of the project rather than simply take on a piece of an already existing project, especially if the student is already working in the organization.
- The internship constitutes 3 units of credit towards the Masters degree.
- Students need to enroll for the internship hours in the Fall of the second year (even if the student completed the internship over the summer).

## INTERNSHIP REQUIREMENTS

### 1. Course Enrollment

- Psyc 249 Fall of 2<sup>nd</sup> year

### 2. Required Forms

---

Form	Due Date
Intake Form	Submitted via email to Program Coordinator BEFORE you begin your internship.
End of Internship Form	Submitted via email to Program Coordinator once you have completed your internship.
Internship Report	Submitted via email to Program Coordinator once you have completed your internship.
Supervisor Evaluation Form	Submitted by internship supervisor to Program Coordinator

---

See next page for forms.

## **INTAKE INTERNSHIP FORM**

You need to submit your responses to these items to the Program Coordinator before you begin your internship. You need the Program Coordinator's approval in order for the internship to be accepted as part of your degree requirements.

1. Your title/position:
2. Organization:
3. Department/Division:
4. Supervisor's name, position, & phone number (attach business card if possible):
5. Names of other supervisors, managers, etc. you will be working with:
6. Anticipated dates of the internship:
7. Anticipated average # hours that you will work per week :
8. Expected Salary/pay rate:
9. What project or projects will you be involved in (include name of the project, name of clients, etc.)?
10. What will be your major duties and responsibilities?
11. What I/O skills and knowledge will you be using for the internship?
12. What final product will you be able to present at the end of your internship (e.g., report, PowerPoint presentation)?
13. What are your goals for the internship? (e.g., job opportunity, applied experience, thesis data)

## **END OF INTERNSHIP FORM**

1. Your title/position:
2. Organization:
3. Department/Division:
4. Supervisor's name, position, email address & phone number (attach business card if possible):
5. Names of other supervisors, managers, etc. you have worked with:
6. Dates of internship:
7. Average # hours worked per week:
8. Salary/pay rate:
9. What project or projects were you involved in (include name of the project, name of clients, etc.)?
10. What were your major duties and responsibilities?
11. What were your goals for this internship (experience, thesis opportunity, job opportunity, etc.) and did you meet them?
12. What was your overall assessment of your internship? (was it challenging? rewarding? did you learn a lot of new I/O related skills?)

# SUPERVISOR EVALUATION FORM

Evaluation of Student Intern Performance  
for the Industrial/Organizational Psychology Program  
San Jose State University

Dear Supervisor,

Your input on this form will be used to assess the quality and long-term focus of the internship program. Please take a few minutes to assess the performance of the San Jose State University student who has been working for you and return this form to:

Megumi Hosoda, Ph.D.  
Program Director, Industrial/Organizational Psychology  
San Jose State University  
San Jose, CA 95192-0120

The scale should be interpreted as: **1** (very low performance) to **5** (very high performance)

Student Name \_\_\_\_\_

Ability to work effectively on a team  
 1       2       3       4       5       Not Assessed

Ability to compose written reports and memos  
 1       2       3       4       5       Not Assessed

Ability to make an oral presentation  
 1       2       3       4       5       Not Assessed

Ability to interface with the public or clients  
 1       2       3       4       5       Not Assessed

Ability to solve problems and think creatively  
 1       2       3       4       5       Not Assessed

Initiative and ability to work independently  
 1       2       3       4       5       Not Assessed

Knowledge of computers and software  
 1       2       3       4       5       Not Assessed

Technical knowledge expected of an entry-level employee  
 1       2       3       4       5       Not Assessed

Understanding of Professional Issues  
 1       2       3       4       5       Not Assessed

Comments: \_\_\_\_\_

Your Name: \_\_\_\_\_ Company: \_\_\_\_\_

## Your Master's Thesis

*It is now time to put your ideas and skills to work.*

**W**riting a master's thesis is decidedly the toughest way to graduate from a program. It generally involves more effort and time than the graduation options offered through other types of programs. But it also offers several advantages that you should carefully consider:

Writing a master's thesis can:

- ♣ help you become an expert in an area of technical communication
- ♣ increase your marketability for industry positions
- ♣ help you gain entrance into Ph.D. programs
- ♣ serve as a basis for publishable articles

Your thesis is often your first real opportunity to shine! It will be the culmination of all your coursework, research experience, and growth as a scholar and scientist. Your thesis represents your opportunity to show the world that you are indeed a master of psychology.



This chapter provides a brief overview of some key issues on conducting your thesis. **Appendix C** provides additional useful information. **Appendix D** provides an example of a thesis timeline to give you an idea of the steps that are involved in completing a thesis. Finally **Appendix E** provides some additional tips on completing your thesis quickly. Please carefully review this chapter and the three appendices listed to gain a better understanding of the thesis process.

The Psychology department has created a new fund to help support your theses. If you have to make copies of surveys you can request the Department staff to make 2000 copies of your surveys. That is a **savings of over \$100**. Contact Phyllis Nakamura for specific instructions.

## Finding a Thesis Advisor

The chair of your thesis committee (faculty advisor) must be a faculty member in the I/O psychology program.

You must also ask two other people to service on your thesis committee. Your second reader must have a Ph.D. but does not have to be a faculty member in the department (e.g., a professor in the Business school, your supervisor if she/he has a Ph.D.). Your third reader does not have to have a Ph.D. but must have expertise in your thesis topic.

Finding a faculty adviser is often the most important step in your graduate career. There is no substitute for guidance from someone who has already survived what you are attempting and who can offer wise perspective on how best to match your talents with an appropriate career. What kind of adviser should you look for? The ideal person can not only guide your career, support your research, and help to find you a job, but can also serve as a close and caring mentor—a "research aunt/uncle," as one author puts it. Obviously, this is a rare combination, but one worth searching for.

If you arrive at graduate school without having chosen an adviser, which is commonly the case, start looking right away. Look up publications of faculty in your department; talk with support staff and professors. If possible, track down past and present students who have worked with a particular adviser.

When you choose an adviser, discuss important issues early. Be frank about your plans, your strengths, and your weak points. Where do you need help? What abilities can you offer? What commitments will be expected of you? If you will work as part of a research team, how will your role be defined and how will you gain credit for your own contribution to the team's work? Raise such questions before they grow into problems.

It is very important to remember that the education of a graduate student is the responsibility of an entire department, not just of a single adviser. Take the initiative early to form a thesis committee. Discuss your project and your status with committee members and other faculty as you go along. Every professional contact that you make strengthens your standing and raises your chances of building a rewarding career.

### The Adviser-Student Relationship

In our graduate program, if you choose, you may work as a research assistant in your adviser's research program. An aspect of this research should become your own research topic for your thesis. Usually such an arrangement benefits both parties: you, as a "scholar's apprentice," gain original research experience, and the professor gains much-needed assistance.



When you begin to work in such a program, find out as much as you can about it in advance. Take the initiative to educate yourself as broadly as possible about the research topic and the theoretical context in which it resides. Many students focus their energies so narrowly on a specific aspect of research that they neglect to understand the context of their work or to develop the skills that make an interdisciplinary career possible.

Make a special effort to understand how your adviser will award credit for the work you do. For example, will your name be listed first on any publications resulting from your own work? That is especially important on a joint project, where your own contributions might be hard to distinguish from those of others.

---

<sup>1</sup> Adapted from "Careers in Science and Engineering: A Student Planning Guide to Grad School and Beyond", National Academy of Sciences, National Academy Press, Washington D.C., 1996.

You may also determine your thesis topic and collect data from the organization in which you are working for your internship. There are advantages and disadvantages to both avenues. Talk to your advisor to discuss the option that works best for you.

What kind of relationship will you have with your adviser: teacher-student or employer-employee? Will you be colleagues or adversaries — In school and beyond? It is primarily a professional relationship, but it is also a personal one. It will succeed only if both sides are willing to work at it. It is most likely to succeed if your major professor is someone whose standards and goals appeal to you and who has a special interest in you as a person. The best outcome is that your adviser turns out to be a true mentor—a wise and trusted counselor.

There is often an implicit contract between adviser and student: the adviser devotes time, guidance, and personal energy in the expectation that the student-apprentice will some day do research that will make the mentor proud. Does your adviser have this expectation? Do you? Can the two of you discuss other career possibilities as well?

What can you do if the relationship with your adviser is a poor one? If the two of you cannot work it out, you should try to find another professor who is qualified and willing to take you on. In general, it is best to make a change as soon as you see that the situation is unworkable. Will changing advisers slow your progress? Will you have to alter the direction of your research? Only if it is late in your student career should you endure a difficult situation rather than try for a better one. The head of the graduate program or the department chair will be able to help you to decide what to do. Do not hesitate to contact one or both!

## Staying Focused in the Program<sup>2</sup>

### Ensuring Steady Progress

How long does it take to finish graduate school? A master's program with a thesis requirement (i.e., our program) can be expected to take 2-3 years to complete. Working expeditiously is important. Increases in degree times are generally undesirable and often imply that students are not making the best use of their time. Slow progress might mean that someone has become too comfortable in the educational environment, isn't properly motivated to find answers, or has bogged down in techniques. Some corporations and Ph.D. programs use time to degree as an indicator of a student's initiative and drive, and it may influence their decision about whether to invite a student for an interview. That said, these entities also recognize that master's students are often faced with outside responsibilities (e.g., having to maintain outside employment) that can influence a student's time to degree. If you find yourself taking longer than is expected, you should seriously and honestly attempt to identify the underlying causes in order to calculate their potential impact on your future career choices.

If your thesis work does not involve you with others, join or form a thesis support group. Giving talks and exchanging critiques with trusted peers — say, once a month or once a semester — can help to keep you moving, extend your contacts, and moderate the intensity of solitary scholarship. Reach out to other students and faculty. The presence and empathy of others can make your graduate years both more gratifying and more productive.

### Selecting Your Thesis Committee

Your thesis committee is a critical ingredient in designing and implementing a solid master's thesis project. Who will sit on this committee should be decided through discussions between yourself and your thesis advisor. Ideally, each member will bring something special to the table, e.g., some expertise in a research area, particular technique, methodology, or analysis.

#### Things To Do...

- J Identify formal rules about thesis advisor and committee members
- J Identify informal norms about thesis advisor and committee roles
- J Identify what you want from the advisor-student collaboration
- J Appraise potential advisor's skills
  - Expectations, feedback, timeliness and availability, assertiveness
- J Investigate prospective advisors
  - Consider past experiences with these individuals, talk with classmates, talk with faculty members
- J Approach prospective thesis advisor
- J Identify important issues to discuss with them, communicate clearly, obtain commitment from thesis advisor

---

<sup>2</sup> Adapted from "Careers in Science and Engineering: A Student Planning Guide to Grad School and Beyond", National Academy of Sciences, National Academy Press, Washington D.C., 1996.

- J Investigate prospective committee members
    - Talk with advisor, talk with classmates
  - J Approach prospective committee members
    - Provide an overview of your study and timetable, obtain commitment from committee members
  - J Anticipate and try to prevent trouble spots (e.g., scheduling issues)
- 

The committee must be comprised of no fewer than three individuals, the majority of whom must be San Jose State University (SJSU) faculty members. Thus, for a three-member committee (the typical size), two must be SJSU faculty; for a four-member committee, three must be SJSU faculty; and so on. The chair of the committee must be a tenured or tenure-track I/O faculty member on duty during the full academic year in which the thesis is to be done. Retired faculty or Faculty on the Early Retirement Plan (FERP's) may serve as Chairs if approved by the Department of Psychology Graduate Committee and the University Graduate Studies Office.

## Writing Your Thesis

Once your committee is formed, the next step is to put your research idea(s) into a formal proposal. The actual content of this proposal will be the fruits of much discussion with your thesis advisor and should reflect what you and your advisor consider to be a fairly complete treatment of the research area, design, methods, and analysis of your data. Once you and your advisor are satisfied with a draft of your proposal, you will submit it to your committee for comments and suggestions.



*Note: In submitting drafts of the proposal to your chair or committee, please do not expect these individuals to serve as proof readers. In fact, according to Department of Psychology policy, if a committee member encounters a total of 15 typographical, grammatical, or APA-Publication-Manual errors, she or he should return the thesis immediately to the student, without reading further.*

### Obtaining Human Subjects Approval

Human subjects approval **MUST** be obtained from SJSU **PRIOR** to collecting thesis data. Any data collected without written approval from SJSU **CANNOT** be used as part of your thesis! Obtaining Human Subjects Approval involves completing and submitting forms to the SJSU Foundation Human Subjects Institutional Review Board. This review may take as long as one month so keep that in mind in planning your thesis timeline. For more information, please visit the Office of Graduate Studies and Research (<http://www.sjsu.edu/gradstudies/irb/>).

Obtaining Human Subjects IRB Forms:

[http://www.sjsu.edu/gradstudies/docs/irb\\_application.pdf](http://www.sjsu.edu/gradstudies/docs/irb_application.pdf)

## Writing Your Final Thesis

These instructions should aid you in the preparation of your manuscript. Although every attempt has been made to make our requirements consistent with Graduate Studies' thesis policies, you should nevertheless read the Office of Graduate Studies and Research "Master's Thesis Guidelines" which is available on their web site.

[http://www.sjsu.edu/gradstudies/docs/thesis\\_guidelines.pdf](http://www.sjsu.edu/gradstudies/docs/thesis_guidelines.pdf)

## Format and Style

Write the thesis in the format of a journal article according to the current APA Publication Manual. Note that unlike the proposal, the thesis should be written in present and/or past tense. The use of the first person is discouraged, except in unusual kinds of research where the use of the “I” is normal and necessary. Above all, be consistent in matters of style, usage, and punctuation.

Although journal articles are typically short (roughly 20 typewritten, double-spaced pages), you are not necessarily bound to that length. It is up to you, your thesis chairperson, and your committee to resolve the issue of length.

In some cases, you or your committee may prefer, for example, a more expanded introduction or discussion section or a separate Review of Literature section. If you write a separate Review of Literature, you may include it as Appendix B of your thesis or immediately following the introduction. If you do the latter, begin the section with the centered heading, Review of Literature, and, just as in any section of a journal article, do not start a new page.

Regardless of whether you include a separate Review of Literature section, you must always do a thorough, integrated literature review. Relevant material from this review always forms the introduction and provides the basis for hypotheses or research questions stated in the introduction.

Follow the APA Publication Manual in every respect, except for the following changes required by the Graduate Studies Office. When in doubt, you should always follow the Graduate Studies guidelines — they take precedent over all other style guides.

## Spacing

Manuscripts should be double-spaced except for extended quotations, bibliographies, footnotes, and other material for which single spacing is appropriate. Although many thesis guides as for double spacing for some of this special material, single spacing is preferred by the Graduate Studies Office in the interests of aesthetics and of saving paper.

In bibliographies each item should be single spaced, with double spacing between entries. Although some guides now recommend a single space after the final punctuation mark in a sentence, the Graduate Studies Office still insists on the more readable two spaces.

## Margins

The margins for every page should be:

Left:	1 ½ inches
Top and Bottom	1 ¼ inches
Right:	1 inch

If materials in appendices do not conform to these margins you must reprint the material or photo reduced it to conform to these margin requirements.

## Pagination and Introductory Pages

All material preceding the actual body of the text is numbered with lower case Roman numerals (e.g., i, ii, iii). These numbers are placed at the bottom center. The actual text uses Arabic numbers (e.g., 1, 2, 3), which are usually placed in the upper right corner (one inch from the right edge of the paper, and one inch from the top, so that the literal text begins 1 ¼ inches down from the top of the page).

As for the introductory pages, the required order is as follows:

i	Thesis Title Page	(page number is suppressed)
ii	Copyright Page	(page number is suppressed)
iii	Signature Page	(page number is suppressed)
iv	Acknowledgments	(begin numbering on this page)
v -?	Table of Contents*	
	List of Tables**	
	List of Figures**	

\*Do not include the thesis title page, copyright page, signature page, or acknowledgements in your table of contents.

\*\*The actual page number will depend on length of previous pages

The actual text of your thesis will begin following these introductory pages. Thus, the first page after the List of Figures is the APA-format title page (labeled page 1, see below). Do not suppress the number on this title page. The next page (page 2) contains a double-spaced, 100-150-word, block-format abstract; the next page (page 3) begins with the title of the paper (centered, with the first letter of each word capitalized), followed by the first paragraph of the introduction; and so on. Just as indicated in the APA Publication Manual, the top right corner of every page (after the List of Figures) must contain a short title (consisting of two to three words of the title) and a page number. Place appendices immediately following the references section.

### Tables and Figures

In dealing with tables, do not place the tables together at the end of the paper and do not use the following kind of statement in the text

---

Insert Table 1 about here

---

Instead, type the table on a separate page (no matter how small the table), and place it immediately following the page on which you first refer to it. Follow the APA Publication Manual in every other respect.

Follow the same approach for figures — put the figure on a separate page, and place it immediately following the page on which you first refer to it. In addition, place the caption for the figure on the same page as the figure and below it. Follow the APA Publication Manual in every other respect.

### Paper

The paper for the three mandatory copies to be bound for microfilming and the University must be 8 1/2" X 11", good quality white bond (100% rag or 100% cotton content) and 20-pound weight (not heavier than 24-pound weight). Recycled paper of this quality is acceptable.

You may submit your thesis to Graduate Studies and Research for reading and approval on lesser quality paper, except for the signature page, which should be on the better paper, since it will eventually be bound into the University library copy. After corrections are made, the thesis may then be copied or printed onto the 20-pound bond paper.

### Cover Sheets

A blank sheet of the same good quality paper must be placed at the front and back (before the thesis title page and after the last page of text or appendix) of each copy of the final and corrected manuscript.

## Human Subjects Approval

You should include the permission letters associated with your thesis research with the submission of your thesis. The approval letter from SJSU HS IRB committee should be included as an appendix to the thesis.

### Thesis Submission to the Office of Graduate Studies and Research

After your final thesis has been approved and accepted by your thesis committee it must be submitted to the Office of Graduate Studies and Research for approval. The initial thesis copy submitted to the Office of Graduate Studies and Research must be the final typed manuscript, on regular paper, approved by the thesis committee. The original signature page must be on 100% cotton paper (see below about paper quality) with the signatures of all thesis committee members.

The Office of Graduate Studies and Research will accept your thesis, accept it with corrections needed, or reject it. You will be notified when your thesis is ready to be picked up.



#### When to turn in your thesis

The deadline to turn in your thesis to the Office of Graduate Studies and Research is usually two months before you final graduation date. Please see the Graduate Admissions and Program Evaluations homepage for current deadlines. Deadlines for thesis submission are firm and are not subject to extension.

## Thesis submission for Binding

After you have picked up your thesis from the Office of Graduate Studies and Research you will have one last deadline to follow. After your thesis has been approved by the Graduate Admissions and Program Evaluations, you are required to submit three copies of the thesis with any errors fixed to the Graduate Studies Office and to pay the basic microfilm service fee of \$45.00 (payable to PQIL).



The UMI Master's Thesis Agreement form must also be filled out. If you wish to take advantage of the UMI copyright service, an additional \$45.00 fee should be included in the cashier's check, making the total \$90.00. One extra 150-word abstract and one extra copy of the title page, with your adviser's name placed at the bottom, either typed or handwritten, must be attached to the UMI form.

Graduate Studies and Research will submit your thesis for binding once it has checked to see all the necessary requirements have been met. There is no charge to the student for the Library or departmental copies; they are part of the three mandatory copies you submitted. Additional personal copies may be bound for additional costs of \$10.00 each, payable at the University Bursar's Office. The library will be contacting you once your thesis has been bound and returned to SJSU.



### When to turn in your thesis for binding

The deadline to turn in your thesis to Graduate Studies and Research for binding is usually two weeks after your graduation date. Please see the graduate studies homepage for deadlines. Deadlines for thesis submission are firm and are not subject to extension.

## Your Final Semester and Graduation

*You've done it; you've completed your thesis. Don't slow down just yet though. There's still plenty of work to be done!*

Your final graduate semester at SJSU can be pretty intensive. By now you are deep into your final project or thesis while also taking the remaining courses needed for your program. In addition to the final academic pressures a graduate student must also deal with the department and University deadlines imposed in order to successfully graduate. Here is summary of several steps that a graduate student must follow in order to graduate.



### The Checklist

Here is a brief summary of the important steps that need to be completed in order to successfully obtain your Master's degree. Essentially, we can break down the process into four main parts:

1. Approval of Coursework
2. Applying for Candidacy
3. Applying for Award of Master's Degree
4. Completion

All of the forms you will need are available at the Graduate Admissions and Program Evaluations (GAPE) website (<http://www.sjsu.edu/gape/>).

#### 1. Approval of Coursework

##### Course Substitutions

After receiving your candidacy approval, any course changes must be approved by your graduate advisor. You will need to complete the [Request for Course Substitution in Master's Degree Program Form](#), have your graduate advisor sign it, and submit it to the GAPE Office prior to the expected date of graduation. Please note that completed/graded courses cannot be removed from an approved candidacy petition.

## Transfer Courses

Any consideration of transfer credit from another accredited college or university must be petitioned and approved prior to submitting your candidacy petition. You will need to submit the [Request for Validation of Graduate Transfer Credit form](#), signed by your graduate advisor, to the GAPE Office.

If you were an undergraduate student at SJSU and completed work in your last semester with the intent of applying the coursework to your Master's program, you need to file, prior to submitting your candidacy petition, the Request for Award of Graduate Credit for Units Completed as an Undergraduate Form. This form must also be approved by your graduate advisor. Once approved by your advisor, submit it to the GAPE Office. Please refer to the Graduate Program section in the University catalog for further details.

## 2. Applying for Candidacy

Once you have achieved Classified Standing (completed nine letter-graded units and satisfied the Graduate Written Competency requirement), you should meet with your advisor to initiate a [Departmental Request for Candidacy Form](#). This form must be submitted to the GAPE Office no later than the posted document deadlines for the semester you plan to complete your degree requirements.

**IMPORTANT:** Once your candidacy has been approved by the GAPE Office, an approval letter and a copy of your candidacy form will be mailed to you, with a copy sent to your graduate advisor. This is the only document that you will receive from the GAPE Office indicating your outstanding course work prior to the clearance of your Master's Degree. If you misplace this document, you may get a copy from your graduate advisor.

## 3. Applying for Award of the Master's Degree

Enrollment in a Master's program at SJSU does not mean that you will automatically be awarded a degree. You will need to initiate the process by completing the [Application for Award of Master's Degree Form](#) and submit the application and the \$25.00 graduation fee to the Bursar's Office. The Bursar is located in the Student Services Center and is open from 9am - 4pm. Once the fee is paid and the cashier has stamped your application, you will need to submit the application to the GAPE Office for filing. Please refer to the filing deadlines prior to submittal. You must have candidacy approval from the GAPE Office before this application will be accepted.

## 4. Completion

To verify that you have completed all of the requirements towards your Master's Degree, your Program Coordinator must complete and sign the [Verification of Culminating Experience Form](#). This form must be submitted to the GAPE Office so that the award process can begin.

### **What You Need To Give the Program Coordinator**

- i. Your first and last name
- ii. Your student ID
- iii. The semester that all the degree requirements were completed (i.e., the semester the thesis was completed)
- iv. A photocopy of the letter from graduate studies indicating that they received your thesis.
- v. Your current address
- vi. The semester(s) that you enrolled for thesis units and the number of thesis units. (e.g., Fall 2000 – 3 units and Spring 2001 – 3 units)

You can email the Program Coordinator most of this information. However, for the letter verifying that you completed your thesis, you will need to fax that to the Program Coordinator (attention Megumi Hosoda fax:

408 924-5605) or you can mail it (San Jose State University, Department of Psychology, One Washington Square, San Jose, CA 95192-0120).

Questions regarding your graduation paperwork, contact Jill Stahl at GAPE:

Jill Stahl            408 924-3297            [Jill.Stahl@sjsu.edu](mailto:Jill.Stahl@sjsu.edu)

## Deadlines

### Applying to Graduate



If you are applying to graduate for the first time turn in the Application for Award of Master's Degree. Fill out the form and take it to the Cashier's Office in the Student Services Center. Turn in the stamped form to the GAPE Office.

If you are re-applying to graduate because you were not able to graduate in a previous semester, turn in the Reactivation of Application for Award of Master's Degree. Fill out this form and pay \$10 to the Cashier's Office in the Student Services Center. Turn in the stamped form to the GAPE Office.

*Note: It is very important that you fill out these forms completely, in print and legibly. This information is used for your diploma ordering.*

#### When to turn in this form

The Application for Award of Master's Degree or Reactivation of Application for Award of Master's Degree forms should be turned in soon after your candidacy has been approved. The final deadline to apply to graduate is usually one month after the start of your intended graduation semester.

Please see the GAPE homepage for current deadlines. You must get permission from the GAPE Office if you attempt to apply to graduate after the deadline. GAPE reserves the right to refuse an application if it is after the deadline.

## Thesis Submission to Graduate Studies

Please see the discussion in Chapter 7 about how and when to turn your thesis in to Graduate Studies and Research for approval.

## Culminating Experience

The last step towards graduating with your master's degree is one that is usually done by the department. All master's students must show culmination of experience in their graduate program. In our program this is accomplished through your enrollment in Psych 299 (Thesis) coupled with your successful completion of your master's thesis.



GAPE requires departments to submit Culminating Experience form stating that the student has completed all requirements towards their master's degree. MS Students should be sure to check with the Program Coordinator to make sure that this form has been completed and turned in to the GAPE Office.

#### When to turn in this form

Departments should submit the culminating experience form by the student's graduation date. This will ensure the student receives their diploma on time.

## Graduation

After you have completed your final semester, the GAPE Office in cooperation with your department will now attempt to clear you for graduation. If you have met all your requirements you will be graduated and you will receive your master's degree. Graduating with your master's degree involves receiving your diploma and having your degree posted on official SJSU transcripts.

### Your Diploma

One of the last processes for clearing students for graduation is clearing your last semester grades. The graduation date for Fall semester is December, Spring semester is May, and Summer semester is August. However, Admissions and Records do not usually post grades until the month following your graduation semester. Because of this delay, you should not expect to receive your diploma until six weeks after your graduation date. If after 8 weeks you still have not received your diploma or any letter notifying you of your graduation status please contact GAPE.

Diplomas are mailed via U.S. mail to the address that you listed in your application to graduate. Every effort has been made for you to receive an accurate and error free diploma. However, if there are any errors on your diploma please contact Graduate Studies immediately. This process is different from the University commencement and department ceremonies.

### If You Didn't Graduate

If for any reason you do not fulfill all your requirements you will receive a graduation denial letter from GAPE. The GAPE Office will send you a detailed letter on what requirements are still pending and what is needed for you to rectify these deficiencies.

Your letter will give you a final deadline to complete all your requirements in order to graduate in your intended semester. In most cases, these shortfalls can be quickly cleared up with the help of the Program Coordinator. However, it is essential that you contact the Program Coordinator immediately after you have received this denial of graduation letter.



*Note: If your only remaining requirement for graduation is the completion of your thesis, then you should continue to register each semester for a single unit of Thesis (Psych 299). Due to the vagaries of PeopleSoft, students must maintain continuous enrollment or risk being discontinued. Technically, a student could go a single semester without registering, beyond that PeopleSoft will discontinue their enrollment and the student would have to apply to the*

*graduate school for re-admission.*

## Commencement

Both the Psychology Department and the University hold convocation/ commencement ceremonies. These ceremonies are held once a year in May and graduates from summer, fall, and spring semesters are welcomed to attend. It is not required for you to attend any ceremony. Your degree is conferred and mailed separately in a different process.

### **The Departmental Commencement**

The Department of Psychology commencement is strictly for those graduates and undergraduates earning degrees in Psychology. It is during the Departmental Convocation that you are individually recognized. A person will read your name and the title of your thesis. You will then be individually hooded by your thesis advisor. You will also have the opportunity to have a few of your written comments published in the Departmental Convocation Program. The Departmental convocation is held in the Event Center typically on a Wednesday or a Thursday before the University-wide convocation.

Graduation packets will be mailed to each graduating student. If you need further information, please contact the Psychology Office staff.

### **The University Commencement Graduation Packet**

Graduation packets are mailed out to all students who have applied to spring conferral and to all previous summer and fall graduates. These packets contain instructions and details on commencement activities and times. The packet will also explain where you can buy your diploma gown and hood. These packets are mailed out by the University and not by the GAPE Office. Please use the contact information in the packet to contact them for any questions.

### **Commencement Book**

The commencement book will be available during the commencement ceremony. In the graduate section of the book you will find your name listed by college and your previous degree(s) earned. It will also state what major and concentration (if applicable) you are receiving your degree in. If you have been conferred a degree in the previous summer and fall semesters or you have applied on time for spring semester your name will be listed in the commencement book.

### **The Ceremony**

University commencement is usually held in the morning on a Saturday. It begins when students line up by college and major in the grounds outside of Spartan Stadium. As the ceremony starts you enter the stadium and sit by college and major. The entire ceremony lasts about 4 hours. The culmination of the graduate ceremony is when you line up and are hooded by your department faculty.

## APPENDIX A: Frequently asked Questions (FAQ)

### 1. How much is tuition and fees?

The most current information may be found at <http://www.sjsu.edu/bursar/fees/>

Note that these fees are subject to change as a result of the current budget crisis in California.

### 2. How and where do I apply for financial aid?

SJSU Web site: <http://www.sjsu.edu/depts/finaid/>

#### • Grants

The State University Grant is for California residents with expected family contributions of \$4000 or less. It is not available to students whose registration fees are being paid by Cal Grant, or other programs that pay fees. The award amounts for 2002-2003 are \$753 for graduate students.

The College of Social Science also awards grants to students. There is an annual professional development grant (up to \$1250 grant award) and the College Foundation Research Grant (up to \$2500). Website: <http://www.sjsu.edu/depts/SocialSciences/grants.htm>

There is a Sally Casanova award that students who want to go on to Ph.D. programs can apply for in March for the following year. The money can be used for conferences, application fees, equipment for research, studying for GRE fees (including Kaplan services) and provides them with a paid research assistantship in the summer. <http://www.calstate.edu/PreDoc/index.shtml>.

#### • Scholarships

Unfortunately, you must already be enrolled at SJSU to apply for SJSU scholarships as their application deadline is early March for the upcoming fall and spring semesters. However, keep this in mind for next year! Apply online at the SJSU [Scholarship Application Site](#). Students must also file the FAFSA (Free Application for Federal Student Aid). The FAFSA is available at the SJSU Financial Aid and Scholarship Office in the Student Services Center.

Scholarship information is available for free from [fastWEB](#). FastWEB stands for (Financial Aid Search Through the WEB) and has a database of over 400,000 scholarships. Even though they are not eligible to apply for financial aid or scholarships at SJSU, **foreign students** can search for scholarships by using [fastWEB](#).

#### • Loans

Information about loan programs may be found at the Financial Aid web site

#### • Federal Work Study

Participation in the Federal Work Study Program is limited to students who have work study as part of their financial aid award. Students normally request Federal Work Study on their FAFSA application when they apply for aid.

- **Job opportunities in the Psychology Department**

- Research or teaching assistant

Contact Daan Giron at (408) 924-5604 or [Daan.Giron@sjsu.edu](mailto:Daan.Giron@sjsu.edu)

- Computer lab assistant

Contact Sean Laraway (408) 924-5662 or [slaraway@email.sjsu.edu](mailto:slaraway@email.sjsu.edu)

- **On and off campus job opportunities**

Go to the SJSU Career Center (<http://careercenter.sjsu.edu/>)

### 3. Where can I get housing information?

- On campus housing

Apply at <http://housing.sjsu.edu> Note that rates vary depending on the type of housing, meal plans, number of roommates, etc.

International students may want to consider the International House, a co-ed residence for 70 American and international students located within 5 minutes walk of the SJSU campus

(<http://www.sjsu.edu/ihouse/>)

- Off campus housing

Information may be found at newspapers such as the San Jose Mercury News

(<http://www.bayarea.com/mld/mercurynews/classifieds/>) and websites such as

(<http://www.craigslist.org>).

### 4. Where can I locate services for international students?

Go to the International Programs and Services web site at <http://www.sjsu.edu/depts/ipss/>. Within this office, Student Advising provides assistance on academic matters, immigration regulations, and other concerns.

### 5. Where can I learn more about the SJSU I/O faculty?

Faculty Web pages may be found at

<http://www.sjsu.edu/psych/contact/iofaculty/index.htm>

## APPENDIX B: Courses Related to I/O Psychology

Note: These are just some of the courses related to I/O Psychology. Please check the university catalog and course schedule for additional courses. These courses may not be offered every semester, please check course schedule.

College of Business
---------------------

Business Graduate Programs

Business Tower 408 924-3420

Note: MBA students have first priority in enrolling in classes and many of the classes are full so I/O students should try to add on the first day of class and get permission from the instructor and the add code needed to enroll.

A few relevant courses:

Bus 290 Strategic Thinking

Bus 200W Managerial Communication

Bus 243 Database Management

Bus 253 Conflict Management and Negotiation

Bus 255 Diversity in the Workplace

Bus 270 Financial Management

#### College of Social Sciences

##### Communication Studies Department

Comm 241 Seminar in Discussion Theory

Comm 244 Seminar in Organizational Communication

Comm 269 Seminar in Persuasion

Comm 274 Seminar in Intercultural Communication

##### Political Science Department – Public Administration

Padm 210 Introduction to Public Administration

Padm 213 Policy Analysis and Evaluation

Padm 214 Public Management

Padm 215 Public Personnel Management

Padm 217 Organizational Theory

##### Sociology Department

Soci 223 Seminar in Sociological Issues

Soci 261 Seminar in Urban Sociology and Demography

Soci 276 Small Group Theory and Research

Soci 283 Seminar in Social Change

Soci 286 Seminar in Complex Organizations and Institutions

#### College of Engineering

##### Industrial and Systems Engineering Department

ISE 210 Human Factors/Ergonomics

ISE 212 Human Factors Experiments

ISE 250 Organizational Improvement Capabilities and Skills

ISE 251 Leading Organizational Improvement

#### College of Applied Sciences and Arts

## Health Science

HS 262 Health Services Organization

HS 263 Principles and Skills of Health Administration

HS 270 Interpersonal Processes

HS 278 Organizational Behavior and Development in Health Care Settings

## Human Performance

HuP 283 Management, Leadership, and Communication in Sport

HuP 284 Financial Aspects of Sport

## Journalism and Mass Communications

MCom 210 Media and Social Issues

Mcom 220 Theory of Mass Communication

Mcom 280 Communication Management

## Gerontology

Gero 210 Issues in Gerontology: Theory and Research

## Library and Information Science

Libr 204 Information Organizations and Management

Libr 242 Database Management

Libr 244 Online Searching

## Nursing

Nurs 236A Nursing Administration Concepts and Theories

Nurs 246 Modern Organizations and Health Care

College of Humanities and the Arts
------------------------------------

## Philosophy Department

Phil 264A Professional/Business Ethics

## **APPENDIX C: Guide to Completing Your Thesis**

Written By:

Sharon Glazer

Megumi Hosoda

Howard Tokunaga

Nancy Da Silva (former faculty)

Sites that were incorporated:

[http://smi.stanford.edu/people/pratt/smi/advice.html#advisor\\_wish\\_list](http://smi.stanford.edu/people/pratt/smi/advice.html#advisor_wish_list) created by Wanda Pratt

---

## ORDER OF TOPICS

- A. Overview of thesis process
- B. Thesis process
- C. Keys to success
- D. Finding a thesis topic
- E. Characteristics to look for in a good advisor
- F. Getting the most out of relationship with advisor
- G. Description of current faculty's research
- H. How to approach potential 2<sup>nd</sup> and 3<sup>rd</sup> readers
- I. Getting the most out of what you read
- J. Making continual progress on your research
- K. Avoiding the research blues
- L. Administrative issues
- M. Thesis and internship
- N. FAQ
- O. Other resources
- P. Example of a thesis outline
- Q. Example of a thesis timeline
- R. Example of an annotated bibliography
- S. Example of article summaries
- T. Examples of excel databases with article summaries

## **A. Overview of the Thesis Process**

### I. Purpose of Thesis:

- A. An accommodating experience to you
- B. Individual effort from the beginning to the end of the process
- C. Utilization of all the skills you have learned (e.g., statistical, conceptual, research, and critical analysis)

### II. Type of Thesis

A. There are two types: thesis and thesis project

B. Differences between them

Thesis project does not have explicit directional hypothesis.

Thesis project can include topics such as scale development, evaluation of training program, development of a survey questionnaire, whereas theses are based on theory development.

Thesis project uses primarily descriptive statistics whereas the thesis incorporates inferential statistics as well.

C. Similarities between thesis and thesis project

Both link existing body of knowledge

Method - systematically collect data

Results - statistically analyze data

Discussion - discuss implications of research and future direction

### III. Content of a Thesis

Think of a thesis as at least 30-40 pages in length which consists of introductory section (10 pages), method section (10 pages), results section (5-10 pages) and discussion section (10-15 pages). In addition you will have references, tables, figures, and appendices.

Look at articles in journals such as Journal of Management, Journal of Organizational Behavior, Journal of Applied Psychology, Journal of Vocational Behavior, Academy of Management Journal, Journal of Applied Social Psychology as models of a good thesis.

Also, take a look at completed theses (they are downstairs in the Psychology office)

## **B. Thesis Process**

## 1. Picking a Topic

1.(a) Come up with a list of possible topics.

1.(b) See if there is literature that would help support your course of study and read one or two articles to determine if indeed the study is of interest to you

1.(c) Meet with one of the faculty members to help narrow your topic

OR

1. Meet with one or all of the faculty members and see if their research programs interest you.

What are good thesis topics? (more details on “Finding a Thesis Topic”)

A topic that is of interest to you

A topic that is of interest to one of the I/O faculty members

A topic that is doable or feasible (your Thesis Chair can help you with that)

Where does a thesis idea come from?

A faculty member’s research program

From class readings, assignments, and/or discussions

From work or internship

From a website ([www.linkresearch.org](http://www.linkresearch.org))

From professional conferences, programs, meetings, and workshops

## 2. Identifying your “first” reader (thesis chair/thesis advisor)

Thesis committee consists of three people

1st reader and 2nd reader with Ph.D.

3rd reader (doesn’t have to have Ph.D., but must be someone with demonstrated expertise in your research area)

1st reader is your primary contact person and is responsible for your thesis progress. The 1st reader must be a faculty member in the I/O psychology program. (more details on “Characteristics to look for in a Good Advisor”)

2nd and 3rd readers could be involved with your thesis progress as much as s/he likes, so talk to each early on in the process to find out each reader’s expectations.

\*\*\* Meet with your thesis chair regularly throughout the following steps, in order to clarify process and direction.

### 3. Conduct a literature search on your topic of interest.

Tip: When doing a search enter search terms such as “review”, “meta-analysis” to get current articles that summarize the literature on your topic of interest.

Tip: Always start with general terms and then narrow the topic depending on the number of studies that are returned.

Tip: Be sure to also read articles that define each of your constructs of interest.

Tip: Read the discussion section thoroughly, especially when they discuss ideas for future research.

Tip: Search databases such as PsycInfo, ABIInform, Social Sciences Index, Wilson, EBSCO, Infotrac.

Tip: Conduct internet and newspaper searches on your topic of interest – it provides support for the utility of your research, if a newspaper wrote something on your topic, it means that the topic might be relevant to laypersons, as well as practitioners and academics in this field.

Tip: Susan Klingberg, is the librarian for the Psychology department, she may have good suggestions to help with your searches.

Tip: The librarians will become your best friends during your literature search. Be sure to ask them for advice and help (be sure to let them know that you are working on your thesis and not just any brief paper for a class).

Susan Klingberg's number in the library and her e-mail address.

Phone: 408/808-2045

Susan.Klingberg@sjsu.edu

### 4. Take notes on the articles that you think are relevant.

(more details on “Example of an Annotated Bibliography”, “Article Summaries”, “Examples of an Excel Database with Article Summaries”)

Tip: Keep a running reference list.

Tip: Summarize each article on an index card and it is useful to note the page numbers where the information was obtained.

Tip: Create an excel file or use a bibliographic database with article summaries.

Tip: Take notes of good measures used, implications, methods, etc. when reviewing literature

Tip: Keep in mind that you end up reading the same article five times for different reasons.

Tip: If you find that an article is cited many times in the literature, that means that the paper is important, so be sure to read that article and find other articles that cited it.

Tip: See guidelines of summarizing an article and an example of an article review in the Appendix.

5. Develop a research question(s).

Consider developing research question(s) that are:

- novel
- interesting to you and your advisor
- doable

6. Develop your hypotheses

- based on your research question(s), what do you predict?
- use previous research/theories/models to support the rationale underlying your prediction/hypothesis
- develop the relationship between your constructs of interest

7. Draw model

- it may be useful for you to draw a model of the relationship between your constructs of interest
- this will help guide your research and your analyses

Example: support for creativity → employee creativity → employee performance

8. Consider data collection issues

- where will you get your data? e.g., organization, archival, student samples
- how large a sample do you need to answer your questions? (your advisor will help you answer this question)
- can you get the needed sample size at the organization you are working at? (e.g., Are you working at a company that only has 100 employees?).

---

Research Method	Pros	Cons
Laboratory Study	cheap data collection is fast	not all topics are doable in a lab issues with ability to generalize
Field Study	ability to generalize interesting	can be expensive data collection takes longer
Archival Data	data collection is cheap and usually fast	your hypotheses are restricted to the data that have been collected your measures are already predetermined for you so they may not be valid and reliable

---

## 9. Build introduction section

- discuss importance of topic (theoretical and/or applied importance)
- very briefly summarize what has been done in the past
- overview of present study

## 10. Write literature review section (not necessarily in this order)

- evaluate literature as it relates to your study
- purpose of present study
- discuss the contributions of your study
- develop theoretical links between the constructs in your study
- discuss rationale for your hypotheses and delineate hypotheses

## 11. Develop your methodology

### (i) Participants:

- who are you going to use for your study and why?
- how are you going to get access to your participants?
- what criteria are you going to have in participant selection?

### (ii) Measures:

- how will you operationalize your variables?
- what measures are you going to use to test your hypotheses?
- are the measures reliable and valid?
- do you need to get permission from the authors to use the measures?
- do you need to purchase your measures from a publisher?

### (iii) Procedure:

- lab? survey? interview?
- internet? paper and pencil?
- how are you going to deal with confidentiality?
- will your surveys be anonymous – how are you going to ensure that?

### (iv) Analyses:

- reliability of your measures?
- how are you going to test your hypotheses: ANOVA? correlation? multiple regression?

## 12. PROPOSAL

- At this point you should have at least a 10-15 page paper that includes your introduction and your methodology.
- This paper essentially is your proposal for your thesis. After your chair approves it, you will want to make sure that your 2nd and 3rd readers read the proposal and provide feedback before you go out and collect data. Their feedback and okay is security that you will not begin the process again.

### 13. Human Subjects Approval

- you will need to receive Human Subjects Approval from the university BEFORE collecting your data
- this is extremely important!!!
- see an example of an application in the appendix
- it can take anywhere between 3-8 weeks to receive approval
- you can find information on the IRB application online in the Graduate Studies website

### 14. Collect and Analyze data

- your chair can guide you with data analysis

### 15. Results

- descriptive statistics (means and standard deviations on all your variables)
- bivariate correlations
- reliability analyses
- test of your hypotheses

### 16. Discussion

- summary of findings in non-statistical terms
- theoretical and practical implications
- limitations of your study
- future research
- conclusion

## C. Keys to Success

### A. Discipline yourself

- commit yourself to working on your thesis on a regular basis; e.g., spend 1 or 2 days a week, or 1 cleared-up weekend day, or 1-2 hours every day for your thesis

B. Know that it will be hard and sometimes frustrating in the beginning, but it gets easier in the end (you have to believe us on this)

### C. Develop your personal schedule with your chair

1. Meet with your thesis chair on a regular basis

2. Expect delays and revisions to your schedule.

3. Expect that your readers' schedules might sometimes not coincide with your preferred timetable.

Just as various events will impede your meeting your goals, so will your readers' have various events that will delay their feedback.

D. Thesis is a process, not an entity.

E. Don't be afraid of contacting your thesis chair or other faculty members for guidance.

F. Look at the APA website for books that describe the steps it takes to complete a thesis as well as other helpful topics: [www.apa.org/books/students.html](http://www.apa.org/books/students.html)

### G. MULTITASK

There is a sequence to completing the thesis, but you have many opportunities to multitask which will help expedite the process, e.g.,

when summarizing articles, make notes of the measures that the studies use so that when you work on your method section, you will already have a list of measures that have been used in the past

when summarizing the articles, create a document with the full reference in APA style so that when it comes to writing your Reference list you have already got most of it done

when reading articles, start jotting down research ideas and data collection ideas

when data collection is occurring, you can already start prepping your syntax for your statistical analyses

when writing your literature review and running your analyses, jot down ideas for your discussion section and make notations on articles that might be helpful

Stay organized – Consider getting a three-ring binder with dividers that will have some of the following labels (modify as you see fit): Meeting with Advisor, Meeting with Committee members, Timeline, Research Model, Notes from literature search, References (important to keep a running tab of references, this can get out of hand if you wait too long to maintain it).

Keep your articles in alphabetical order and, where possible, divided by subject matter/topic.

## **D. Finding a thesis topic or formulating a research plan**

Pick something you find interesting - if you work on something solely because your advisor wants you to, it will be difficult to stay motivated.

If you are still enrolled in classes in which you are required to turn in a paper, try to write it on a topic related to a potential thesis. This way you will know if you like a topic or not before you approach it for a thesis.

Pick something your advisor finds interesting - if your advisor doesn't find it interesting s/he is unlikely to devote much time to your research. He/she will be even more motivated to help you if your project is on their critical path (although this has down sides too!).

Make sure it addresses a real problem

Remember that your topic will evolve as you work on it

Pick something that is narrow enough that it can be done in a reasonable time frame

Have realistic expectations (i.e. Don't expect the Nobel Prize)

Don't worry that you will be stuck in this area for the rest of your career. It is very likely that you will be doing very different research or practice after you graduate.

### **E. Characteristics to look for in a good advisor, mentor, or committee member**

It is unreasonable to expect one person to have all of the qualities you desire. You should choose thesis committee members who are strong in the areas where your advisor is weak.

Know your level of autonomy, if you enjoy regular contact, then find an advisor who is willing to meet with you regularly (about 1 hour every week or every other week)

You can trust him/her to

Give you credit for the work you do

Speak well of you and your capabilities

Tell you when your work is or is not good enough

Help you graduate in a reasonable time frame

Look out for you professionally and personally

Is interested in your topic

Has good personal and communication skills and provides useful feedback

You can talk freely and easily about research ideas

Tells you when you are doing something stupid

Patient

Never feels threatened by your capabilities

Helps motivate you and keep you unstuck

Has good technical skills

Can provide constructive criticism of papers you write or talks you give

Knows if what you are doing is good enough for a good thesis

Can help you figure out what you are not doing well

Can help you improve your skills

Can suggest related articles to read or people to talk to

Can tell you or help you discover if what you are doing has already been done

Can help you set and obtain reasonable goals

## F. Getting the most out of the relationship with your research advisor

Meet regularly – each person differs in terms of how much autonomy he or she wants. If you want frequent contact, you should insist on meeting once a week or at least every other week, because it will motivate you to make regular progress and it keeps your advisor aware of your work. If you prefer autonomy in the process, you should still meet regularly, but perhaps every 3-5 weeks will be sufficient for you.

Prepare for your meetings - come to each meeting with:

- List of topics to discuss
- Plan for what you hope to get out of the meeting
- Summary of you have done since your last meeting
- List of any upcoming deadlines
- Notes from your previous meeting

Email him/her a brief summary of EVERY meeting - this helps avoid misunderstandings and provides a great record of your research progress. Include (where applicable):

- Time and plan for next meeting
- New summary of what you think you are doing
- To do list for yourself
- To do list for your advisor
- List of related work to read
- List of major topics discussed
- List of what you agreed on
- List of advice that you may not follow

Show your advisor the results of your work as soon as possible - this will help your advisor understand your research and identify potential points of conflict early in the process.

- Summaries of related work
- Anything you write about your research
- Experimental results

Communicate clearly - if you disagree with your advisor, state your objections or concerns clearly and calmly. If you feel something about your relationship is not working well, discuss it with him or her. Whenever possible, suggest steps they could take to address your concerns.

Take the initiative - you do not need to clear every activity with your advisor. S/He has a lot of work to do too. You must be responsible for your own research ideas and progress.

Reciprocity – understand that your advisor has numerous responsibilities outside of your thesis. So the way you treat your advisor affects the way in which he/she treats you. For example, if you cancel meetings or are unprepared at meetings, do not expect your advisor to consider your thesis as his/her top priority because your behaviors will give the indication that the thesis is not your top priority.

## G. Description of Current Faculty's Research Interests

Sharon Glazer (see [www.psych.sjsu.edu/~sglazer](http://www.psych.sjsu.edu/~sglazer))

focus is on organizational psychology with emphasis on:

occupational stress

cross-cultural issues in organizational psychology

human, work, and cultural values

organizational commitment

withdrawal behaviors

social support

organizational justice

organizational citizenship behavior

personality and individual differences

individual and cultural levels of analysis

Megumi Hosoda

social cognition

diversity in the workplace (e.g., sex, race/ethnicity, disability, immigrants)

physical attractiveness

organizational justice

organizational citizenship behavior

job engagement

Howard Tokunaga

personnel psychology

measurement and assessment

statistical analysis and research design

## H. How to Approach Potential 2nd and 3rd Readers

Chair

Second Reader

Third Reader (Internal or External Readers; depts.)

Have a clear goal and purpose for your paper, then you can decide who should be 2nd and who should be 3rd.

When approaching readers with your ideas, you might want to present an introductory paper (2-3 pages in length) that would clearly depict the study you have in mind (also references).

You could set up a meeting with either of them and ask to make an appointment with you to discuss your thesis idea.

When in the meeting, share with them your introductory proposal and timeline.

If either of them feels that they cannot be a reader, they will let you know.

Reasons readers might not want to be readers would be:

1) not enough expertise on the subject or 2) overload of other theses and projects.

Generally, students work with the chair and get feedback from the chair on each section of the thesis.

Once you and your chair are satisfied with the product, e.g., introduction and methodology to thesis, you then distribute the latest draft to the 2nd and 3rd reader in order to have their input.

If there is a topic that is very close to the 2nd reader, you might want to consult with her/him on writing up that portion of the paper.

For the most part, your interactions will be with the chair of your thesis.

Once the thesis is done, both the 2nd and 3rd readers will be allowed to offer their feedback and require changes to the satisfaction of the committee.

Hopefully, if the readers are involved to some extent (reviewing earlier drafts of each section), then there should be no surprises at the end.

Most of the SJSU I/O faculty have the following preference: to have the thesis student meet with all the committee members once the proposal is complete to discuss the ideas BEFORE data collection takes place.

## I. Getting the most out of what you read

### Be organized

Keep an electronic bibliography with notes & pointers to the paper files

Keep and file all the papers you have read or skimmed (mark papers with “good” or “good for intro.,” “good for discussion,” “excellent definition of...,” “not good,” “questionable,” “seems good, but need to discuss it with chair,” etc.)

### Be efficient - only read what you need to

Start by reading only the conclusion, scanning figures & tables, and looking at their references

Read the other sections only if the paper seems relevant or you think it may help you get a different perspective

Skip the sections that you already understand (often the background and motivation sections)

Search the Author citation index to read articles by scholars who have also cited a pivotal researcher’s study

### Take notes on every paper you find worth reading

What problem are they trying to solve?

What is their approach?

How is it different from other approaches?

How was the topic studied?

Take note of the surveys used (if you plan to do a survey study) and who else used the same survey

Summarize what you have read on each topic - after you have read several papers covering some topic, note the:

key problems

various formulations of the problem they are addressing

relationship among the various approaches

alternative approaches

Read Masters and PhD theses - even though they are long they can be very helpful in quickly learning about what has been done in some field. Especially focus on:

Background sections

Method sections

Your advisor's thesis - this will give you an idea for what s/he expects from you.

## J. Making continual progress on your research

Keep a journal of your ideas - write down everything you are thinking about even if you think it is stupid. It will help you keep track of your progress and keep you from going in circles. Do not plan to share it with anyone, so you can write freely.

Set some reasonable goals with deadlines

Identify key tasks that need to be completed

Set a reasonable date for completing them (on the order of weeks or months).

Share this with your advisor or enlist your advisors help in creating the goals and deadlines.

Set some realistic deadlines that you must keep (e.g., volunteer to give a student seminar on your research, work toward a conference paper submission deadline, etc.)

Keep a to do list - Checking off things on a to do list can feel very rewarding when you are working on a long-term project.

List the small tasks that can be done in about an hour.

Pick at least one that has to be completed each day.

Mark your calendar with times you will devote to your research & deadlines.

Continually update your:

Problem statement

Goals

Approach (or a list of possible approaches)

One-minute version of your research (AKA the elevator ride summary)

Five-minute version of your research

Discuss your research with anyone who will listen - use your fellow students, friends, family, etc. to practice discussing your research on various levels. They may have useful insights or you may find that verbalizing your ideas clarifies them for yourself.

Write about your work

Early stage: Write short idea papers and share them with your advisor and colleagues.

Intermediate stage: Find workshops and conferences for submitting preliminary results. This can also help you set deadlines.

Advanced stage: Target relevant journals.

Avoid distractions - it is easy to ignore your research in favor of more structured tasks such as taking classes, teaching classes, organizing student activities, creating web pages like this, etc.

Minimize these kinds of activities or commitments.

Confront your fears and weaknesses

If you are afraid of public speaking, volunteer to give lots of talks.

If you are afraid your ideas are stupid, discuss them with someone.

If you are afraid of writing, write something about your research every day.

Balance reading, thinking, writing and hacking - often research needs to be an iterative process across all of those tasks.

## **K. Avoiding the research blues**

When you meet your goals, reward yourself

Don't compare yourself to senior researchers who have many more years of work and publications

Don't be afraid to leave part of your research problem for future work

Exercise

Use the student counseling services

Remember: It will all be over soon.

Occasionally, do something fun without feeling guilty!

## L. Administrative Issues

1. Consult the deadline sheet from the Office of Graduate Studies and Research so that you are aware of dates when various forms must be filed\*.
2. You may file your official program of study (Candidacy Approval Form) when nine graded units have been completed. Consult with your Graduate Advisor as to the best time for you to file this form. Generally this form must be filed at least 4-6 months before applying for graduation.
3. You must complete your degree within seven years or courses will be considered "out-of-date." There is NO exception to this rule except for military service.
4. Up to 10 units of "out-of-date" course can be revalidated. This is done by a mechanism devised in your department. It usually involves some type of exam or other vehicle to determine that the student has current knowledge in the field.
5. If you do not take classes of one semester, you are still considered a continuing student. However, if you do not take classes for two consecutive semesters, you must reapply to the University to continue your Master's program.

\* These items are available on-line at the Graduate Studies and Research department  
<http://witloof.sjsu.edu/proj/gradstud/gsshort.htm>

## M. Thesis and Internship

The following are some questions that you may want to consider when determining (a) whether you should take on an internship and (b) whether you can complete a thesis while on internship.

1. What are your goals (e.g., finishing the Masters program in 2-3 years)?
2. Can you realistically meet your goals while working part-time or full-time?

The following are important factors that can help/hinder you from reaching your goals:

- Will your employer give you time to work on your thesis?
- Will your employer allow you to collect data for your thesis?
- Does your employer have archival data that you might be able to use for your thesis?
- Will you have to move outside the Bay area and if so, how often can you meet with your advisor?
- How many hours a week can you commit to your internship while working on your thesis?
- Do you have the discipline and motivation to work on your thesis after working all day?
- Can you consider the option of working full time on your thesis and then after completing your thesis focus on your internship?
- Can you consider the option of working at an unpaid internship if a good opportunity arises (e.g., an unpaid internship that will provide you with data collection opportunities)?

## N. FAQ

1. Can I change thesis chairs in the middle of the process?
  - If you feel it is necessary to change thesis chairs, please feel comfortable in doing so, we won't take it personally. However, this may delay the thesis process a bit.
  
2. I'm no longer in the library computer system as a registered student, but I'm not done my thesis. How do I regain access to our university library?
  - You will need to obtain a letter from your I/O coordinator indicating that you are working on your thesis and require the library services.
  
4. Can I sign up for all 6 units at once or do I have to take 3 units then 3 units?
  - Either way is fine.
  
5. How fast should I expect turn around feedback from my chair and committee members?
  - It depends on your readers' schedules and other obligations. Each committee member will have various activities on her/his plate and will, therefore, be able to tell you individually how fast s/he can provide feedback. Please be flexible with your committee members. In this department, we are interested in providing timely feedback. Recognize, however, that there may be other pressing matters that might require some flexibility with the definition of "timely."
  
6. When should I register for graduation?
  - Go to the Graduate Admissions and Program Evaluations website for details .

## O. Other Resources

### A. Books

APA – reference books about “How to write thesis”

(a) Getting What You Came For by Robert L. Peters

- This book contains a lot of helpful advice on getting the most out of the Masters/PhD process. The sections on writing and giving presentations are particularly helpful.

(b) The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play by Neil Fiore

- Since one of the biggest problems in finishing a Master/PhD is procrastination, this book should be helpful to those of you who actually get around to reading it.

### B. Useful websites for thesis help:

<http://www.learnerassociates.net/dissthes/>

<http://www.apa.org/apags/edtrain/overproc.html>

<http://www.tele.sunyit.edu/ThesisHandbook.html>

<http://www.cs.purdue.edu/homes/dec/essay.dissertation.html>

<http://www.sce.carleton.ca/faculty/chinneck/thesis.html>

how to write a thesis statement: <http://www.indiana.edu/~wts/wts/thesis.html>

<http://www.sce.carleton.ca/faculty/chinneck/thesis.html>

<http://www.anu.edu.au/BoZo/Scott/Studentresources.html>

<http://www.utoronto.ca/writing/essay.html>

<http://gradschool.about.com/cs/thesiswriting/>

### C. News Groups

soc.college.grad

sci.research.careers

comp.edu

## P. EXAMPLE OF A THESIS OUTLINE

Note: your sections and order may differ

Abstract  
Table of Contents  
List of Tables  
Declarations/Acknowledgements  
Dedications  
Introduction (Reasons to study and why important)  
Significance of the Problem  
(Optional) History of the topic you are studying  
Purpose of the Study  
Definitions of Key Terms  
Delimitation's of the Study  
Assumptions  
Summary  
Literature Review  
Key Concept  
Conceptual Models or Overview  
In Relation to other variables  
In Relation to other variables  
Key Concept  
Conceptual Models or Overview  
In Relation to other variables  
In Relation to other variables  
Etc...  
Summary/Discussion  
Hypotheses or Conceptual Model  
Methodology  
Population sources (Subjects)  
Data Collection Instruments (Measures)  
Data Collection (Procedure)  
Analyses  
Results  
Statistical Analyses of the data: how and why  
Means, SD, Reliability coefficients, correlations, etc.  
Discussion  
Summary  
Conclusions for theory, practice, and research  
Recommendations  
Implications of results for future research  
References  
Tables  
Figures  
X. Appendices

### **Q. Example of a Thesis Timeline**

- in the next appendix you will find an excel document called “Example of a thesis timeline”
- this is a really crude timeline
- there are a lot of variables that affect how quickly you can get your thesis done; some of the most important variables are the following:
  1. YOU – how dedicated and disciplined you are
  2. The scope of your thesis
  3. How your data will be collected
  4. Your thesis chair – how quick s/he is able to give you feedback
  5. The complexity of your analyses and results
  6. Whether you have a full-time job or a part-time job.

## R. Example of an Annotated Bibliography

### ANNOTATED BIBLIOGRAPHY: CULTURAL ALIGNMENT

Deckop, J.R., Mangel, R., & Cirka, C.C. (1999). Getting more than you pay for: Organizational citizenship behavior and pay-for-performance plans. *Academy of Management Journal*, 42 (4), 420-428.

The purpose of this study was to examine how “value commitment” influences the relationship between the strength of the performance-pay link and OCB. Value commitment was defined as “a belief in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization.” The sample consisted of workers and their immediate supervisors from eight large, investor-owned gas and electric public utilities. The results indicated that for employees low in value commitment, the stronger the performance-pay link, the less they engaged in OCB. For individuals high in value commitment, there was no statistically significant relationship between the strength of the performance-pay link and OCB.

Goodman, S.A. & Svyantek, D.J. (1999). Person-organization fit and contextual performance: Do shared values matter? *Journal of Vocational Behavior*, 55, 254-275.

The purpose of this study was to examine the relationship between contextual performance and fit with organizational culture. The sample consisted of organizational members from a manufacturing organization. The study supported the hypotheses that organizational culture would predict contextual performance and that ideal culture would predict contextual performance beyond organizational culture.

Grant, E.S. & Bush, A.J. (1996). Salesforce socialization tactics: Building organizational congruence. *Journal of Personal Selling & Sales Management*, 16 (3), 17-32.

The purpose of this study is to examine the relationship between socialization tactics on organizational value congruence (OVC). Organizational socialization is conceptualized as the process that enables employees to acquire the organizational values, job skills, social knowledge, attitudes, and expected behaviors necessary to effectively perform their tasks within their organization. The sample consisted of salespeople employed by U.S. and Canadian companies. Socialization tactics were categorized into six dimensions. The results indicated that all socialization tactics were positively related to OVC. Sequential and serial type tactics were particularly effective means of building OVC. This involves effective communication regarding the sequence of the socialization process and fostering a quality relationship between newcomers and others who will have a role in the socialization process.

## S. Example of Article Summaries

If you have trouble reading scientific articles, consider reading the following book:

(1) Katzer, Cook and Crouch (1998). *Evaluating Information: A Guide for Users of Social Science Research* (you can find the book at San Jose State University library 4th floor H62.K378)

Sections that you need to include:

1. Purpose of the study – what is the main objective of the study
2. Construct Definitions – what are the definitions of the terms or theory being tested
3. Hypothesis/Hypotheses – what predictions did the researcher(s) make  
- and below each hypothesis note whether the hypothesis was supported/partially supported/not supported
4. Method – who is the sample (age, gender, students/workers), name of company, sample size
5. Procedure
6. Measures – what measures/scales/instruments were used  
- list names of measures and authors and reliabilities and any other psychometric data
7. Results – what analyses were conducted and what was found
8. Discussion – what are the main conclusions drawn from the study
9. Limitations – what were the weaknesses of the study
10. Future research – what are some future research ideas
11. Opinion – what is your opinion of the article – did you like it? did you not like it? why or why not?

### **Example of an Article Review**

Goldsmith, Ronald E. (1985). Adaptation-innovation and cognitive complexity. *Journal of Psychology*, 119 (5), 461-467.

**Purpose:** To examine whether the Kirton Adaption-Innovation Inventory (KAI), a measure of style of creative problem solving, will be uncorrelated with measures of the level of cognitive complexity.

**Hypothesis:** Predicted that the style of creative problem solving would not be related to level of cognitive complexity. **SUPPORTED**

**Construct Definitions:**

**Adaptors:** solve problems while preserving as much of organizational, social or intellectual patterns or paradigms as possible (doing things better)

**Innovators:** incorporate the context of a problem into the problem itself and seek to change the patterns as part of their solutions (doing things differently)

**Cognitive complexity:** the number and sophistication of cognitive structures used in the processes of evaluation and judgment (cognitive articulation and cognitive differentiation).

**Method:** Two studies conducted using undergraduates.

The first study had 106 participants (82 completed Rep Test correctly);

The second study had 94 participants (81 participants completed the RCQ correctly).

Participants in the first study were allowed to complete the questionnaires at home.

Participants in the second sample were asked to sit alone in a room.

**Procedure:** study 1: Participants completed a questionnaire containing the KAI and the Rep Test (cognitive articulation) study2: Participants completed KAI first, and then the Role Category Questionnaire (cognitive articulation).

**Measures:**

**Kirton Adaption-Innovation Inventory (1976):** three trait components measured by three subscales:

Originality, Conformity, Efficiency

**Rep Test (Bieri et al, 1966):** measure of cognitive complexity

**Role Category Questionnaire (Crockett, 1965):** measure of cognitive complexity

**Results:**

Measures of cognitive complexity found to be uncorrelated with scores on the KAI.

No significant differences between men and women between scales for both studies.

Adequate internal consistency on KAI for both studies.

1 out of 16 correlations significant (may be due to chance): negative correlation found between RCQ and Efficiency subscale for men in second study

**Discussion:**

support argument that individuals may be distinguished by different levels of creative ability and preferences for different styles of problem solving [refuted by a more recent study by Gelade]

support notion that level and style may be differentiated across both concepts of cognitive complexity and cognitive style

**Limitations:**

Findings limited to only two samples of American undergraduates and two measures of cognitive complexity.

**Future Research Ideas:**

Use non-college samples.

Use other measures of cognitive complexity

## T. Examples of Excel Databases with Article Summaries

Note: The points that you include in your database depend on your research questions. So unless you are doing cross-cultural work you may not need to have country in your database but rather another variable.

Authors	year	Title	population type	gender	country	IV	moderator	DV	effect type (moderator/mediator/main)
Hagihara, Tarumi, & Miller	1998	Social Support at Work as a Buffer of Work Stress-Strain Relationship: A Signal Detection Approach	416 white-collar workers in a steel company	100% male	Japan	11 worker stressors	4 types of social support from mgmt and 3 types from co-workers	mental stress (psychological strains)	
						learn new things, rc from mgmt level, worked 10 or less hours/day	co-worker support (showing personal concern)	mental stress (psychological strains)	buffering effect
						learn new things, received constant directions from mgmt	mgmt's good job coordination (providing structure)	mental stress (psychological strains)	buffering effect

EXAMPLES OF AN EXCEL DATABASE WITH ARTICLE SUMMARY (continued)

Authors	Year	Title	Journal	KEYWORD & Notes Taken	Summary
Frese, M.	1995	Entrepreneurship in East Europe: A general model and empirical findings.	In Cooper, C. L., & Rousseau, D. M. (Eds.) Trends in Organizational Behavior Volume 2, p. 65-83.	theory; good defns	General action theory approach to entrepreneurship. Incorporates: personal initiative, innovativeness, market orientation, and operative mental model within an action sequence.
Gartner, W. B.	1990	What are we talking about when we talk about entrepreneurship?	Journal of Business Venturing, 5, 15-28.	defn of entrepreneur	Surveyed researchers, practitioners, and politicians to define the term entrepreneur. Two clusters emerged: 1. entrepreneurial if an entrepreneur was involved/innovation/growth/uniqueness, 2. entrepreneurial only if value was created or if someone gained.
Gatewood, E. J., & Shaver, K. G.	1991	Expectancies for success and attributions for failure: Toward a theory of entrepreneurial persistence.	Summary of paper presented at Academy of Management.	not as relevant	

## APPENDIX D: Example Thesis Timeline

Length of Time	Phase	To Do's	Deliverables to your Advisor/Thesis Chair	TIPS
Week 1	Organization & Research	Create approximate timeline include dates of travel...		
Week 2	Organization & Research	Choose 2-3 research areas OR talk to faculty and incorporate their research into your thesis		
Week 3	Organization & Research	Do a quick lit search on PsychInfo on your topic areas and see what's been done		Search only PsychInfo for now
Week 4	Organization & Research	Choose a thesis advisor and see if he/she can be your Chair and narrow to 1 topic area		
Week 5	Research	Do a thorough literature search on your topic area		look for meta-analyses and review articles
Week 6	Research	Continue with a literature review		while reading abstracts, make notes of potential research questions. Look for articles across multiple databases: PsychInfo, ABI, Omni, ERIC
Week 7	Research	Select key articles and retrieve them		
Week 8	Research	Select key articles and retrieve them		
Week 9-11	Research	Make notes of key articles: try to summarize 5 articles per week		While making notes of articles, retrieve articles that are referenced that you think might be useful for you

Week 12	Introduction	Summarize in bullet point, study findings, and potential research questions	Give summary to your advisor	
Week 13	Introduction	Finalize 1-2 related research questions	Discuss with your advisor	Remember you want your questions to be new, interesting, and answerable Also start thinking about how you would go about collecting the data - lab? survey? interviews?
Week 14	Introduction	Collect and summarize any additional articles that specifically deal with your research questions		
Week 15	Introduction	1-2 page outline of your literature review and develop hypotheses	Discuss hypotheses with your advisor	Start your Reference list and keep updating it throughout
Week 16	Intro. & Method	Start writing your introduction. Think about your methodology - interviews? surveys? lab? internet? students? employees? one organization?		Refer to articles in your area and note what methods they have used.
Week 17	Method	Keep writing introduction	Give advisor a summary of your method ideas	You may also need to talk/meet/show to your 2nd and 3rd readers if they want to take part in thesis process.
Week 18	Methodology	Determine subjects to be used for thesis		
Week 19	Methodology	Develop survey/interview questions, etc.		USE measures that have been used in the past -- you want measures that are reliable and valid!!!

Week 20	Methodology	Develop survey	Give survey to advisor to review	Make sure final survey is easy to read, simple, spacious, and maybe add some clipart to make it less strenuous to fill out.
Week 21	Methodology	Create outline for Methodology section		Start thinking about stats analyses You may also need to talk/meet/show to your 2nd and 3rd readers if they want to take part in thesis process.
Week 22	Methodology	Develop a draft of the survey		
Week 22	Methodology	Begin Human Subjects Board forms		
Week 23	Methodology	Edit survey and create final version	Send completed survey to Advisor	Consider using Scantrons for surveys - data entry will be a lot faster!!!
Week 24		Complete Human Subject Board forms	Submit forms and survey to HSB	
Week 25	Methodology	Determine statistical analyses needed to interpret data		Contact Human Subjects representative to help expedite process.
Week 26		Write a draft of the Methodology section	Talk to advisor about stats	
Week 27	Methodology	Determine logistics of survey distribution and data collection	Send data collection schedule to Advisor	
Week 28	Lit Review & Methodology	Edit Literature Review and Methodology sections	Give advisor Intro. and Method sections	You may also need to talk/meet/show to your 2nd and 3rd readers if they want to take part in thesis process.
Week 29	Methodology	Receive approval for Human Subjects Board		

Week 30-32	Methodology	Distribute and collect surveys from subjects		
Week 33	Statistics	Enter data collected into SPSS	Send preliminary results to Advisor	
Week 34	Statistics	Clean data	Consult with advisor	
Week 35-36	Statistics	Write programs to run analyses		
Week 36-37	Statistics	Run analyses		
Week 38-39	Statistics	Run additional analyses as needed	Send final results to Advisor	While running analyses, start making notes for the discussion -- what was supported? what wasn't supported? some ideas why you got the results you did. You may also need to talk/meet/show to your 2nd and 3rd readers if they want to take part in thesis process.
Week 40	Results	Outline Results section		
Week 41	Results	Begin writing a draft of the Results section		
Week 42	Results	Complete Results section draft	Send Results section draft to Advisor	
Week 43	Discussion	Outline Discussion section		Discussion should have the following sections: summary of findings, limitations, future research ideas, conclusion
Week 44	Discussion	Complete Discussion section draft	Send Discussion section draft to Advisor	You may also need to talk/meet/show to your 2nd and 3rd readers if they want to take part in thesis process.

Week 45-47	Finalize Thesis	Edit and combine all sections	Send Thesis to Advisor for review	
Week 48	Finalize Thesis	Make changes that Advisor and 2nd and 3rd readers suggested		Send to 2nd and 3rd readers
Week 49	Finalize Thesis	Make changes that Advisor and 2nd and 3rd readers suggested	Send another draft to Advisor	Send to 2nd and 3rd readers
Week 50	Finalize Thesis	Make changes that Advisor and 2nd and 3rd readers suggested	Send another draft to Advisor	Send to 2nd and 3rd readers
Week 51-52	Finalize Thesis	FINALIZE THESIS	Send final version to everyone!!!	
		You are done, take a vacation!!!		

## APPENDIX E: Tips on Completing Your Thesis Quickly

By Nancy Da Silva (former faculty)

Disclaimer: I think most of these tips apply to all the I/O psychology faculty members, but they are my opinion (Nancy Da Silva) and have not been written by the other faculty, the department, or the university.

### GENERAL FACTS:

When you give your thesis chair (or your thesis 2nd and 3rd readers) a draft of your thesis it will take on average 2 weeks to get feedback from the faculty member.

For each section of your thesis (i.e., Introduction, Methods, Results, Discussion) expect at least 3 revisions per section from your thesis chair and at least 1-2 revisions from your other committee readers.

⇒So, you ultimately want to minimize the number of revisions as possible, since each revision will result in 2-3 weeks of time. So, be as efficient as possible when sending drafts to faculty.

The following are some suggestions to make this process efficient.

1. For every draft save it with a filename that includes your name and date (e.g., Pam-4-5-04).

This just makes it easy to organize for the faculty member given that we each have several thesis students and so thesis.doc is not very descriptive.

2. Save all versions of your drafts.

on occasion, your faculty member will ask you to delete a certain study or a certain section and then the next time around in reading your draft, he/she may decide that you should place that section back in.

3. Cite, cite, cite.

From the beginning, reference any sentence that you include that is not your own idea. You want to acknowledge the ideas, definitions, criticisms that you read from an article, otherwise you are plagiarizing and that's illegal.

4. Keep to one document

It is much easier to review a draft if you have everything in one document. Do not send one file that contains the introduction, another file that contains the method, and a third file that contains the references. The only exceptions will be the Human subjects forms and possibly the survey if it has special formatting.

5. Include reference section

From the first draft onward, include the reference section. On occasion, the faculty member may want to look up a reference that you cite in your draft.

#### 6. Address changes

When a faculty member makes a suggestion (e.g., include the study by Meyer, 1996, describe the limitations of the study by Jones, 2003), either make the revisions accordingly, or through track changes or on a separate document explain why you don't agree with the suggestion. We are not always headstrong about all of our editing comments, however, we do want our comments to be acknowledged. If they are not acknowledged it feels like the student has not read our comments and we are reading the same version of the draft we read earlier. It drives us batty!

#### 7. Summarize changes

By the time we have read your thesis 3-4 times you don't want us to spend our time rereading everything over again (this will delay feedback). So, it's a good idea to include a cover letter highlighting the changes that have been made.

Example:

- (i) Section on organizational commitment was expanded on. See page 4
- (ii) A summary of Meyer's meta-analysis on organizational commitment was included in introduction. See page 5.
- (iii) A new measure assessing job satisfaction was included. See page 8

ANOTHER GENERAL FACT: When your faculty member gets your draft he/she will typically allot 1-2 hours to read your draft so if you have a lot of grammatical errors, for example, your advisor will spend the time allotted fixing your grammar and not addressing substantive issues. That will then result in another revision, which will just extend your thesis timeline.

So, here are few "distractions" that you want to minimize when you send your advisor (and your readers) a draft:

#### 8. Write in APA format.

From your first draft onward, format your draft in APA format. Include page numbers from the start. You do not want your advisor to spend time correcting formatting issues, you want her/him to focus on substantive issues.

#### 9. Spell check.

Spelling errors are distracting and annoying. Enough said.

#### 10. Grammar check

Ditto.

Have a friend proofread your draft or get it proofread by someone at the Writing Center on campus.

#### ETIQUETTE

Once you have sent a thesis draft to your committee members give them 1-2 weeks to send you their feedback. Do not email/call them every other day. Unless they have told you their schedule, feel free to email/call them after the second week asking them when they anticipate getting feedback to you. (Exception: If you give your thesis member your draft on December 15, don't necessarily expect feedback until the New Year) (same for first week of classes).

\* Subconscious etiquette rule