

Edition

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MASTER'S OF ARTS: EXPERIMENTAL PSYCHOLOGY SAN
JOSE STATE UNIVERSITY

Graduate Student Handbook

M.A. IN EXPERIMENTAL PSYCHOLOGY

Graduate Student Handbook

□ Department of Psychology 2003-2010
San Jose State University • San Jose, CA 95192-0120
Phone 408.924.5600 • Fax 408.924.5605
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Main Campus Map



Master's Degree Checklist

First Semester

- Check your graduate category**
If your graduate category is “Conditional”, meet with the Coordinator ASAP
- Course Registration**
Three courses: General Seminar (Psyc 280), Analysis of Variance (Stat 245), and one breadth course. Meet with the Program Coordinator if you wish to transfer any graduate credits to the program.
- Identify your thesis advisor by the end of winter session**
- Meet personally with Program Coordinator by the end of winter session**

Second Semester

- Course Registration**
Three courses: Seminar in Experimental Design (Psyc 220), Multivariate Analysis (Psyc 235), and one breadth course.
- Establish your thesis committee and write your thesis proposal**
Ideally, you will have defended your thesis proposal near the end of your first year.
- Submit your “Advancement to Candidacy” form**
See the Program Coordinator for the form and signature at the end of this semester.

Third Semester

- Course Registration**
Three courses: One breadth course, an Elective and Thesis Proposal (Psyc 298)
- Conduct your thesis research**

Fourth Semester

- Course Registration**
Two courses: One breadth course and the Thesis (Psyc 299)
- Apply for graduation**
- Write and defend your thesis**
- Program Coordinator submits Culminating Experience form**
- Submit your defended thesis to Graduate Studies for approval**
- Graduate!**




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?

Welcome to the MA in Experimental 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 Experimental 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 describes the process by which you “Advance to Candidacy”, a critical step toward obtaining your degree. Chapter 5 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 6 will describe everything you need to know about graduation — the culmination of all your hard work!

ICON KEY	
	Valuable information
	Form to filled-out
	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



Help is always just a phone call or click away. You should always feel absolutely free to contact the MA 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 MA Program Coordinator:

Dr. Greg Feist
DMH 313

Voice: 408.924.5617
Email: greg.feist@sjsu.edu

The Department Chair:

Dr. Ron Rogers
DMH 157

Voice: 408.924.5652
Email: ronald.rogers@sjsu.edu

Issues Concerning Course Registration or Other Administrative Services

The Administrative Support Coordinator:

Elva Connell
DMH 157

Voice: 408.924.5603
Email: nakamura@email.sjsu.edu

Graduate Administrative Assistant:

Susan Wright
DMH 157

Voice: 408.924.5604
Email: susan.wright@sjsu.edu

Issues Concerning Graduate School at the University Level

Graduate Studies & Research:

Student Services Center
9th and San Fernando

Voice: 408.924.2480
Email: gradstudies@sjsu.edu
Web: www.sjsu.edu/gradstudies/

Issues Concerning Your Mental Health & Stress Management

Counseling Services:

Administration Building
Room 201

Voice: 408.924.5910
www.sa.sjsu.edu/counseling/

Issues Concerning Your Safety

University Police:

7th Street Parking Garage

Voice: 408.924.2222
Email: Police@email.sjsu.edu
Web: <http://www.sjsupd.com/>

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, etc), 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.

GETTING STARTED

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. Three main issues 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.

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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. You can get so many things 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.”

Finding a Thesis Advisor¹



Any tenured or tenure-track faculty member of the Psychology Department can serve as the chair of your thesis committee (faculty advisor), but at least one member of the MA faculty must sit on the thesis committee.

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.

Do you need a prominent scientist as an adviser? Prestige is important, because you will want expert guidance on your research and help in finding a job when you are finished. But you need a person who is available, who values interacting with you and other students, and who is willing to teach necessary survival skills.

¹ 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.

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Ask about the laboratory group that your potential adviser has assembled. Has the adviser secured adequate funding for the group? Does the group have off-campus, collaborative interactions with other academic or industrial groups? Look for advanced graduate students in the group who can help you when the adviser is busy.

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, you will work as a research assistant in your adviser's research program. An aspect of this research should become your own research topic. 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. Remember, one of your goals in this program should be to begin establishing a portfolio that will facilitate, rather than hinder, your next career step (e.g., admission into a Ph.D. program or employment in a research setting). Review another document from the Committee on Science, Engineering, and Public Policy Group ("On Being a Scientist: Responsible Conduct in Research"²) that provides guidance on research ethics (COSEPUP, 1995). Read this booklet over before you begin research activities.

² Can be found on the web at <http://www.nap.edu/readingroom/books/obas/>

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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 Program³

Choosing a Research Topic

Along with choosing an adviser, the most important decision you will make in graduate school is choosing a research topic. You will likely spend a number of years, and possibly the rest of your career, working in the general field that you select now.

You might be tempted to tackle something ambitious that will win a big prize. Resist that temptation. This is the beginning of your career. The point of graduate school is to learn to do research. Be aware that your original topic, especially in psychology, might not work out. A good thesis adviser will have backup plans in case your original project fails to yield results.



³ 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.

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“You might be tempted to tackle something ambitious that will win a big prize. Resist that Temptation.”

Your topic should be original, and it should advance what is known about your field. But it should be something that you and your adviser believe you can complete and write up in about 2 years. When you enter the next stage of your career, you can advance to another aspect of the topic if it still interests you. Remember also that your overall field of research is more important than the specific subfield that you might explore in school. The techniques and principles learned in graduate school will serve you well even as you move to new subfields or specialties.

Achieving Breadth

Your main focus in graduate school is to learn the fundamentals of your discipline, but you also want to broaden your competence and acquire other career skills that can enhance your value to employers. Breadth can be described under two categories—academic and career.

For academic breadth, master's-degree recipients should have some familiarity with one or more subfields. For example, a cognitive psychologist may well benefit from courses in biological psychology, or visa versa. Such breadth might allow you to see your own work in a fuller context and understand interdisciplinary questions.

Be aware of how easy it is to overspecialize in pursuing a research topic. An excessively narrow "field of view" might slow your recognition of emerging fields of research, limit your later research contributions, or restrict your career options.

Career breadth is attained through such activities as summer internships and on-campus research programs that work in collaboration with industry or government agencies (e.g., NASA). Internships with industry or government laboratories take time away from campus-based research or classes. But they can lead to broader perspectives, new contacts, and better jobs. They can also help you to mature and develop confidence in your ability to succeed in the nonacademic world. Taken together, these effects might paradoxically shorten the total time spent in school.

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

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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.

Graduate Student Funding Opportunities



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 Elva Connell at 408-924-5603 as soon as possible. We usually have Teaching Assistantships in Statistics, Research Methods, and Introduction to Psychology, but some other courses may be available.

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 Studies Office.

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Predocctoral 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 Graduate Studies Office.

Forgiveable Loan Program

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. Faculty nominates one student per program. 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. The President of the University presents award at commencement.

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://www.sjsu.edu/faso/scholarships/>



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.

This 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 lists, so please feel free to contact the Program Coordinator, Chair of the Department, Graduate Studies & Research, 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.

YOUR RIGHTS AND RESPONSIBILITIES

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.

Note: *A student may NOT take a leave in the first semester they have been admitted in to and can not defer their admission either.*

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.

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 Graduate Studies. No more than 1/3 of a master's program may be considered for re-validation. If re-validation is approved by Graduate Studies, 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 Graduate Studies Office and inform them of the successful revalidation.

Note: *Transfer work taken at other institutions is not eligible for 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.htm

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/pol_camp_clim.html

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/president/docs/directives/PD_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/eo/EO-821.pdf>

Academic Dishonesty

From <http://www.sjsu.edu/senate/S04-12.pdf>

S07-2 ACADEMIC INTEGRITY POLICY

The University emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically.

YOUR RIGHTS AND RESPONSIBILITIES

STUDENT ROLE

The San José State University Academic Integrity Policy requires that each student:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

FACULTY MEMBER ROLE

The San José State University Academic Integrity Policy requires that each faculty member:

1. Provide a clear and concise course syllabus that apprises students of the Academic Integrity Policy and the ethical standards and supporting procedures required in a course.
2. Make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying, using non-cited resources, or exchanging information. Examinations and answers to examination questions should be kept private. Efforts should be made to give unique and varied assignments.
3. Take action against a student in accordance with this policy when supporting evidence indicates that the student has violated the Academic Integrity Policy.
4. Comply with the rules and standards of the Academic Integrity Policy.

OFFICE OF STUDENT CONDUCT & ETHICAL DEVELOPMENT'S ROLE

The San José State University Academic Integrity Policy requires that the Student Conduct Administrator:

1. Comply with and enforce the Student Conduct Code (http://sa.sjsu.edu/student_conduct) which includes the Academic Integrity Policy.

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2. Adjudicate student conduct cases and assign administrative sanctions to students who have violated the Student Conduct Code.
3. Serve as a resource for faculty, staff and students on matters of academic integrity and this policy.
4. Ensure dissemination of the policy to the campus community when changes are made to the policy or procedures.

1.0 DEFINITIONS OF ACADEMIC DISHONESTY

1.1 CHEATING

San José State University defines cheating as the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes:

- 1.1.1. Copying, in part or in whole, from another's test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;
- 1.1.2. Submitting work previously graded in another course without prior approval by the course instructor or by departmental policy;
- 1.1.3. Submitting work simultaneously presented in two courses without prior approval by both course instructors or by the department policies of both departments;
- 1.1.4. Using or consulting sources, tools or materials prohibited by the instructor prior to, or during an examination;
- 1.1.5. Altering or interfering with the grading process;
- 1.1.6. Sitting for an examination by a surrogate, or as a surrogate;
- 1.1.7. Any other act committed by a student in the course of their academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.

1.2 PLAGIARISM

San José State University defines plagiarism as 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.

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Plagiarism includes:

- 1.2.1 Knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, or parts of, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work;
- 1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

2.0 NOTIFICATION OF STANDARDS OF DETECTING PLAGIARISM

San José State University or its faculty may subscribe to or use plagiarism detection services.

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

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

3.0 EVALUATION AND REPORTING

When a faculty member suspects a violation of the Academic Integrity Policy and is in possession of evidence to substantiate that violation it is the faculty member's responsibility to take the following steps:

- 3.1. Confront the situation discretely. That is, faculty members shall not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom before other members of the class.
- 3.2. Communicate with the student concerning the alleged infraction; arrange for a conference to present documentation. In this conference, the student should be advised of the allegation and made aware of the supporting evidence and the probable consequences.[1] Faculty members should make their best effort to meet with the student in person, but if that is not feasible then they can communicate in writing.

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- 3.3. Inform the student of the sanctions to be recommended in accordance with Section 4.0 if the faculty member still believes that a violation of the Academic Integrity Policy has occurred.
- 3.4. Report the alleged infraction and the action taken to the Office of Student Conduct & Ethical Development on the reporting form for violations to the Academic Integrity Policy. A copy of the supporting documentation must be attached to the reporting form.
- 3.5. The instructor may impose the recommended penalty and make the report called for in section 3.4 without a conference 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 faculty member makes a good-faith, albeit unsuccessful, effort to contact the student. In either case, the student's right to appeal is preserved.

4.0 SANCTIONS

There shall be two major classifications of sanctions that may be imposed for violations of this policy: Academic and Administrative. Academic sanctions are actions related to the coursework or grades determined by the faculty member. Administrative sanctions are actions that address a student's status on campus and are determined by the Office of Student Conduct & Ethical Development. Academic sanctions and Administrative sanctions may be imposed simultaneously.

4.1 ACADEMIC SANCTIONS

Faculty members are responsible for determining academic sanctions. Faculty members may find it helpful to consult with their department chair, senior faculty members, or the Conduct Administrator in consideration of appropriate academic sanctions. Such sanctions shall be proportional to the offense against the Academic Integrity Policy. Usually a form of "grade modification" will be employed. Before sanctions can be employed, the faculty member must have verified the instance(s) of academic dishonesty by personal observation or documentation.

Academic dishonesty cases that occur in the classroom shall be handled by the faculty member. After action has been taken by the faculty member, the faculty member must complete a form that identifies the student who was found responsible, the general nature of the offense, the action taken, and must make a recommendation as to whether or not additional action should be considered by the Office of Student Conduct and Ethical Development.

Recommended sanctions include:

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- 4.1.1. Oral reprimand.
- 4.1.2. Failure on the evaluation instrument.
- 4.1.3. Reduction in course grade.
- 4.1.4. Failure in the course.
- 4.1.5. Referral for additional administrative sanctions.

FACULTY DISCRETION:

Incidents involving the careless or inept handling of quoted material that fall short of the definitions of cheating 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.

The faculty member also has the discretion and obligation to determine whether specific acts by a student fall under the description in 1.1.7.

4.2. ADMINISTRATIVE SANCTIONS:

As stipulated in the California Administrative Code, Section 41301, cheating or plagiarism in connection with an academic program may warrant expulsion, suspension, probation or a lesser sanction. Administrative action involving academic dishonesty at San José State University is the responsibility of the Office of Student Conduct & Ethical Development.

The Office of Student Conduct & Ethical Development will respond to:

- Referrals from the faculty;
- Violations of the Academic Integrity Policy;
- Repeat violations as brought to attention by the faculty or through the centralized reports filed in the Office of Student Conduct & Ethical Development.

The Office of Student Conduct & Ethical Development will notify faculty members when action has been taken. The Office of Student Conduct & Ethical Development shall maintain a record of students who have been reported for violating the Academic Integrity Policy.

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5.0 PROTECTION OF RIGHTS

Nothing in this policy is intended to deny students 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 Office of Student Conduct & Ethical Development or other decision-makers. At any such meeting statements and evidence on behalf of the student may be submitted. This policy is not intended to deny the right to appeal any decision through appropriate university channels,

When an administrative sanction is being considered, Executive Order 970, Student Disciplinary Procedures for the California State University, stipulates that a student is entitled to a hearing to determine whether violations of conduct or conduct-related regulations have occurred.

6.0 THREATS

Threats against any member of the faculty as a consequence of implementing this policy on academic integrity will be cause for disciplinary action under Section 41301, Title 5, California Code of Regulations, and may also result in civil and criminal action.

7.0 DISSEMINATION OF INFORMATION

- 7.1. The Academic Integrity policy shall be published in the Schedule of Classes each semester and in the University Catalog. Copies of this policy shall also be held in every department office and in the Office of Student Conduct & Ethical Development.
- 7.2. Dissemination of this information shall be the responsibility of the Office of Student Conduct & Ethical Development. Information is available at http://sa.sjsu.edu/student_conduct/
- 7.3. The Office of Student Conduct & Ethical Development shall submit a statistical report on the number and type of infractions and their eventual disposition to the Academic Senate annually.
- 7.4. Colleges and Departments are encouraged to periodically discuss this policy at faculty meetings, including discussion of strategies for ensuring academic integrity among students.
- 7.5. Department chairs and Program directors should ensure that new faculty members receive a copy of this policy and a verbal explanation at the time they are given their first class assignment.

Ethics in Research

Section 8.0 from:

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

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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.)

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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 nondeceptive 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.)

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(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

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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.A. in Experimental Psychology Program

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

This 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 Arts Program in Experimental Psychology affords its candidates an opportunity for advanced study of psychological theory and research techniques with the following objectives in mind:

To ultimately earn my Ph.D. in psychology

The coursework and experience obtained in the Experimental Psychology Program is designed to enhance students' credentials when applying to highly competitive doctoral programs.

To succeed in business, industry and or a research setting

Our program's emphasis on the mastery of statistical and methodological procedures, research experience, and critical thinking produces graduates who are well suited for many careers in business, government, and/or an array of research settings.

Program Goals & Outcomes

- **Goal 1. Advanced Knowledge** – Graduates of our program will have advanced understanding of the major theoretical perspectives in psychology. Students completing the MA in Psychology program will...
 - **Outcome 1.1** – Understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

- **Goal 2. Research Methods & Scholarship** – Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the MA in Psychology program are required to complete a thesis. The thesis will...
 - **Outcome 2.1** – demonstrate creative problem-solving in the design, implementation of empirical research.
 - **Outcome 2.2** – demonstrate project management skills in the implementation of empirical research.
 - **Outcome 2.3** – demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.
 - **Outcome 2.4** – be able to communicate (oral and written) their research findings at a professional level.

- **Goal 3. Career Enhancement** – Graduates of our program will experience career enhancement resulting from the receipt of a master’s degree in psychology. Students completing the MA in Psychology program will...
 - **Outcome 3.1** – achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector

Our Faculty

Dr. Mildred Alvarez, Associate Professor, Developmental Psychology

Phone: (408) 924-5640
Email: malvarez@email.sjsu.edu
Web: <http://psych.sjsu.edu/~malvarez/>

Mildred M. Alvarez received her Ph.D. in Developmental Psychology from Boston University in 1985. She was a Postdoctoral Fellow at the University of Kansas where she conducted research in the areas of children's gender role development, the effects of television on children, and children's play interactions.

She was a Visiting Fellow at Cornell University, Department of Human Development and Family Studies before joining the faculty at San Jose State University where she is an Associate Professor. Her research interests focus on the socialization of emotion in children.

Dr. Arlene Asuncion, Professor of Psychology, Social Psychology

Phone: (408) 924-5609
Email: asuncia@email.sjsu.edu
Web: <http://psych.sjsu.edu/~asuncia/>

Dr. Arlene Asuncion earned her Ph.D. in Social Psychology from the University of California, Santa Barbara in 1993. Dr. Asuncion was a faculty member at the University of Texas at Arlington before joining the faculty at San Jose State University in 1995.

Dr. Asuncion's current research focuses on the influence of affective states on social information processing. This work primarily examines how perceivers' mood states impact their processing of persuasive messages and information about other individuals. In addition to this research, Dr. Asuncion is also interested in peoples' stereotypes about and attitudes towards different social groups, including ethnic minorities and other stigmatized groups. She is particularly interested in how minority groups view themselves as well as each other.

Dr. Asuncion is a Professor of Psychology and teaches courses in Social Psychology at both the graduate and undergraduate levels as well as an undergraduate course on the Psychology of Prejudice.

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Dr. Glenn Callaghan, Professor of Psychology, Clinical Psychology

Phone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Web: <http://psych.sjsu.edu/~glenn/>

Dr. Glenn Callaghan earned his Ph.D. in Clinical Psychology in 1998 from the University of Nevada. He completed a predoctoral fellowship the University of California, San Diego and San Diego Veterans Administration consortium. Dr. Callaghan joined the faculty at San Jose State University in 1998 where he is a Professor of Psychology.

Dr. Callaghan's research focuses on clinical issues related to the assessment and treatment of psychopathology (particularly mood disorders) and interpersonal problems. His research has focused on developing innovative assessment strategies for psychopathology and the empirical investigation of interpersonal process including psychotherapy and hostage negotiations.

Currently Dr. Callaghan teaches courses in clinical psychology and psychotherapy methods to graduate and undergraduate students. Core courses he teaches in the MS Clinical program (including Advanced Adult Psychopathology and Psychopharmacology) are open to interested students in the MA program. He has served as mentor for many undergraduate students and typically chairs one to two MA graduate student theses yearly.

Dr. Cheryl Chancellor-Freeland, Associate Professor, Biological Psychology

Phone: (408) 924-5645
Email: ccfree@email.sjsu.edu
Web: <http://psych.sjsu.edu/~ccfreel/>

Dr. Chancellor-Freeland received her doctorate degree from UC Santa Barbara in biopsychology in 1992. Her field of interest was thermoregulation. She completed 4.5 years of postdoctoral work at Boston University Medical School, first as a training fellow, and then as an associate in the departments of microbiology and neurobiology, respectively. This was followed by a one-year appointment as interim Writing Director at CSU Monterey Bay.

Dr. Chancellor-Freeland's research interests include the topics of stress, immunology, neurodegeneration, and cognitive performance. Publications can be found in the area of neuroscience, psychosomatic medicine, and immunology.

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Dr. Robert Cooper, Professor of Psychology and Associate Vice President, Undergraduate Studies

Phone: (408) 924-2447

Email: rocooper@email.sjsu.edu

Dr. Robert Cooper earned his Ph.D. in developmental Psychology from the University of Minnesota in 1973. From there he went to the University of Texas where he became the Director of the Graduate Program in Developmental Psychology and then to Southwest Texas State University where he became chair. He came to San José State University in 1987 and was chair of the Psychology Department from 1995 to 2000. He is currently serving as the Associate Vice President for Undergraduate Studies.

Dr. Cooper's research focuses on two areas: the development of numerical concepts and the identification of factors that promote successful school performance and transition to college. Although his prior work on the development of numerical concepts focused on infancy, his current work focuses on the preschool and early elementary school age range. The work on school performance focuses on middle and high school level students from groups that are under-represented in the college population.



Dr. Greg Feist, Associate Professor, Adult Development & Personality, Coordinator of the MA Experimental Program

Phone: (408) 924-5617

Email: greg.feist@sjsu.edu

Web: <http://www.gifeist.net/>

Dr. Gregory Feist received his Ph.D. in Personality Psychology in 1991 from the University of California at Berkeley and his undergraduate degree in 1985 from the University of Massachusetts-Amherst. He is widely published in the psychology of creativity, the psychology of science, and the development of scientific talent. One major focus of his is establishing the psychology of science as a healthy and independent study of science, along the lines of the philosophy, and sociology of science. His major efforts toward this end are founding a society (International Society for the Psychology of Science and Technology) and a peer-reviewed journal (*Journal of Psychology of Science and Technology*). In addition, his book *Psychology of Science and the Origins of the Scientific Mind* (2006) published by Yale University Press was awarded the William James Book Award from APA. A second major focus is the identification and development of scientific talent, as seen in finalists of the Westinghouse and Intel Science Talent Search. Feist currently serves on the Advisory Board to a documentary film being made on the Intel Science Talent Search "Whiz Kids." He is also author of two textbooks, *Psychology: Making Connections* and *Theories of Personality* (both published by McGraw-Hill).

OUR PROGRAM

Dr. Cary Feria, Assistant Professor, Perception

Phone: (408) 924-5620
Email: cary.feria@sjsu.edu
Web:

Dr. Cary Feria earned her B.A. in Psychology from U.C. Santa Barbara in 1999 and her Ph.D. in Psychology from U.C. Irvine in 2004. Dr. Feria was a faculty member at Morehead State University in Kentucky before becoming an assistant professor at San Jose State University in 2008.

Dr. Feria's area of research is visual perception. Her research interests include visual attention, visual search, multiple object tracking, and depth perception.



Dr. Laree A. Huntsman, Professor of Psychology, Cognitive Psychology

Phone: (408) 924-5633
Email: huntsman@email.sjsu.edu
Web: <http://psych.sjsu.edu/~huntsman/>

Dr. Huntsman received her B.A. and M.A. in Psychology from San Jose State University in 1984 and 1986, respectively. Majoring in cognitive psychology with minors in psycholinguistics, developmental, and social, she received her Ph.D. in Experimental Psychology from University of Wisconsin, Milwaukee in 1991.

Dr. Huntsman has been teaching part-time since 1986 and full-time since 1991 at San Jose State University. She has taught elementary statistics, experimental psychology, research methods, cognition, psychology of language, and general seminar. Her research efforts are focused on reading and word recognition.



Dr. Kevin Jordan, Professor of Psychology and Human Factors and Ergonomics

Phone: (408) 924-5626
Email: kevin.p.jordan@nasa.gov
Web: <http://psych.sjsu.edu/~kjordan/>

Dr. Kevin Jordan is Professor of Psychology and of Human Factors and Ergonomics at San Jose State University. He has been at San Jose State since 1984 and currently teaches undergraduate and graduate courses in visual perception.

Dr. Jordan received his Ph.D. in Psychology from Kansas State University in 1982. He has published in the areas of visual illusions and aftereffects, size constancy, and the perception of misoriented stimuli. Dr. Jordan's current human factors

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publications describe research in size and distance perception in virtual environments and visual attentional issues in the use of head-up displays.

As Project Director of numerous cooperative agreements between San Jose State University and the Human Factors Research and Technology Division at the NASA Ames Research Center, Dr. Jordan has authored proposals resulting in over \$68 million in funding to support collaborative research in aerospace human factors.

Dr. Jordan received the NASA Public Service Medal in 1992. He was named the 1995-1996 Outstanding Professor at San Jose State University and in 2001, he was named Outstanding Teacher by the Western Psychological Association.

Dr. Sean Laraway, Assistant Professor, Learning & Memory

Phone: (408) 924-5679
Email: sean.laraway@sjsu.edu
Web:

Dr. Sean Laraway earned a Ph.D. in the Experimental Analysis of Behavior from Western Michigan University in 2003. Upon graduation, he served as a Post-Doctoral Fellow in behavioral pharmacology at Western Michigan University, where he worked on research funded by the National Institute on Drug Abuse.

Dr. Laraway began teaching at San Jose State University in 2004 as a lecturer. In 2008, he joined the faculty as an Assistant Professor. He currently serves as the Elementary Statistics General Education Coordinator. Much of his research has focused on the cognitive-behavioral effects of abused drugs. His professional interests include memory, learning, motivation, drug use and abuse, behavior analysis, statistics education, research methods, and data analysis.

Dr. Clifton Oyamot, Assistant Professor, Personality/Social Psychology

Phone: (408) 924-5650
Email: Clifton.Oyamot@sjsu.edu
Web: <http://psych.sjsu.edu/~oyamot/>

Dr. Clifton Oyamot earned his Ph.D. in Social Psychology from the University of Minnesota in 2004. He spent a year as a visiting assistant professor at Carleton College prior to joining the faculty at San José State University. Dr. Oyamot's research integrates personality and social psychological perspectives in three main lines of inquiry:

- Self and Identity. Exploring the implicit link between the self-concept and peoples' personal possessions, and the implications of this link for

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understanding phenomena such as materialism, clutter, as well the general processes by which characteristics (e.g., roles, identities, possessions) become a part of our sense of self.

- Intergroup Relations. Currently testing and extending a model that incorporates personality (Right-Wing Authoritarianism), social norms, and values (egalitarianism) in predicting under what circumstances prejudice towards various groups (e.g., immigrants, gays and lesbians, African Americans) will be exacerbated or attenuated.
- Interpersonal Relationships. Investigating how personality characteristics (e.g., self-monitoring, the need for status and influence) impacts closeness, satisfaction and other outcomes in interpersonal relationships.



Dr. Ronald F. Rogers, Professor of Psychology, Teaching of Psychology; Physiological Psychology

Phone: (408) 924-5652

Email: Ronald.Rogers@sjsu.edu

Web: <http://people.sjsu.edu/ronald.rogers/>

Dr. Ron Rogers earned his M.A. and Ph.D. in Behavioral Neuroscience from Rutgers University in 1995. From there he went on to teach and do research at Indiana University, Bloomington as National Institutes of Mental Health Post-Doctoral Fellow. Dr. Rogers came to San Jose State University in 1999 where he is a Professor of Psychology and Coordinator of the MA in Experimental Psychology Program.

Throughout his research career, Dr. Rogers has investigated the neurobiological mechanism of learning and memory from multiple levels of analysis. More recently, he has expanded his research to topics related to the scholarship of teaching and learning. His most recent project investigating classroom-level engagement stems from his year as a Teacher Scholar (2006 – 2007) and continues to be a wonderful opportunity for collaboration within the University and beyond.



Dr. Mark Van Selst, Professor of Psychology, Cognitive Psychology

Phone: (408) 924-5674

Email: myselst@email.sjsu.edu

Web: <http://psych.sjsu.edu/~myselst/>

Dr. Van Selst earned his BA from the University of British Columbia and Waterloo, Ontario, Canada. His research efforts are focused in the area of Cognitive Psychology, including issues related to Visual Processing, Human

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Performance Limitations (response selection, response output), and Unconscious processes (measurement issues).

Degree Requirements

Summary of Degree Requirements

General university requirements and procedures for completing the Master of Arts degree are described in the Academic Regulations section of this catalog. In addition to these, the following departmental requirements must be fulfilled.

- A. The student's combined total of approved undergraduate and graduate work in psychology must be at least 60 semester units, including 30 units for the MA Degree Program.
- B. The student must complete at least 30 approved graduate units. At least 27 of these 30 units must be Psychology or Statistics units, and of the 27, at least 24 must be 200-level courses, i.e., up to six units may be from 100-level courses with the program coordinator's approval.
- C. The candidate must complete an acceptable thesis. This thesis will be a quantitative investigation of some degree of originality and of publication caliber.
- D. Satisfactory performance on a final examination is required. This examination may be written, oral or both, as determined by the student's thesis advisory committee. This is typically satisfied through the oral defense of the student's thesis research.
- E. Students must satisfy the general university requirements for candidacy as detailed in the University catalog, which include satisfactory completion of the Graduate English Writing Requirement (see below).

Specific Course Requirements

Program of Study	Course Number	Units
Core Domain (12 units)		
General Seminar	Psyc 280	3
Analysis of Variance	Psyc 245	3
Seminar in Experimental Psychology	Psyc 220	3
Applied Psychometrics, or Multivariate Analysis	Psyc 240 or Stat 235	3

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Breadth Domain (12 units)		
Cognition or Perception*	Psyc 235 or Psyc 256	3
Physiological Psychology	Psyc 230	3
Advanced Child Psychology	Psyc 204	3
Social Psychology or Personality*	Psyc 254 or Psyc 200	3

Applied Domain (6 units)		
Elective**	100- or 200-level	3
Thesis	Psyc 299	3

Total Graduate Units: 30

* *These courses will rotate; each being offered every other year.*

***Other courses (100 level or 200 level), either within or outside the psychology department, may be approved upon consultation with the MA Program Coordinator.*

Our special seminar courses, i.e., Psychology of Language, Seminar in Learning, and Personality Theory, will be offered as an elective course either when the professor wishes to teach the course or when there is sufficient demand from our students to meet enrollment.

The non-MA courses, i.e., Advanced Adult Psychopathology, Advanced Child Psychopathology, I/O Psychology, Human Factors, and Brain, Drugs, and Behavior, will continue to be offered as scheduled and you may choose to take them as an elective or for coursework beyond our requirements.

Thesis Requirement

The thesis serves as the culmination of a student's coursework, research experience, and growth as a scholar and scientist. This process is guided closely by a thesis advisor; a tenured or tenure-track faculty member of the Department of Psychology. As the student's ideas develop into a full thesis proposal, a thesis advisory committee is formed in order to provide further guidance and expertise. Collection of the thesis data begins once the proposal has been approved by the committee and the proper animal care/human subjects' approval has been obtained. The introduction, analysis, and interpretations of these data will form the core of the student's written master's thesis. These efforts all culminate in an oral presentation and defense before the thesis committee. A detailed statement of thesis policies is available in the Psychology Department Office and on the departmental web site (<http://psych.sjsu.edu/>).

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 Studies as fulfilling this requirement.

- PSYC 220: Seminar in Experimental Psychology
- PSYC 254: Social Psychology Seminar
- PSYC 256: Seminar in Perception

- **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 Studies 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 Graduate Studies 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 Graduate Studies 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 online at:

- SJSU Catalog <http://info.sjsu.edu/home/catalog.html>
- Schedule of Classes <http://my.sjsu.edu/>

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.

You will register at <https://my.sjsu.edu> or 408-280-2345. Hours of operation are Monday - Sunday, 24 hours daily, with scheduled maintenance Mondays 7:00 - 12:00 midnight, or as necessary. The system will actually enroll you in courses, if space is available and all, if any, prerequisites have been met. Course confirmation is dependent on your paying fees by the payment deadline. **Remember, no bills are mailed to students.**

“Department Consent” When Adding a Graduate Course

You will need to obtain Permission Numbers for all of the graduate-level courses in psychology. You can get these codes by calling a Department Administrative Assistant at 408-924-5600. They will give you the codes for each of your classes. To add the course, use the Permission Number with the Class Number for that specific course section, as listed in the Schedule of Classes.

Web Registration Instructions

Open a new browser window and point to <https://my.sjsu.edu>

Step 1: Verify Day and Time/Check your Enrollment Appointment

- Verify your registration start day and time by viewing your Enrollment Appointment at <https://my.sjsu.edu>. You will not be able to register before your appointment time. Enrollment appointments are not mailed to students.
- Complete the registration worksheet before calling logging on to the system. Have alternate schedules or classes prepared in the event the course is either closed or cancelled.

Step 2: Navigate to “My Self Service” > “Add/Drop a Class”

Step 3: Add/Drop your class

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- To “Add Classes” -- Type the 5 digit Class Nbr and hit the “TAB” key on your keyboard. If you received a Class Permission Number, enter it in the available field. Then click the "okay" button to return to the main Add Classes page. Click the “submit button.
- To “Drop Classes” -- Click on “Drop Classes” and locate the specific class you wish to drop. Select in the Action column (using the drop down in that row to select “Drop.” Click the "submit" button.

Step 4: View and Print Your Class Schedule

Step 5: Pay Your Fees

- Go to Account Summary in Finances to get your fee amount. Check back the next business day to obtain the fee payment due date.

Step 6: Finalize Your Registration

- Print a copy of your class schedule or current summary for your records and click on the “Sign Out” button at the top of the page.

Transferring Graduate Credit to Our Program

Introduction

Graduate students seeking a master’s degree in Experimental 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. Graduate units from outside institutions must be approved by the Program Coordinator and Graduate Studies & Research. In addition SJSU undergraduates may be allowed to transfer units completed as an undergraduate to their graduate program provided they meet certain requirements.

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+).

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- 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.

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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 Postbaccalaureate Information in the latest San Jose State University Catalog.

Advancement to Candidacy

After 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.

- **Have any planned transfer units approved**

Before applying for Candidacy, a student must petition and receive approval for transfer credit work that they are interested in receiving (see "Transferring Graduate Credit to Our Program" for more discussion).

- **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.

ADVANCEMENT TO CANDIDACY

- **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 Studies.

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.

ADVANCEMENT TO CANDIDACY

- 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). Any transfer credit work listed must be already approved.
- At least 60% of the units must be graded and NOT pass/fail and at least 50% of the units must be from 200 level courses.
- 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.
- All courses listed must be less than seven years old.

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 Studies homepage to see the deadlines dates for turning in this form.

A completed candidacy form is included on the following page for illustrative purposes. Please meet with your thesis adviser and/or the program coordinator if you have specific questions about your form and/or program of study.

Departmental Request for Candidacy and Graduate Degree Program



Please type only.

Doe
Last Name

John, J.
First Name, M.I.

000-00-0000
SSN

1 Smelting Way
Home St. Address

San Jose, CA 95192
City, State, Zip Code

(408) 924-5633
Home Phone

(408) 656-2534
Daytime Phone

jdoe@gmail.com
Email Address

Prerequisites/Comments

Faculty Advisor Signature

Date

Dept. Graduate Advisor Signature

Date

<p>Approved for University Graduate Committee <input type="checkbox"/></p> <p>_____ Evaluator Graduate Studies and Research</p> <p>_____ Date</p>
--

Date		Plan <input checked="" type="checkbox"/> a) Thesis (299 units Req.) <input type="checkbox"/> b) Non-Thesis Plan				
MA <input checked="" type="checkbox"/>	MS <input type="checkbox"/>	Competency in Written English				
MBA <input type="checkbox"/>	MFA <input type="checkbox"/>	Date Completed: 6/1/07				
MLS <input type="checkbox"/>	MUP <input type="checkbox"/>	Change of Classification				
MSW <input type="checkbox"/>	MPA <input type="checkbox"/>	Date Submitted:				
MPH <input type="checkbox"/>	Other <input type="checkbox"/>	Previous College Degree:				
Degree Major		Institution: University of California, Santa Cruz				
Concentration		Degree: BA				
		Date: 6/15/05				
Proposed Graduate Degree Program						
A Courses Within the Department						
Dept.	No. and Title:	Sem. Units	Grade	Sem. Comp.		
Psyc	280 - General Seminar	3.00	A	F06		
Stat	125 - Analysis of Variance	3.00	B+	F06		
Psyc	235 - Seminar in Cognitive Psychology	3.00	A+	F06		
Psyc	220 - Seminar in Experimental Psychology	3.00	A-	S07		
Stat	235 - Multivariate Analysis	3.00	A	S07		
Psyc	230 - Seminar in Physiological Psychology	3.00	A	S07		
Psyc	204 - Advanced Child Psychology	3.00	tbc	F08		
Psyc	254 - Seminar in Social Psychology	3.00	tbc	S09		
B Culminating: (select one only)						
Dept.	<input checked="" type="checkbox"/> 299 Thesis (Indicate Units) <input type="checkbox"/> 298 Project: (Indicate Units, Semester) <input type="checkbox"/> Course: (Indicate Units, Semester, Course number) <input type="checkbox"/> Culminating Experience Report					
Psyc						
C Courses in Other Departments						
Dept.	No. and Title	Sem. Units	Grade	Sem. Comp.		
Chad	262 - Multicultural Issues in Child and Adolescent Development	3.00	tbc	S09		
D SJSU Extension or Transfer Resident Courses						
Transfer Credit must be validated for use at SJSU						
School	Dept.	Crse.	Title.	Sem. Units	Grade	Sem. Comp.
Total Units						
A:	B:	C:	D:	Total: 30.00		
Candidacy for the Degree—Office Use Only						
Graduate/SJSU	Date	Sem. Units	G.P.A.	Total		

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 Studies 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 Graduate Studies evaluator to help solve any problems. Please follow up on any problems to make sure your program is eventually approved.

Course Substitutions to Candidacy

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 to not 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.



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 Master's Thesis

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

Writing 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 gain entrance into Ph.D. programs
- help you become an expert in an area of technical communication
- 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.

Before You Begin

Finding and Refining Thesis Topics

Although the final topic of your thesis will most likely stem from topics discussed with your thesis advisor, here are a few things to consider during the planning stage of your research.

- Start by selecting a general topic area
- Work with your advisor to develop your ideas
- Develop the research question
 - Consider research in which you have been involved
 - Avoid personally loaded topics
 - Use recent literature
- Put the research question in researchable form

YOUR MASTER'S THESIS

- Phrase the research question as a question
- Make sure the question suggests a relationship to be examined
- Make sure the question is empirically testable
- Develop your hypotheses
- Begin to think about the design and methods required to test these hypotheses
- Honestly consider whether or not the project is feasible (e.g., time, money, etc)

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...

- ✓ Identify formal rules about chairperson and committee members
- ✓ Identify informal norms about chairperson and committee roles
- ✓ Identify what you want from the chair-student collaboration
- ✓ Appraise potential chairperson's skills
 - Expectations, feedback, timeliness and availability, assertiveness
- ✓ Investigate prospective chairpersons
 - Consider past experiences with these individuals, talk with classmates, talk with faculty members
- ✓ Approach prospective chairpersons
 - Identify important issues to discuss with them, communicate clearly, obtain commitment from chairperson
- ✓ Investigate prospective committee members
 - Talk with chairperson, talk with classmates
- ✓ Approach prospective committee members
 - Provide an overview of your study and timetable, obtain commitment from committee members
- ✓ 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 faculty member in the Department of Psychology 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. At least one member of the committee must be an active member of the MA in Experimental Psychology Program.

Writing Your Thesis Proposal

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.*

Structure of the Proposal

- Attempt to keep the proposal to approximately 10 double-spaced pages
- The proposal should be in journal article format following the current Publication Manual of the American Psychological Association (APA) in every respect, except that:
 1. The first page should be a Proposal Title Page and the second page should be a Proposal Approval Page; both follow the format specified by the Department (see example below).
 2. You must include an Abstract.
 3. All material dealing with what is expected to happen or what will be done should be written in future tense.
 4. An Analyses section should be substituted for the Results section and Discussion section. The Analyses section should describe in detail the statistical analyses to be done. If hypotheses or specific research questions are stated in the introduction (which is usually the case), the Analyses section should explain in detail the statistical analyses necessary to deal with each hypothesis (or question).

Obtaining Human or Animal Subjects Approval

Animal care and/or human subjects approval MUST be obtained from SJSU regardless of whether you are doing your research in conjunction with another institution and animal care/human subjects

YOUR MASTER'S THESIS

approval has been sought there. **Any data collected without written approval from SJSU CANNOT be used as part of your thesis!**

Submit the appropriate forms and copies of the proposal to the SJSU Foundation Human Subjects Institutional Review Board (if the study involves human beings) or the Institutional Animal Care and Use Committee (if the study involves animals). This review may take as long as one month. If it takes longer, contact the Chairperson of the Department.



Obtaining Human Subjects IRB Forms

<http://www.sjsu.edu/gradstudies/Research/irb.html>

- Cover Sheet
- Request for Exemption
- Consent Form
- Instructions (“Packet for Investigators”)

Obtaining Animal IACUC Forms

<http://www.sjsu.edu/gradstudies/Research/iacuc.html>

- Contact the Animal Care Facilities Manager at 408-924-4929.

Ready to Begin!

After the proposal and use of subjects are approved, submit evidence of those approvals to your Thesis Chairperson. Remember to keep signed copies of these two approval forms safe in that you will need to include them as Appendix A in your final thesis.

YOUR MASTER'S THESIS

(Sample thesis title page; The page number is counted but suppressed. Do not include these parenthetical instructions)

TITLE OF PAPER

(Double spaced and all caps; not to exceed 80 characters)

A Thesis

Presented to

The Faculty of the Department of Psychology

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Your Name

Month Year

YOUR MASTER'S THESIS

(Sample signature page. Immediately follows the copyright page. The page number is counted but suppressed. Please note that the thesis committee page is a typed list of the members of your thesis committee and does not include their signatures. Evidence of the approval of your thesis is provided separately to GS&R by means the Thesis Committee Approval Form that your committee members must sign and that is included in the Thesis Information Packet to be submitted with your initial paper draft to GS&R. The Thesis Information Packet can be found on the GS&R website. Type the name and department of the committee members as indicated below. Add organizational affiliation if the committee member is not from SJSU. Do not include these parenthetical comments and start the below text at the top of the page)

The Designated Thesis Committee Approves the Thesis Titled

TITLE OF THESIS

By

Name

APPROVED FOR THE DEPARTMENT OF PSYCHOLOGY

SAN JOSÉ STATE UNIVERSITY

Month Year

Dr. First Last Department of Psychology

Dr. First Last Department of Psychology

Dr. First Last Department of Psychology

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 Graduate Studies "Thesis Guide" which is available on their web site.

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 ask 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 and "Works Cited" lists 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.

Finally, despite changes in APA-Style, the Graduate Studies Office still requires that TWO spaces, rather than one follow each period.

Margins

The margins for every page should be:

YOUR MASTER'S THESIS

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	Abstract	(page number is suppressed)
v	Acknowledgments	(begin numbering on this page)
vi - ?	Table of Contents*	
	List of Tables**	
	List of Figures**	

*Do not include the thesis title page, copyright page, signature page, abstract, and 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 begins with the word "INTRODUCTION" centered at the top of the page followed by the introduction section of your thesis. This page should be numbered as page 1. Although indicated by the APA Publication Manual, you should NOT include the title of the thesis on this first page. Additionally, you should NOT use a running head (i.e., no header) in your thesis. Rather, the top right corner of every page (after the List of Figures) should only contain a page number. Place appendices immediately following the references section.

Tables and Figures

The handling of tables and figures represents another important deviation from the APA Publication Manual. Graduate Studies requires all tables and figures to be embedded directly into the text of your thesis immediately following the paragraph in which they are referred. In addition, a figure caption should immediately follow each figure rather than being placed on a separate figure caption page at the end of the thesis.

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. Make sure there is a water mark of the paper quality for easy verification.

You may submit your thesis to Graduate Studies for reading and approval on lesser quality paper (regular copy 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.

You may choose to order the binding of additional, personal copies of your thesis. If so, these personal copies can be handed in on lesser quality paper. To make copying easier, the three mandatory copies *must* be printed on a single side of the paper. However, in the interest of saving paper, your personal copies can be printed on both sides of the paper. If you do elect to print on both sides, be sure your printer can adjust the margins for such printing automatically; if the margins remain the same for both sides, you will lose information when the text is bound.

Cover Sheets

When submitting your thesis for binding, a blank sheet of the same quality paper must be placed at the front and back (before the title page and after the last page of text or appendix) of each copy of the completed manuscript. An additional sheet of COLORED paper should be placed in front and back of the cover sheets to separate your thesis copies.

DO NOT BIND your thesis or put it in a 3-ring notebook; present it with only the cover sheets in a box, preferably in the box from the bond paper. Rubber bands or folders can be used to secure your theses copies when given to Graduate Studies.

Title Page

The thesis title page should be arranged as indicated in the attached model. Your title can be no longer than 80 characters, including spaces. The title should be in full capital letters, properly centered, with a wider margin on the left or binding edge, and placed one and a half inches down from the top. The thesis should bear the date (month and year) the degree is to be awarded, not the date the thesis is submitted. This means the date will read May [year], August [year], or December [year] depending on when your thesis is finally approved.

Copyright Page

You automatically own the copyright to your work, and no one may legally use any part of it without your permission. To indicate such ownership, place a copyright page in your thesis as the second page (number suppressed). An example of the copyright page is attached. If you wish to register your copyright with the Library of Congress, PQIL will do it for you for an additional fee of \$45, payable as an addition to the basic amount in your cashier's check submitted with the materials for binding.

Signature Page

The signature page, with spaces for the names of your thesis committee members and for the University person who gives final approval, follows immediately after the copyright page. A separate

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signature line should be included for each committee member (typically three). If the department committee includes an off-campus member, please specify the affiliation (e.g., Marvin King, NASA Ames). Only one signature line is needed for the University. A sample of a signature page is attached. The original signature page must be on 100% cotton or rag bond paper.

Abstract

An abstract, not to exceed 150 words, must accompany each thesis. It should be written to report concisely the purpose, design, and results of the research reported in the thesis, and as noted above, should be page iv of your thesis (number suppressed).

Permissions

If you are copying a figure or table, or a significant section of someone else's work, and you believe the use of these copyrighted materials is beyond what is permitted by "fair use," you will be required to submit separate written permission letters from the publisher or author(s) of the works cited, and to indicate in the text after mentioning the source that it was "copied with permission." Plan well, so that such permission letters will be received in time. If you do not submit letters of permission with the final copies of the thesis, UMI will not microfilm your work. Put the permission letters at the end of the thesis material, following the references, but not as a separate appendix.

Human Subjects or Animal Care Approval

If your thesis includes any experiments, testing, or other uses of animals, you must get approval from the SJSU Institutional Animal Care & Use Committee. Information concerning animal care is available from the University Animal Care Office, Duncan Hall room 435, phone (408) 924-4923.

If your thesis includes data obtained from human subjects (experiments, surveys, interviews, etc.), you must get approval from the SJSU Human Subjects Institutional Review Board. Information concerning the use of human subjects is available from the IRB Coordinator, WLN room 115, phone (408) 924-2479.

Animal care and/or human participants' approval **MUST** be obtained from SJSU regardless of whether you are doing your research in conjunction with another institution and animal care/human subjects' approval has been sought there.

Once the approval has been obtained, you must include the permission letter(s) with the submission of your thesis. Copies of all associated permission letters should be included as an appendix to the thesis submitted for Graduate Studies approval. Failures to obtain the necessary approval and submit the appropriate documentation can result in a delay of thesis approval by the Graduate Studies office.

When submitting your final thesis for binding, it is not necessary to attach the IACUC or IRB permission letters.

Example Thesis Pages

(Sample thesis title page; The page number is counted but suppressed. Do not include these parenthetical instructions)

TITLE OF PAPER

(Double spaced and all caps; not to exceed 80 characters)

A Thesis

Presented to

The Faculty of the Department of Psychology

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Your Name

Month Year

YOUR MASTER'S THESIS

(in which your degree is to be awarded)

(Sample copyright page Immediately follows your title page. The page number is counted but suppressed)

© Year

Your Name

ALL RIGHTS RESERVED

YOUR MASTER'S THESIS

(Sample signature page. Immediately follows the copyright page. The page number is counted but suppressed. Please note that the thesis committee page is a typed list of the members of your thesis committee and does not include their signatures. Evidence of the approval of your thesis is provided separately to GS&R by means the Thesis Committee Approval Form that your committee members must sign and that is included in the Thesis Information Packet to be submitted with your initial paper draft to GS&R. The Thesis Information Packet can be found on the GS&R website. Type the name and department of the committee members as indicated below. Add organizational affiliation if the committee member is not from SJSU. Do not include these parenthetical comments and start the below text at the top of the page)

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SAN JOSÉ STATE UNIVERSITY

Month Year

Dr. First Last Department of Psychology

Dr. First Last Department of Psychology

Dr. First Last Department of Psychology

(Sample abstract page. Immediately follows signature page. The page number is counted but suppressed.)

ABSTRACT

TITLE

by Your Name

The 100-150 word abstract is placed here in block format (a single, non-indented paragraph. Like all APA material, it is typed double spaced....

(Sample acknowledgments page. Pagination starts here with a lowercase

Roman numeral "v" (bottom middle of the page).)

ACKNOWLEDGMENTS

If you wish, you may include an acknowledgment page or pages here; if you include an acknowledgment, each paragraph should be indented and typed double spaced. If the study was supported by some funding agency, be sure to acknowledge that here.

(Sample Table of Contents)

TABLE OF CONTENTS

SECTION	PAGE
INTRODUCTION	1
METHOD	8
Research Participants	8
Measures	8
Design	10
RESULTS	11
DISCUSSION	19
REFERENCES	23
APPENDICES	25
Appendix A. Signed Approval Forms	25
Appendix B. Means, Standard Deviations,	27

(Sample List of Tables)

LIST OF TABLES

TABLE	PAGE
1. Means, Standard Deviations, and Correlations for a Sample of.	18
2. Multiple Regression of something	25

(Sample List of Figures)

LIST OF FIGURES

FIGURE	PAGE
1. Mean recall of	18

(Note that unlike tables, the first letter of the principal words of a figure caption is not underlined.)

INTRODUCTON

The introduction begins here and continues on the following pages. Each new section (i.e., Method, Results, Discussion, and References) does not start on a new page, as explained in the APA Publication Manual....

Thesis Submission to Graduate Studies

After your final thesis has been approved and accepted by your thesis committee it must be submitted to the Graduate Studies Office for approval. The due dates for thesis submissions are published and available from the Graduate Studies Office as well as their website—**be sure to get the correct date!** The initial thesis copy submitted to the Graduate Studies Office must be the final typed manuscript, on regular paper, approved by the thesis committee. However, the **original signature page must be on 100% cotton paper** (see the prior pages for information about paper quality) with the original signatures of all thesis committee members.

Graduate Studies will ACCEPT, ACCEPT WITH CORRECTIONS, or REJECT your thesis. 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 Graduate Studies is usually two months before your final graduation date. Please see the Graduate Studies homepage for current deadlines. Deadlines for thesis submission are firm and are not subject to extension.

Once your thesis has been approved you will receive a *binding packet* that includes

1. The approval letter
2. A specific checklist with binding instructions
3. A sample abstract
4. Master's Thesis Binding Receipt for Personal Copies
5. The UMI Master's Thesis Agreement form
6. Your original submitted thesis

Thesis submission for Binding

In addition to maintaining copies of theses in the University Library and in the student's department, San Jose State University participates in University Microfilm Incorporated (UMI) Dissertation Publishing of ProQuest Information and Learning Company (PQIL).

After you have picked up your thesis from Graduate Studies you will have one last deadline to follow. After your thesis has been approved by Graduate Studies, you are required to submit three copies of the thesis with any corrections and all appropriate forms and payments to the Graduate Studies Office by the deadline specified on the GS&R web site.

YOUR MASTER'S THESIS

NEW: As of Spring 2010, the final version of the thesis will be submitted for publication electronically, in PDF format, through an online administrator **once the thesis has been approved by the Office of Graduate Studies and Research**. Paper copies of the final, GS&R-approved thesis will no longer be accepted. A bound paper version of the thesis will no longer be provided to departments. Full-text versions of the thesis may be available through the external publisher, ProQuest <<http://il.proquest.com/en-US/products/dissertations/authors.shtml>> , as well as through the MLK Library's online institutional repository, depending on the publishing and license options that each student selects. By default, the SJSU community will have access to a full-text version of the thesis. Students may order bound, paper copies of their thesis through the online system.

The new thesis guidelines, new forms, a link to the online administrator, and updated information are all available on our website: <http://www.sjsu.edu/gradstudies/thesis/>

In addition to your thesis copies, the **UMI Master's Thesis Agreement form** must be filled out along with payment of the basic microfilm service fee; made payable to PQIL. If you wish to take advantage of the UMI copyright service with the Library of Congress, an additional fee should be included in the cashier's check. Payments must be made by cashier's check or money order. 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.

What to submit to Graduate Studies for binding:

1. Three copies of the final thesis
2. Completed UMI Master's Thesis Agreement form
3. Cashier's check or money order (payable to PQIL)
4. An extra 150-word abstract and title page (with adviser's name at the bottom)

Graduate Studies 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.

Personal copies may be obtained through UMI for an additional fee or through another local print shop. For example, the HF Group in Hayward, CA provides excellent binding services at a reasonable cost. You can learn more by visiting their web site (<http://www.thehfgroup.com/>) or calling 888-862-3404.

When to turn in your thesis for binding

The deadline to turn in your thesis to Graduate Studies for binding is usually two weeks after your graduation date. Please see the graduate

YOUR MASTER'S THESIS

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.

Deadlines

Applying to Graduate

YOUR FINAL SEMESTER AND GRADUATION



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 turn in to the Graduate Studies Office. The University is no longer charging an initial graduation application fee.

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

Apply for Graduation: An Example Schedule

Expected Graduation	Apply for Candidacy*	Apply for Graduation†	Submit Thesis to GS&R‡	Submit Thesis for Binding€
May 2010	October 2009	February 2010	April 2010	June 2010
August 2010	February 2010	June 2010	July 2010	September 2010
December 2010	March 2010	September 2010	October 2010	January 2011

*Apply after completion of 9 units and completion of Written Competency

†Apply after candidacy has been approved by Graduate Studies

‡ Submit after your thesis committee has signed off on your thesis

€ Submit after your thesis has been approved by Graduate Studies

Thesis Submission to Graduate Studies

Please see the discussion in Chapter 5 about how and when to turn your thesis in to Graduate Studies for approval.

Culminating Experience

The last step towards graduating with your master's degree is one that is usually done by the Program Coordinator. 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.



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

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 Graduate Studies 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 Graduate Studies.

YOUR FINAL SEMESTER AND GRADUATION

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 Graduate Studies. The Graduate Studies 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 Event Center typically on 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 Graduate Studies 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.