CAL STATE LA

COLLEGE OF NATURAL & SOCIAL SCIENCES

Department of Psychology

Graduate Student Handbook

Revised
5/26/2026

Dear Graduate Student,

Welcome! Thank you for deciding to continue your education at California State University, Los Angeles. The M.A. in Psychology is a rigorous program designed to develop research and conceptual skills for students in the areas of General Psychology or Forensic Psychology. While many of our students' primary interest is in continuing their education in a doctoral program, you will develop a strong foundation in critical thinking, scientific communication and research ethics. A key feature of each program is a close mentoring relationship with a faculty member who oversees the student's progress toward their individual research goals.

This handbook contains basic information on our graduate procedures helpful in guiding you to successfully realize your academic goals. We hope that your academic career at Cal State LA will offer you many new intellectual challenges and rewards in the pursuit of your personal goals. Do make sure to check your Cal State LA email address regularly, to ensure you have the most updated information regarding your program, scholarships, and other important information.

In addition to a variety of formal academic experiences available in psychology classes, we encourage you to participate in the activities sponsored by Psi Chi, our chapter of the international psychology honors society, or the Wrongful Convictions Club. You can find out about these opportunities and other department activities by inquiring at the Psychology office, King Hall, Room C3104 or visiting us at our webpage at http://www.calstatela.edu/academic/psych/.

The careful planning of your academic program is an important first step toward ensuring your success at California State University, Los Angeles. Be sure to meet with your mentor to help you plan your academic program.

I wish for you a successful beginning.

Sincerely,



Joel Ellwanger, Ph.D.
Chair and Professor, Department of Psychology

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IMPORTANT CONTACTS AND OFFICES

Department of Psychology · KH C3104 · (323) 343-2250
http://www.calstatela.edu/academic/psych/

Graduate Program Contacts

M.A. Program Director: Dr. Karen Wu – kwu25@calstatela.edu; (323) 343-2283
General and specific questions about the M.A. program

Forensic Psychology Option: Dr. Mitchell Eisen – meisen@calstatela.edu; (323) 343-5006
General and specific questions about the Forensic Psychology option

Graduate Student Coordinator: Ms. Andrea Hernandez – aherna22@calstatela.edu; (323) 343-2280
Questions relating to permits, deadlines, and thesis submission

Department Coordinator: TBD; (323) 343-2254
Questions about Graduate Assistantships

Chair, Department of Psychology: Dr. Joel Ellwanger – (323) 343-2250
General questions about courses, signatures for forms, etc.

Faculty Mentors:
Questions about appropriate elective courses in the program, thesis-related issues, doctoral programs, internships, and other professional issues

Psychology is in the College of Natural and Social Sciences (NSS)
NSS Dean's Office · ASC, Wing B, Room 223 · (323) 343-2000

Office of Graduate Studies · Library North A124 · (323) 343-3820
http://www.calstatela.edu/graduatestudies
"Provides leadership and service to promote graduate studies and programs. We offer funding opportunities to students and provide administrative support to Departments and Colleges on graduate student advising." – from OGS website

Graduate Resource Center · Library North A124 · (323) 343-3820
http://www.calstatela.edu/graduateresourcecenter
The Graduate Resource Center "provides writing support and professional development workshops to graduate students. The GRC also oversees the thesis, project, and dissertation formatting and submission process for the University." – from OGS website

Office of Research, Scholarship, and Creative Activities (ORSCA) · Golden Eagle, Room 314 · (323) 343-3792
http://www.calstatela.edu/orsca
ORSCA provides information regarding student research support; and policies, procedures and forms for students conducting research with human subjects and/or animals. Information, deadlines, and applications for the Student Symposium on Research, Scholarly, and Creative Activities can also be found here.

MISSION AND VISION STATEMENTS

MISSION STATEMENT, PSYCHOLOGY DEPARTMENT

The mission of the Cal State LA Psychology Department is to provide students with the opportunity to excel academically and professionally by using a teacher-scholar mentoring model to teach psychology as a scientific discipline that accurately reflects the diversity of life and human experience. The department is committed to excellence in teaching, research, practice, and scholarship.

Faculty members are equally committed to fostering service that promotes social justice in our local and global communities and to incorporating cultural issues in curriculum, research, and mentoring. In support of these goals the department seeks to provide a supportive, open, culturally sensitive, and collegial academic environment to its faculty and students.

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MISSION STATEMENT, COLLEGE OF NATURAL & SOCIAL SCIENCES

We are agents of change, promising to serve and transform Greater Los Angeles and the global society through innovative and intentional learning environments, socially conscious and equity-minded civic engagement, and impactful (inter)disciplinary research.

NSS VISION STATEMENT

We strive to meet the challenges of an ever-changing and dynamic society.

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MISSION STATEMENT, CAL STATE LA

Cal State LA transforms lives and fosters thriving communities across greater Los Angeles. We cultivate and amplify our students' unique talents, diverse life experiences and intellect, through engaged teaching, learning, scholarship, research, and public service that support their overall success, well-being, and the greater good.

INSTITUTIONAL & PROGRAM LEARNING OUTCOMES

The Department of Psychology is committed to several program learning outcomes (PLOs) for students in the two options of our graduate program. These PLOs are achieved through coursework and the completion and defense of the student's thesis. The PLOs are:

Area	Students will be able to:
Theoretical Foundations	Explain and contrast important empirical and theoretical foundations of psychology, and identify unanswered questions stemming from those bodies of knowledge, with particular attention given to areas of psychology related to the thesis
Research Methods	Identify and describe basic psychological research designs, and appropriately apply these designs to independent research leading to and including the thesis
Statistical Analysis	Demonstrate their knowledge of the range of analytic techniques that are used in psychology, particularly univariate and multivariate statistical techniques
Communication	Communicate critical and integrative thinking both orally and in writing at a level that is appropriate for professionals in their chosen area of specialization and utilizing advanced information literacy skills.
Ethical and Social Responsibility in a Diverse World	Demonstrate knowledge and appreciation of human diversity and apply this knowledge to engage in ethical and socially responsible research and practice
Professional Competence	Cultivate their role as professionals by engaging in the relevant activities within the Psychology Department and professional community, such as presenting at research conferences, assuming graduate assistant assignments, and engaging in research training, internships, and/or practicum

https://www.calstatela.edu/nss/psychology/learning-outcomes

The department's PLOs conform to the Institutional Learning Outcomes of Cal State LA:

CAL STATE LA INSTITUTIONAL LEARNING OUTCOMES: GRADUATE PROGRAMS	PSYCHOLOGY GRADUATE PROGRAM PLO(S) CONFORMING TO ILO
1. Demonstrate mastery of major theories, concepts, approaches to inquiry and/or practices	PLO 1: Theoretical Foundations PLO 2: Research Methods PLO 3: Statistical Analysis
2. Demonstrate information literacy	PLO 1: Theoretical Foundations PLO 4: Communication
3. Identify and evaluate diverse perspectives, assumptions, and conventions	PLO 5: Ethical and Social Responsibility in a Diverse World
4. Critically examine the power and limitations of quantitative and/or qualitative evidence in the evaluation, construction, and communication of arguments	PLO 1: Theoretical Foundations PLO 2: Research Methods PLO 3: Statistical Analysis
5. Demonstrate communicative fluency	PLO 4: Communication
6. Articulate how advancing knowledge or practice in their field of study contributes to the public good	PLO 6: Professional Competence
7. Frame and examine a controversy or problem through research, projects, papers, exhibits, or performances	PLO 2: Research Methods PLO 4: Communication PLO 6: Professional Competence
8. Situate the field of study and its relevance within a broader context, including – but not limited to- social, intellectual, and/or applied professional contexts.	PLO 4: Communication PLO 6: Professional Competence
9. Apply appropriate ethical standards or practices	PLO 5: Ethical and Social Responsibility in a Diverse World

Retrieved from: https://www.calstatela.edu/apra/learning-outcomes

GENERAL PROGRAM REQUIREMENTS: MA IN PSYCHOLOGICAL SCIENCE

GENERAL PROGRAM REQUIREMENTS FOR THE MASTER OF ARTS IN PSYCHOLOGICAL SCIENCE (31-32 UNITS)

Core Requirements (16-17 units)

Students must complete the following with a grade of B or higher.

- PSY 4910 Multivariate Statistics (4)
- PSY 5010 Introduction to Graduate Studies (3)
- PSY 5040 Advanced Experimental Methods (3)
- PSY 5970 Graduate Research (1)
- PSY 5980 Graduate Directed Study (2)

And select one of the following

- PSY 5150 Advanced Statistical Methods (3)
- PSY 5910 Advanced Multivariate Statistics (4)

Option Requirements (12 units)

General Psychology Option - Select 12 units of electives coursework to complete the 31-32 units required for the degree. 4000-level courses cannot comprise more than 50% of the elective units (6 units).

Forensic Psychology option – In their second year, students will also engage in a 9-month practicum (PSY 5950) where they will receive hands-on training and on-site supervision.

- PSY 4650 Psychology OR PSY 4900 Eyewitness Memory
- PSY 5100 Abnormal Psychology OR PSY 5220 Social Psychology
- PSY 5950 Field Experience in Psychology (6 units)

Thesis (3 units)

- PSY 5990 (3)

THESIS AND GRADUATE RESEARCH

Students must complete the GS-10 (Advancement to Candidacy form) with the department and College before requesting to enroll in PSY 5970 and PSY 5990.

PSY 5980 - Graduate Directed Study
Independent research under guidance of the faculty.

PSY 5970 - Graduate Research
Prerequisites: Advancement to Candidacy, instructor consent to act as sponsor, departmental approval of topic prior to registration. Independent research under guidance of the faculty.

Note: If you are taking PSY 5970 for the first time, you must file the GS-10, "Advancement to Candidacy" form, which will ask you for the names of your thesis committee and the title of your thesis. Submit the form to the department office by the 12th week of the semester. See or email the department's graduate advisor for the form (psych@calstatela.edu). Note: The characters for each link can be found at the end of this document, under "Forms & Petitions" – Appendix 1).

PSY 5990 - Thesis
After advancement to candidacy [See "Advancement to Candidacy (G3)"] and approval of the research design by the thesis chair, the student will undertake the thesis, working under the guidance of the thesis chair. Students usually complete their thesis one year (2 semesters) from the point of first enrolling in PSY 5990, unless they take an approved Leave of Absence (see University Academic Policies, below). If the thesis is not completed after registering for all three units of PSY 5990, the student must register for UNIV 9000 (which carries no credit) in order to complete thesis requirements and graduate. For more information on enrolling in UNIV 9000 visit the related website or contact the department's graduate advisor.

The thesis consists of either an original empirical research project or a novel theoretical or conceptual interpretation of existing psychological thought or data based on material previously published. The thesis must deal with a problem of some importance to the field, in a manner that is scholarly, logical, objective, and systematic. There is no official page length requirement for the thesis. Please see your faculty advisor for guidance on length.

The thesis is typically completed in the second (spring) semester of the student's second year. The student will submit progressively revised drafts of the thesis periodically to the chair of the thesis committee for review and comment. The chair may, from time to time, require the student to submit copies to other members of the committee as well. The final draft must show clarity of purpose, competent critical analysis, effective organization, and originality. The presentation must be both accurate and complete. In style, it must follow the recommendations of the Publication Manual of the American Psychological Association (latest edition). Students should download and use the thesis template provided by the Office of Graduate Studies in the section "Templates and Forms," to submit their thesis for approval by that office.

The thesis template provided by the Office of Graduate Studies conforms to the recommendations of the APA Publication Manual. It includes the following elements:

TITLE PAGE: The title of the thesis, name of committee chair and committee members, and other information as indicated in the template.

ABSTRACT: A brief summary of both the problem and results.

INTRODUCTION: Definition of the problem, development of the background, and statement of the study's purpose and rationale.

METHOD: Information about participants, apparatus, measures and procedures. (This section and the next may not apply to a non-empirical project.)

RESULTS: A complete factual statement of the findings, including any tables, figures, and statistical analyses.

DISCUSSION: This section should include a thoughtful and logical analysis of the implications of the findings as well as conclusions that can be drawn, and any limitations.

REFERENCES: The references should reflect a thorough literature review of the salient literature dealing with the subject.

TABLES: A list of tables cited in the thesis that summarizes data and results.

APPENDICES: Copies of letters, forms, measures, or other written materials used in the study.

After the draft has been approved by the thesis chair, a date is fixed for the final oral defense of the thesis. An abstract and copy of the thesis should be submitted to committee members at least two weeks before the oral defense.

The oral defense is open to any who wish to attend. After a successful oral defense, the student must route the Title Approval Page or GS-13 (GS-13) for signature (either themselves through Adobe Sign and including Ms. Andrea in the CC or by sending to Ms. Andrea in the psychology department. These should be signed by each member of the committee and the department chair. Students should make their final thesis corrections based on feedback from the thesis committee and prepare a final thesis copy for electronic upload. Students are advised to consult with the thesis advisor in the Library at an early date in spring, in order to conform to the library requirements and to meet all Library deadlines. Deadlines for each semester can be found on the Office of Graduate Studies website.

NOTE: The University has its own format for submitting a thesis, some elements of which differ from APA style. All graduate students are also required to attend at least one Thesis Formatting and Submitting workshop offered by the Office of Graduate Studies. The deadline to submit a final defended thesis for consideration of graduating in the spring is generally mid May each year. This means that you should prepare to defend your thesis **no later than April 20th of that year**, so that you can incorporate any changes to your thesis required by your committee and chair, return it to them for final approval, and work on final edits prior to the University deadline. For students intending to graduate in the fall, you will need to wait until the following spring to participate in the commencement ceremony.

Thesis Committee

The thesis committee must include 3-4 members including the committee chair (i.e., the student's primary faculty advisor) and one other faculty member within the department. The third member can be outside of department (e.g., in another department, non-Tenure Track faculty, or an individual affiliated with a different university). A fourth member is optional. Approval from the thesis committee chair is required for all thesis committee members.

Thesis Timeline

Completing a thesis can be a very satisfying experience, while also stressful for many students. The most common source of stress for students and faculty is when the student tries to write their thesis at the last minute. This will jeopardize a timely defense. Students can reduce their stress significantly by getting an early start to their thesis by completing a fully executed literature review/Introduction and Methods section the semester before defending. Below is the expected timeline for completing a thesis.

Writing your thesis: General issues

- Allow 10 working days (about two weeks) for faculty to provide feedback on any draft.
- Plan to spend at least one week making revisions between drafts.
- Plan to have at least 2 complete drafts reviewed prior to scheduling a defense.
- Understand that many theses may need more than two rounds of edits (build in 3 weeks for each round—2 weeks for faculty edits and 1 week for revisions).

Collecting data

- If a thesis involves independent data collection (as opposed to use of existing data), students should submit an application to gather data with human subjects to the Institutional Review Board (IRB) at least 6 working weeks before they plan to begin data collection (not including winter or spring breaks).
- Students should keep in mind that although the IRB will review many proposals promptly, others may take much longer to review and ultimately approve. In some cases, the review can take months.
- Students should plan to have their data completely gathered by the end of the semester prior to their planned defense. For example, if a student believes data collection can be accomplished in one semester, and they plan to defend in the spring of the second year, the student should submit the proposal to the IRB in the spring of the year before (the IRB meets rarely during summer, so submitting the proposal before the summer break gives the student the best chance of staying on track with completing the thesis the following spring).

Starting the thesis

- Once a student has an approved topic, it is strongly recommended that each student develop and submit an acceptable draft of their Introduction (literature review and hypotheses), and Methods sections well before the data collection is completed.

- Keep in mind that most drafts of the Introduction and Methods sections go through multiple reviews and edits. Please keep in mind that faculty will need a minimum of 10 working days (i.e., 2 weeks) to review drafts of any part of the thesis. Thus, a draft of a student's Introduction and Methods sections should be submitted well before a fully executed draft of the full proposal is reviewed.
- Do not expect faculty to review drafts during the summer or winter breaks. Although some faculty may choose to work on their own time over the breaks, these breaks should not be included in the timeline for the submission and review of drafts.

Completing the thesis: Minimum standards for the turn-around of drafts

- By the start of the semester that a student plans to defend, they should already have: (1) a completed and reviewed draft of their Introduction and Methods sections, and (2) completed data-gathering. NOTE: In rare cases, data collection can be completed in the same semester the student defends.
- Students may not submit a complete draft of the final document to their chair or other committee members prior to (1) having their supervisor (chair) review the initial draft of the Introduction and Methods sections, (2) making all of the suggested changes to the Introduction and Methods, and (3) returning that second draft to the supervisor (chair) with time allotted for them to review and approve the draft.
- Students must have a <u>complete draft</u> of the final document submitted to their committee chair by the 1st day of the 10th week of the semester in which they plan to defend. This is pushing the timeline to the last possible minute.
- If the draft is submitted in the 10th week, remember to allow the chair two working weeks to review the draft. Thus, in this case, the student should plan to have the faculty feedback for the final draft in hand by the 1st day of the 12th week of the semester in which they plan to defend.
- If the student is able to make the suggested changes in one week (this is considered a fast turn-around), the second draft could be in the faculty's hands by the 1st day of the 13th week of the semester in which they plan to defend. The committee chair would then determine whether the student can send out the draft to the rest of the committee and begin preparing for the defense, or whether the student needs to continue revising the draft.
- Keep in mind that these are minimum requirements, and the deadlines listed above could push a defense into finals week (the last possible chance to defend for a given semester).
- You should not expect your mentor to move fast because of delays caused by you, regardless of the reason for the delay.

Defending the thesis

- The length of the oral defense varies. There is no official requirement, however, presentations are typically around 30 minutes. Please see your faculty advisor for guidance regarding time.

- If you schedule your defense close to the official thesis submission deadline, be prepared to graduate the next semester (or summer).
- All students are asked to complete revisions following the defense. It is your responsibility to schedule sufficient time for revisions if you would like to graduate that semester.

Thesis Defense Evaluation Rubric

All thesis chairs and committee members are required to complete a "Thesis Defense Evaluation Rubric" at the student's thesis defense. These evaluations will be used to gather data on students' demonstration of knowledge, skills, and attitudes relating to the Program Learning Outcomes for the MA and MS psychology programs. The Thesis Defense Evaluation Rubric is provided at the end of this handbook (Appendix 2). Students should familiarize themselves with the rubric and attempt to earn the highest level of each type of assessment.

ACADEMIC HONESTY

Policy on Academic Honesty

Students are subject to CSULA's policies regarding Academic Honesty. At CSULA, cheating is defined 13 as “the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” This includes but is not limited to knowingly reviewing an unauthorized copy of an examination, feigning illness or telling falsehoods to avoid taking exams at the scheduled times, using a ghost writer to compose a paper for you, using artificial intelligence to compose a paper or take an exam for you, falsifying data for a research study, and plagiarism (see below). For additional details and examples, please see https://www.calstatela.edu/academicsenate/handbook/ch5a Violations of CSULA’s policies regarding Academic Honesty will be reported to supervisory parties. In addition, “consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course.” See https://www.calstatela.edu/academicsenate/handbook/ch5a

Plagiarism

Plagiarism is the use of the work or words of others without giving proper credit/citation, and/or attempting to pass off another’s work as one’s own. Plagiarism is a serious violation of academic standards. Students will be trained to recognize and prevent plagiarism in their first semester. After this training, no student may claim ignorance about what constitutes plagiarism. Students found plagiarizing may fail the course and will be reported to the Judicial Officer for unethical conduct. Please do not attempt to plagiarize material in your papers, thesis, examinations, or other academic products. You also may not re-use your own words from your prior papers without explicit written permission from both professors involved.
Plagiarism is the use of the work or words of others without giving proper credit/citation, and/or attempting to pass off another’s work as one’s own. Plagiarism is a serious violation of academic standards. Students will be trained to recognize and prevent plagiarism in their first semester. After this training, no student may claim ignorance about what constitutes plagiarism. Students found plagiarizing will fail the course, and will be reported to the Judicial Officer for unethical conduct.

Please do not attempt to plagiarize material in your papers, thesis, examinations, or other academic products.

Generative AI

We understand artificial Intelligence (AI) is a tool that can be helpful for brainstorming, organizing ideas and revising your work. However, our department discourages the use of generative AI in the writing of assignments or your thesis (i.e., asking ChatGPT or others to draft parts of your written document, then copy/pasting this exactly OR drafting a section then feeding the entire document into ChatGPT or Grammarly to formalize the writing). Your instructors or mentor may request you do not use generative AI tools at all.

PATH TO THE MA IN PSYCHOLOGY

This is an informal checklist that you can use to determine whether you are on the right track to obtaining your MA degree. Note that not every student follows this exact path, and there may be slight differences between cohorts in timing of electives based on availability.

YEAR 1:

1. **Fall:** Register for classes – PSY 5020, PSY 5040, PSY 5980 (1 unit) and Elective 1 = 10 units.* Meet with mentor and complete program plan. Verify that you are in classified standing (G2) rather than conditionally classified (G1). Achieve grades of B or better in core classes and maintain a minimum B average (a grade of "B" or better is required to receive credit for PSY 5020, a credit/no credit course).
2. Think about thesis topic and discuss with mentor. Begin conducting literature search for thesis topic.
3. **Spring:** Register for classes – PSY 4910, PSY 5980 (1 unit) = 5 units
    a. Students in the General option may sign up for Elective 2* and Elective 3* = 6 units.
    b. Students in the Forensic option will sign up for Elective 2 = 3 units
    c. For all students, achieve grades of B or better in core class and maintain B average.
4. Begin working on thesis topic with advisor and conduct literature review. If thesis project will collect data, write IRB proposal for thesis project together with mentor. Submit thesis proposal to IRB.
5. Complete and submit the GS-10, Advancement to Candidacy with mentor by the 12th week of the semester (note it will be processed at the end of the semester once final grades have been posted).
6. **Summer:** Complete IRB proposal for thesis project, if not already done so; conduct literature search and draft Introduction and Methods sections of thesis while awaiting IRB approval for data collection. Gather data if approval from IRB is received. Clean and prepare data if data gathered.

How will you know if you're advanced to candidacy?

Check your Academic Requirements Report on GET. If you have been advanced to candidacy, you will see a green circle on the Advancement to Candidacy section, located above the "Major Unit/GPA Requirements" section near the end of the report

YEAR 2:

1. **Fall:** Register for classes – PSY 5150 (3), and PSY 5970 (1) – 4 units.
    a. Students in the General option will sign up for Elective 4* = 3 units.
    b. Students in the Forensic option will sign up for PSY 5950 = 3 units
    c. For all students, achieve grades of B or better in core class and maintain B average.
2. Apply for spring graduation: website.
3. Finish gathering data and conduct data analysis. Begin writing parts of thesis.
4. **Winter break:** Complete writing first full draft of thesis to send to mentor in spring.
5. **Spring:** Register for classes – PSY 5990 (3 units)***.
    a. Students in the Forensic option will also sign up for PSY 5950 = 3 units
6. Complete and defend thesis. Complete all paperwork, including GS-13. Submit thesis to library by the due date.

** Note 2: Graduate elective courses are offered on a varying schedule. Students should register for the elective courses whenever they are offered, as there is no guarantee that the same course will be offered the following year.

*** Note 3: If the student and mentor believe that the student will not be able to defend the thesis by the end of the spring semester of the second year, the student should register for only 1 unit of PSY 5990, reserving the other units for the following fall semester. Note that faculty do not work in the summer, so students should not plan to register for PSY 5990 or defend their thesis in summer, unless the entire committee agrees to do so.

If no relevant 5000-level elective courses are offered in a given semester, students may take a 4000- level course in Psychology or, with permission from the student's mentor, the graduate program director, the department chair, and the college graduate dean, substitute a 5000-level course from a related field 15 (e.g., Counseling, Child Development). Permission must be obtained before taking a 5000 level course in another department. Note that permission from the instructor of the course and the department chair of the other department will also be needed to sign up for the course. No more than 50% of elective units (generally, 2 classes) can be 4000-level classes.

PERMITS AND CLASSES OUTSIDE THE DEPARTMENT

All 5000-level Psychology courses are restricted, and enrollment is by permission only, through the issuing of permits.

Graduate Seminars
The program directors will email your cohort a list of the seminars recommended each semester and for which you should register. The graduate program coordinator will then issue permits for those seminars which are in your sequence of classes.

PSY 5970 & PSY 5990
Students must complete the form "Agreement to Undertake Culminating Experience," available in the department office and on the department's website, to be issued a permit to register for graduate research (PSY 5970) and/or thesis (PSY 5990) units. All requests must have the approval of the student's mentor and Department Chair. Students can register for no more than the maximum number of 5970 or 5990 units listed on their Study Plans (no more than 3 total units for each type).

PSY 5950 (Forensic Psychology students only)

Students must complete the form "Field Experience in Psychology", available in the department office and department website, to be issued a permit to register for PSY 5950. All requests must have the approval of the student's mentor and Department Chair. Students can register for no more than 6 units of PSY 5950.

Classes Outside the Department

There are times that it may make sense for the student's career plans or research focus for the student to take courses in a related field (e.g., Counseling, Child Development). In these cases, the student should discuss their plans and receive permission from their mentor. Then, the process is to obtain permission from the graduate program director, the department chair, and the college graduate dean to substitute a 5000-level course from a related field. Permission must be obtained before taking a 5000 level course in another department. Generally, that is first permission from the instructor of the course then the department chair of the other department will also be needed to sign up for the course.

The department urges all students to register for classes as early as possible to avoid having them canceled by University administrators. Canceled classes will have an adverse impact on the quality and timely completion of your degree.

EXAMPLE OF TIMELINE FOR THESIS COMPLETION:

Below is an example of how a student and thesis chair/mentor might work to guide the student's written thesis from start to finish. Note that a great deal of work is done independently by the student.

Fall - Year 1: Towards the end of fall, consider thesis topics; discuss possibilities with mentor.

Winter break – Year 1: Use the break to think deeply about thesis topic and hone research question(s).

Spring - Year 1: Work on research proposal, submit to IRB by Week 10; receive IRB approval; towards end of spring, begin gathering data; discuss data analyses with mentor.

Summer - Year 1: (Note: Mentors are 'off' in the summer, so prepare to work independently). Clean data, prepare data for analyses; write Methods section; conduct literature search and begin literature review in preparation for writing Introduction. Begin writing Introduction.

Fall - Year 2:

Weeks 4-5	Week 6-7	Week 7	Weeks 8 - 9	Week 10	Weeks 13 - 14
Write first draft of Methods and send to chair; work on Introduction and Results	Complete first draft of Introduction and Results	Receive feedback on Methods; send Introduction and Results to chair; work on Discussion	Revise Methods; finish Discussion	Receive feedback on Introduction and Results; send revised Methods and first draft of Discussion; revise Introduction and Results	Receive feedback on Discussion (and maybe Methods); send revised Introduction and Results (and Methods if necessary); revise Discussion

Winter break: Put all parts of thesis together, check APA style; finish References, Tables, and other parts of thesis in preparation for sending to chair in spring.

Spring - Year 2:

Week 1	Week 3	Week 4	Week 6	Week 7	Week 9	Week 10	Weeks 11-13	Weeks 13-14	Week 15
Send full thesis to chair	Receive feedback on full thesis; Work on revisions	Send revision 1 to chair	Receive feedback from chair for revision 1; work on revision 2	Send revision 2 to chair	Receive feedback from chair for revision 2; work on revisions	With chair's approval, send full written thesis to chair and committee	Prepare slides for defense; Defend thesis; Receive feedback from chair and committee on thesis; work on revisions	Send revised thesis to chair and committe e; receive approval to submit	Submit thesis by due date

Note that this is an ideal timeline, with students receiving approval for their IRB proposal in Spring, and having data gathered by Fall. The student and their mentor should go over each student's timeline based on realistic goals set for data gathering and writing parts of the thesis.

ADDITIONAL UNIVERSITY REQUIREMENTS, POLICIES & PROCEDURES FOR MASTER'S DEGREES

In addition to the department's program requirements listed above, all candidates for master's degrees at Cal State LA must also fulfill requirements set by the University. Some of the below policies are also further added to my the department in the eCatalog. For a comprehensive explanation of graduate requirements, check the Graduate Handbook prepared by the Office of Graduate Studies at Cal State LA.

Conditional, Classified, and Advancement to Candidacy Status
Students are initially coded into one of the following levels depending on their admission status:

- G1 – Conditional.
    - Students who have not completed all program prerequisites at the time of admission are classified into this level. Students qualify for limited financial aid with this classification. Upon completion of all prerequisite courses with a GPA of 3.0 or higher, conditional students have their status changed to classified by the graduate advisor.
    - Students who do not meet the minimum GPA requirements must petition the department for admission by special action that includes evidence the applicant is qualified for graduate work. This may include, but is not limited to, relevant experience. Students whose petitions are approved must complete a 9 unit minimum conditional program of upper division course work in psychology. Students are cautioned that no credit towards a graduate degree can be earned before completion of the conditional program. Upon completion of the conditional courses with a GPA of 3.0 or higher, conditional students have their status changed to classified by the graduate advisor.
- G2 – Classified. Students who are admitted unconditionally (i.e., with no prerequisites required to complete) are automatically coded into Classified status by Admissions.
- G3 – Advanced to Candidacy: Being Advanced to Candidacy (level G3) is required to enroll in PSY 5970 (Graduate Research) and PSY 5990 (Thesis), and for graduation.
    - Upon satisfactory completion of PSY 5020, one additional core requirement and 6 additional units (12 units in total), and having maintained a GPA of 3.0 or higher, students should complete the GS-10 form to advance to candidacy. Complete the form after your grades have been posted. The form will ask for the names of your thesis committee and the title of your thesis. After your advisor/committee chair and the department chair signs the form, you should send the form to Amy Miller (amiller@cslanet.calstatela.edu).
    - Amy Miller will review the form, collect the signature from the College Associate Dean, and then send the form to the Records Office, copying you, your advisor, and the GRC office.

Unit Requirement
General Psychology Option: Completion of at least 31 semester units in approved courses, of which at least half (16) must be graduate (5000-level) courses.

Forensic psychology option: Completion of at least 31 semester units in approved courses, of which at least half (16) must be graduate (5000-level) courses.

Incomplete Grades
Students who do not complete the work for a particular course may be granted an Incomplete grade with the instructor's permission. Students have up to but no longer than ONE calendar year to make up the incomplete work, regardless of breaks in attendance, a leave of absence, or other reason. The official policy states that the single year may be extended prior to the expiration of the one year period by the Dean of Graduate Studies, "…for contingencies such as, but not limited to, military service and health problems of an incapacitating nature verified by a physician's statement" (Office of Graduate Studies).

Incomplete grades that are not changed to a grade convert to grades of IC (Incomplete Charged) and are factored into the overall GPA as a grade of F. **Try not to delay completing your coursework, as this could significantly affect the timely completion of your degree**.

Grade Point Average Requirement
Students are required to maintain a minimum B (3.0) grade point average in all courses on the approved degree program. A grade of B or higher is required in all core courses. Grades of B-, C+, and C are acceptable in an elective course as long as the overall GPA does not fall below 3.0.

Following is a breakdown of the grading system.

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

Students obtaining any grade below C (including C-), will need to repeat the course, with both grades computed in the grade point average.

Residence Requirement
At least 21 semester units for the master's degree must be completed in residence at Cal State L.A.

Culminating Experience Requirement
All MA students are required to complete a thesis. The department does not offer a comprehensive examination or a project option in lieu of a thesis.

UNIVERSITY ACADEMIC POLICIES

For a more complete list of policies and other student services, you can refer to the University's Graduate Student Handbook available through the Graduate Studies webpage:

University Catalog
Graduate students are governed by University policies and regulations as stated in the *University Catalog* in effect at the time they achieve classified standing, provided that they maintain continuous attendance for registration purposes. The E-Catalog can be accessed online.

Listed below you will find some of the more pertinent excerpts from the Catalog.

Registration and Continuing Status
Continuing students at California State University, Los Angeles receive information regarding their registration appointment dates by logging into GET (Golden Eagle Territory). Additional information about registration procedures is provided in the Schedule of Classes, available online each semester before the registration period. Web registration via GET is available to all eligible continuing students.

Students maintain their continuing student status for registration purposes only by attending at least one of the two semesters immediately preceding the semester in which they plan to enroll (excluding the summer term). Students who were admitted and enrolled in one of the last two semesters preceding the semester in which they plan to enroll will also maintain their continuing student status for registration purposes. Absence for more than one of any two consecutive semesters without an approved leave of absence will cancel continuing registration eligibility. See Leaves of Absence (below).

Attendance in University extension courses does not constitute continuous attendance. Students who attended another college or university during an absence from Cal State L.A., except for a summer session or extension program or approved visitor enrollment at another CSU campus, are required to file an application for admission as a returning student and have official transcripts of work taken sent to the Admissions Office. A nonrefundable application fee is charged. Such students will, if eligible, receive forms to register as returning students.

Leave of Absence
Once a graduate student is advanced to candidacy (see above), they must remain in continuous enrollment each semester or file a leave of absence to take a semester off. Regardless of candidacy status, all graduate students must file a leave of absence to take a semester off from classes *if they were not registered for classes in the prior semester*. Failure to file a Leave of Absence form may result in the cancellation of continuing registration eligibility, and students would be required to reapply and get re-admitted to be permitted to return to their program.

Students can avoid losing classified standing by submitting a Leave of Absence request, approved by the department chair, appropriate Associate Dean, and the University Registrar prior to the beginning of the effective semester.

Students may petition for a leave of absence for such reasons as professional or academic opportunities, like travel or study abroad; employment related to educational goals and major fields of study or participation in field study or research projects; medical reasons, including

pregnancy, major surgery, and other health-related circumstances; and financial reasons, such as the necessity to work for a specified period to resume study with adequate resources.

Graduate students are granted a maximum of 4 semesters, subject to renewal. Continuing students allowed an absence of 2 semesters is included in these maximums.

Academic Notice for Graduate Students
Graduate students are subject to Academic Notice if their grade point average falls below the required 3.0 either in coursework on their master's degree program or in all units completed after becoming classified, whether or not the coursework is taken at Cal State LA.
The Office of the Chancellor provides that graduate students may be placed on Administrative Academic Notice for any of the following reasons:

- Withdrawal from all or a substantial portion of courses for which they registered in two successive semesters or in any three semesters.
- Repeated failure to progress toward a stated degree or program objective when such failure is within their control.
- Failure to comply, after due notice, with a routine academic requirement or regulation.

Students will receive written notice of the conditions for removal from Academic Notice and the circumstances that may result in disqualification if those conditions are not met.

Classified and conditionally classified graduate students who are placed on Academic Notice are subject to disqualification from the master's degree program if they do not raise their GPA to 3.0 after completion of 12 units or two semesters in residence, whichever comes later.

Students who are disqualified from a master's degree program may not reenter that program. They may be admitted to another program only upon recommendation of the new major department/division and approval of the appropriate college graduate dean.

Full-Time Study Load
For full-time enrollment certification by the University, graduate students must carry a study load of 8 units of approved prerequisite, co-requisite, or graduate program courses per semester. Students may be certified as full-time students with a study load of less than 8 units in either of the following courses upon recommendation of their advisor and program director, and approval of the Associate Dean: PSY 5970 and PSY 5990. The maximum load for graduate students is 16 units per semester. To register for units beyond that, students must complete an Overload Petition and obtain approval from the chair of the department.

Seven-Year Rule
No subject, unit, or grade credit will be granted for any course completed more than seven years before the date of completion of the master’s degree. You cannot include courses that are more than seven years old at the time you complete all degree requirements on your Program Plan.

Students must retake or validate any courses that will be more than seven years old at the time the degree is awarded and that have been taken at Cal State L.A. An expired course taken at another institution may not be validated by examination. Permission to validate is not given automatically, and granted only in very exceptional circumstances.

Transfer, Extension, and Coursework Taken Before Program Approval
Students may include a limited amount of acceptable transfer, extension, and/or special-session

coursework on the master's degree program, subject to University approval. For master's programs requiring more than 30 units, up to 30% of the total required units may consist of acceptable transfer, extension, and/or special-session coursework. No more than 6 units of eligible graduate-level extension coursework may be applied. No more than 9 units of acceptable coursework completed before approval of the official graduate program may be included; this includes acceptable transfer work. Thesis/research units, directed teaching, courses numbered below 4000, and courses not acceptable toward a master's degree at the offering institution may not be applied. Students should consult the Graduate Program Director before enrolling in outside, extension, or special-session coursework.

Course Substitutions
It may be necessary to change an Academic Study Plan based upon special circumstances. Approval must be granted prior to taking the course by the student's mentor, the graduate program director, the department chair, and the college graduate dean. You will need to sign up for the course before the course substitution can be requested by the graduate assistant or graduate director.

A course may not be added to or deleted from a master's degree Study Plan after it has been taken. When such a change has been approved and processed, it becomes part of the Study Plan. Students can view any changes made to their Study Plan by logging on to GET and generating an Academic Requirements Report.

Student Use of Human Subjects or Animals

Students, like all others in the University community, must follow established University and federal guidelines when using human subjects or animals either in research or as part of a course activity.

Prior approval by the relevant campus committee must be obtained when necessary. For further information, contact the Office of Research, Scholarship, and Creative Activities by visiting their website at http://www.calstatela.edu/orad.

Repeating for Grade Replacement, Post–Baccalaureate and Graduate Students
(https://www.calstatela.edu/academicsenate/handbook/ch4d#repeat)
Repeating for grade replacement is the circumstance in which the new grade replaces the former grade in the calculation of the GPA. Approval of course repeats for grade replacement may be granted at the discretion of the program and according to the following stipulations:

- Graduate students may repeat at most one course taken as part of an official post-baccalaureate or graduate program, with prior permission of the graduate adviser.
- The earlier attempt resulted in a grade of B- or lower.
- Repeated courses that were letter graded may not be taken for credit/no credit (CR/NC).
- Courses originally completed at another institution may not be considered for grade replacement.
- Students may not petition to repeat a course at another institution when the course was originally taken at Cal State LA.
- The student's grade in the original course was not a result of academic dishonesty or student misconduct, documented through the Office of Student Conduct as a violation of the Code of Student Rights and Responsibilities and Policy on Academic Honesty.
- If a post-baccalaureate or graduate program allows a course to be repeated only the highest grade shall be used when calculating the student's overall grade-point average.

Maintaining Enrollment for Thesis/Project
Students must be advanced to candidacy before registering for research and thesis/project units. When all units for 5970 and 5990 classes have been completed, a student must maintain continuous enrollment by registering for thesis or research units using the UNIV 9000 course number each semester until completion of the thesis/project. Furthermore, students must be officially enrolled during the semester they expect to graduate and defend their thesis.

For more information on enrolling in UNIV 9000 contact the department office or download and complete the form.

Graduation
A Graduation Application must be completed, submitted and paid for at the Cashier's Office (ADM 128) by the published deadline available on the website of the Office of Graduate Studies. Candidates must be granted permission to apply for graduation by their thesis supervisor and program director before they may submit the completed application and required fee to the Cashiers' Office for fee payment. Please submit a copy of the completed application to the department's graduate advisor.

Students who do not complete their degree requirements by the term indicated on their submitted graduation application must pay a late fee and submit a Graduation Term Update form to the Cashier's Office.

The Graduation Application and Graduation Term Update forms and deadlines are available on the Graduation Office webpage or at http://www.calstatela.edu/graduation.

Commencement Exercises
Commencement exercises are held annually at the end of the spring semester. Students who have completed their degree requirements the previous fall or winter terms are eligible to participate in the ceremony along with those who complete their work in the spring or summer semester.
During the Commencement exercises, the President of the University confers degrees on the candidates. This is a very special time, and students are encouraged to attend. Often, a student's mentor is permitted to 'hood' their M.A. student mentee. Each candidate receives a diploma cover during the program, and the actual diploma is mailed several months later. Within a few weeks after graduation, eligible candidates receive a letter of congratulations in the mail, and degrees are posted to their permanent academic record on GET.

FINANCING YOUR EDUCATION

There are several sources where graduate students can find funding for various aspects of their program. For more details, see the linked website or the below website: https://www.calstatela.edu/graduatestudies/funding-opportunities-0

California Pre-Doctoral Scholars Program/Chancellor's Doctoral Incentive Program

The California Pre-Doctoral Scholars Program is designed to increase the pool of potential faculty by supporting the doctoral aspirations of California State University (CSU) students who have experienced economic and educational disadvantages. Working one-on-one with faculty members from both CSU and doctoral-granting institutions, students receive funding for activities such as: participation in a summer research internship program at a doctoral-granting institution to receive exposure to the world of research in their chosen field; visits to doctoral-granting institutions to explore opportunities for doctoral study; travel to a national symposium or professional meeting in their chosen field; other related activities such as membership in professional organizations and journal subscriptions; graduate school application and test fees. Visit the website for more information on this program.

Chancellor's Doctoral Incentive Program (CDIP)

The California State University (CSU) Chancellor's Doctoral Incentive Program (CDIP) aims to increase the number of promising doctoral students applying for future CSU instructional faculty positions by offering financial assistance in the form of a loan and mentorship by CSU faculty.

Culminating Project Fund

This fund is a reimbursement program designed to support Cal State LA graduate student research and/or scholarship conducted towards completing a thesis, creative activity, or dissertation. Students funded through this award will receive reimbursement for approved supplies, equipment, and services.

Graduate Assistantships / Research Assistantships

The Department of Psychology makes available a few Graduate Assistant positions each semester. In general, graduate assistants work from five to ten hours a week, assisting professors in laboratory classes or as graders in large-lecture classes. Please check with the chair of the department or the department coordinator whether there are positions available. Research assistantships as well as graduate traineeships may also be available to graduate students, and information of their availability can be obtained by consulting the department staff or professors who are currently conducting research. The department does not currently offer any Teaching Associate positions.

Graduate Equity Fellowship Program

These grants are designed to increase the number of master's degrees awarded to economically disadvantaged CSU students, especially those graduate students that are underrepresented among graduate degree recipients in their discipline and to those who are disabled.

Graduate Student Non-Resident Tuition Waiver Program Application

A limited number of non-resident tuition fee waivers or tuition fee reductions may be granted to non-resident graduate students who are either domestic non-resident students or citizens of a foreign country.

Minority Opportunities in Research Programs: Bridges to the Doctorate
This grant is part of the Minority Biomedical Research Support Program sponsored by a generous grant from the National Institute of General Medical Sciences (NIGMS) of the National Institutes of Health (NIH). A salary and partial tuition is provided for students engaging in biomedical research. Additional funds are available for research supplies and for travel to present research results at professional meetings. The Program is a rigorous research-based two-year preparation for graduate work at the doctoral level. Each year the program trains a group of approximately 20 students pursuing the master's degree at Cal State LA. The program is designed to enhance Fellows' academic achievement; expose them to a broad range of biomedical sciences and scientists; enhance their transfer rate to Ph.D. programs; and establish the foundation for their successful research careers in the biomedical sciences. For more information, visit the website.

Travel Support for Conferences & Professional Development
This is a reimbursement program designed to encourage and assist Cal State LA graduate students whose work has been accepted into a professional/academic conference and/or who need support for professional development activities that will foster their educational and career goals.

Other Federal/State Financial Aid Programs, Fellowships and Scholarships
The Financial Aid Office maintains listings of scholarships and fellowships sponsored by off-campus agencies. Cal State LA has over 400 scholarship opportunities to support students' educational goals. You can browse the various scholarships available on the Cal State LA Scholarships Application site during the scholarship application season (typically early March through April). The scholarships are made available through the generosity of our University donors, alumni, and friends. Please keep in mind, if you completed the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application, these scholarship opportunities will be coordinated along with other financial aid programs.

The FAFSA becomes available every January 1st for aid in the subsequent summer semester or beyond. The earlier you apply the better your chances of obtaining funding. Approximately four to six weeks after your financial aid file is complete you will receive a letter from the Center for Student Financial Aid indicating your eligibility for funding. In addition to being financially eligible, you must be making "satisfactory academic progress" in your graduate program in order to continue to receive assistance (that is, carry a GPA of 3.0 or higher). Please visit the Center for Student Financial Aid webpage.

Graduate students may apply for federal and state financial aid programs but most of the grant programs (Pell Grant, Cal Grant, etc.) that are available to undergraduates are not available to graduate students.

The International Graduate Student Tuition Waiver Program provides a limited number of non-resident tuition fee waivers/reductions to international graduate students. Students not eligible for federal or state funding may visit the Dreamers' Resource Center for information about funding opportunities specific to them.

DEPARTMENT FACULTY AND THEIR AREAS OF INTEREST

Corinne Bower (cbower3@calstatela.edu) Teaches courses in research methods, cognitive development, and developmental psychology. Research focuses on 1) the development of certain cognitive processes as well as educational technology, and 2) how these factors influence science, technology, engineering, and math (STEM) learning.

Mitchell Eisen (meisen@calstatela.edu) Teaching interests include introductory psychology, personality psychology, psychopathology, learning and memory, personality assessment and family therapy. Research focuses on impact of trauma and stress on abused children, memory and suggestibility and coping strategies of maltreated children.

Joel Ellwanger (jellwan@calstatela.edu) Teaching interests include undergraduate and graduate level courses in physiological psychology and statistics. Research interests include cognitive neuroscience, including the study of attention and memory using physiological indices of cognition.

Gaithri Fernando (gfernan2@calstatela.edu) Teaching interests include abnormal psychology and clinical psychology, personality, and developmental psychopathology, as well as clinical and neuropsychological assessment. Primary interests are in posttraumatic stress in the context of war and extreme traumas such as torture, bomb blasts, and assassination attempts.

Steven Frenda (sfrenda@calstatela.edu) Teaches courses in social psychology, cognitive psychology, research methods, and psychology of cinema. Research interests include memory and suggestibility in legal contexts, alongside broader interests in how audiovisual form shapes emotion, interpretation, and spectatorship.

Matthew Jackson (mjacks40@calstatela.edu) Teaches courses in research methods and social psychology. Research interests includes STEM education, social identity and intergroup processes, masculinity, stereotypes, psychology in criminal justice.

Robert Kennison (rkennis@exchange.calstatela.edu) Teaches multivariate statistics and stages in maturity and aging. Research interests include human memory performance across the lifespan and experimental studies of age effects in theory-based memory and learning models.

Alma Olaguez (aolague3@calstatela.edu) Teaching interests include undergraduate and graduate level courses in research methods in psychology, child maltreatment, motivation and emotion, and the intersection between psychology and the law. Research interests focus on the role of emotion in juror decision making, the development of perceptions of the legal system, and child witnesses.

Pamela Regan (pregan@calstatela.edu) Teaches social psychology and univariate and multivariate statistics. Research focuses on interpersonal attraction, gender, and sexuality.

Ji Son (json2@calstatela.edu) Teaches courses in development psychology, cognitive development, and research methods. Research focuses on the development of abstract, intelligent, and flexible thinking, and how children learn through the process of generalization.

Dana Saifan (dsaifan@calstatela.edu) Teaching interests include clinical psychology, community psychology, and research methods. Research focuses on intersectional marginalized identities and mental health, cultural factors influencing mental health and service-seeking, Muslim American mental health, and community mental health.

Crystal Slanzi (cslanzi@calstatela.edu) – PENDING Teaches courses on Learning and Behavior, Behavioral Health, and Ethics. Research includes behavioral interventions for people with serious mental illness and food safety, nutrition, infectious diseases in low-income countries.

Douglas Stenstrom (dstenst@exchange.calstatela.edu) Teaches courses related to social psychology, psychology and the law, violence and aggression, forensic psychology and statistics and research methods.

Yvette Szabo (yszabo@calstatela.edu) Teaching interests include research methods, biological psychology and psychopathology. Research focuses on biological and psychological factors that make individuals more vulnerable to mental and physical health problems after stress and trauma.

Karen Wu (kwu25@calstatela.edu) Teaches research methods, social psychology, psychology of gender, and multicultural psychology. Research focuses on culture and interpersonal relationships, including topics such as human mate selection, intergroup romantic relationships and partner preferences across cultures.

WHERE OUR STUDENTS GO FOR DOCTORAL STUDIES

Our graduate program in psychology are designed specifically to help students be competitive in applying to doctoral programs and be successful in completing them. Here are some doctoral programs to which Cal State LA students have been admitted. These institutions may be more open to admitting our students in the future, having been exposed to our fabulous graduates!

Arizona State University (Counseling Psychology; Law and Psychology)
Claremont Graduate University (Cognitive Neuroscience; Positive Developmental Psychology; Social Psychology)
Florida International University (Developmental Psychology; Social Psychology)
Iowa State University (Cognitive Psychology; Counseling Psychology; Social Psychology)
John Jay College of Criminal Justice (Clinical Forensic Psychology; Cognitive Psychology; Social Psychology)
Montclair State University (Clinical Psychology)
New Mexico State University (Clinical Psychology; Counseling Psychology)
Pennsylvania State University (College of Education)
Purdue University (Clinical Psychology)
University of Arizona (Cognitive Neuroscience; Family Studies & Human Development)
University of California, Irvine (Cognitive Psychology; Education; Social/Developmental Psychology)
University of California, Los Angeles (Cognitive Psychology; Human Development; Neuroscience)
University of California, Riverside (Cognition & Cognitive Neuroscience; Social Psychology)
University of California, San Diego (Clinical Psychology; Cognitive Psychology)
University of California, Santa Cruz (Cognitive Psychology; Developmental Psychology; Social Psychology)
University of Florida (Clinical Psychology)
University of Kansas (Clinical Psychology, Pediatric)
University of Louisville (Clinical Psychology)
University of Maryland, Baltimore County (Applied Developmental Psychology)
University of Michigan (Educational Psychology)
University of Nebraska, Lincoln (Social Psychology)
University of Nevada, Las Vegas (Clinical Psychology; Educational Psychology)
University of Nevada, Reno (Cognitive Psychology; Neuroscience; Social Psychology)
University of New Mexico (Clinical Psychology; Cognitive Neuroscience)
University of North Carolina (Organizational Behavior)
University of Oklahoma (Cognitive Psychology)
University of Vermont (Clinical Psychology)
University of Wyoming (Clinical Psychology; Psychology and Law)
Western Michigan University (Clinical Psychology)

APPENDIX 1: FORMS AND PETITIONS

General Information

Psychology Department: http://www.calstatela.edu/academic/psych/
Graduate Resource Center: http://www.calstatela.edu/graduateresourcecenter
Graduate Studies Handbook: http://www.calstatela.edu/sites/default/files/groups/Office%20of%20Graduate%20Studies/forms/grad-student-handbook-2019-2020.pdf
Office of Research and Development: http://www.calstatela.edu/orad
Course catalog: http://ecatalog.calstatela.edu/
Funding opportunities: http://www.calstatela.edu/graduatestudies/funding-opportunities
Financial aid: http://www.calstatela.edu/financialaid/
MORE: http://www.calstatela.edu/centers/moreprograms/
California Pre-Doctoral Program: http://www.calstate.edu/PreDoc/

Graduate Studies Forms & Petitions
These forms can be found online through the Office of Graduate Studies (http://www.calstatela.edu/graduatestudies/forms-and-petitions) or are available in the department office.

- Application – Travel Support for Students attending Conferences
- Request to Validate Expired Course(s) on a Graduate Program
- Petition to Substitute Alternate Criteria for the WPE
- Recommended Timeline and Checklist for MA Thesis
- Leave of Absence Petition
- Course Overload
- General Academic Petition for GRADUATE Requirements
- Request for Graduate Credit for Undergraduate Work
- Graduation Application

Specific Forms:

- Graduate student funding opportunities
  - http://www.calstatela.edu/graduatestudies/funding-opportunities
- GS-10 Advancement to Candidacy
  - https://www.calstatela.edu/sites/default/files/GS-10%20Application%20for%20Advancement%20to%20Candidacy%20-%20October2023.pdf
- GS-13 Approval Page for Graduate Thesis
  - http://www.calstatela.edu/graduatethesis/gs-13-form
- Leave of Absence Form
  - https://www.calstatela.edu/sites/default/files/leave_of_absence.pdf
- University 9000: http://www.calstatela.edu/page/university-9000-univ-9000

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APPENDIX 2: GRADUATE STUDENT THESIS DEFENSE EVALUATION

The attached evaluation tool (rubric) is designed to assist in the evaluation of a student's ability to prepare and defend their graduate research successfully. The rubric includes nine evaluation criteria and allows for the addition of criteria important to individual mentors.

Defense committee members and students should review and become familiar with the criteria in the evaluation tool prior to the defense. The rubric should be scored at the conclusion of the defense, or shortly thereafter, by every member of the defense committee. This cover page (page 1) can then be completed (providing a *summary of the scored ratings* below for each of the criteria in the rubric), returned to the appropriate department/program office, and maintained in a confidential departmental file following the defense (one cover page per evaluator) for use as a valuable tool in graduate student learning outcomes assessment. The remaining rubric pages can be shared with the student or destroyed.

Student CIN:_____ **Student name: _____**

Program: _____

Degree: M.A. _____ M.S. _____

Date of Defense: _____

Evaluator role:

___ Major Advisor ___ Internal Core Committee member

___ External Core Committee member ___ Internal Defense Committee member

___ External Defense Committee member and Defense Chair

Other (explain) _____

Summary Scores by Criterion:

Assessment Criteria: 1: _____ 2: _____ 3: _____

4: _____ 5: _____ 6. _____

7: _____ 8: _____ 9. _____

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	N/A	Score
PART I: Written Defense Draft						
1. **Mastery of fundamental knowledge in the field**: Ability to discuss major approaches, theories and concepts – PLO1, PLO2, PLO3	Consistently applies fundamental and advanced concepts to topics in subject area.	Frequently applies fundamental and some advanced concepts to topics in subject area.	Adequately applies fundamental concepts to topics in subject area.	Does not apply fundamental concepts to topics in subject area.		
2. **Information literacy:** Ability to access, critically evaluate, and integrate diverse perspectives, assumptions, and approaches to inquiry and the contribution of published literature in the field into a cohesive overview of current knowledge - PLO1, PLO2, PLO4, PLO5 Ability to evaluate critically the power and limitations of quantitative and/or qualitative evidence in the evaluation, construction, and communication of arguments – PLO1, PLO4	Commands and understands the current research literature in the field, including diverse perspectives on the topic; effectively evaluates the power and limitations of evidence in the evaluation, construction, and communication of arguments	Relates and understands the current research literature in the field, including diverse perspectives on the topic; adequately evaluates the power and limitations of evidence in the evaluation, construction, and communication of arguments	Aware of the research literature in the field, including diverse perspectives on the topic; marginally acceptable arguments evaluating the power and limitations of evidence in the evaluation, construction, and communication of arguments	Knowledge is unrelated to the current research literature in the field; uses a single perspective to address the topic; no valid arguments evaluating the power and limitations of evidence in the evaluation, construction, and communication of arguments		
3. **Imagination and originality:** Ability to frame and creatively examine a problem in the field of study – PLO5, PLO6	Problem/purpose of study very creative or original, with new and innovative ideas; explores original topic and discovers new outcomes.	Problem/purpose of study original or creative; design/ approach appropriate or innovative.	Problem/purpose of study moderately original or creative; design/approach moderately appropriate or innovative.	Problem/purpose of study lacks creativity or not new; duplication of previous work with no benefit to replication.		

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	N/A	Score
4. **Ethical Considerations:** Ability to apply appropriate ethical standards and practices within the field of study – PLO5	Considers multiple ethical issues in data gathering as well as data analysis, including issues relating to minority groups	Considers ethical issues in either data gathering or data analysis, including issues relating to minority groups	Superficial consideration given to ethical issues in data gathering or data analysis; marginal focus on issues relating to minority groups	No consideration given to ethical issues in either data gathering or data analysis; issues relating to minority groups, though relevant to thesis, are not considered		
5. **Mastery of data:** Ability to design and implement an appropriate data collection; mastery of data analyses appropriate to answering the research question(s) – PLO2	Data interpretation is appropriate and creatively uses correct methodologies; identifies weaknesses in interpretation; Demonstrates an advanced ability to articulate a critical response to theory in one's own work or that of another researcher	Data interpretation is appropriate and uses correct methodologies; identifies some weaknesses in interpretation; Demonstrates an ability to articulate a critical response to theory in one's own work or that of another researcher	Data interpretation is appropriate but uses a limited number of correct methodologies; identifies no weaknesses in interpretation; Demonstrates a limited ability to articulate a critical response to theory in one's own work or that of another researcher	Data interpretation is inappropriate and/or uses incorrect methodology; identifies no weaknesses in interpretation; Demonstrates a lack of ability to articulate a critical response to theory in one's own work or that of another researcher		
6. **Innovation of thought:** Ability to draw reasoned conclusions from data analyses - PLO2, PLO4	Discussion is superior, accurate, and engaging; conclusions/summaries and recommendations appropriate and clearly based on outcomes.	Discussion is adequate, with few errors; Greater foundation needed from past work in area; conclusions/summary based on outcomes and appropriate; includes some appropriate recommendations.	Major topics or concepts inaccurately described; considerable relevant discussion missing; conclusions/summary not entirely supported by findings/outcomes.	Little discussion of project findings/outcomes; displays poor grasp of material; conclusions/ summary not supported by findings/outcomes.		

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	N/A	Score
7. **Impact of research on the field:** ability to situate the field of study and its relevance within the broader social, intellectual, and/or professional context; ability to articulate how advancing knowledge in the field contributes to the public good – PLO4, PLO5, PLO6	Thesis is very relevant or has importance/ authenticity to field and will make a significant contribution to field.	Thesis has fair relevance or significance/ authenticity to field and will make an adequate contribution to field.	Thesis has only moderate relevance or significance/authenticity to field and is unlikely to make a contribution to field.	Thesis or dissertation has little relevance or significance/authenticity to field and will not make a contribution to field.		
8. **Communicative fluency:** Ability to communicate effectively; effective organization of thesis; appropriate grammar and style; demonstrate knowledge of APA style - PLO4, PLO6	Communicates extremely effectively; highly effective organization of thesis; superior grammar and style; strong grasp of APA style	Communicates effectively; thesis effectively organized; adequate grammar and style; strong grasp of APA style	Marginally effective communication; one or more sections of thesis poorly organized; marginal grammar and style; poor grasp of APA style	Poor and ineffective communication; several sections of thesis poorly organized; poor grammar and style; little to no grasp of APA style		

PART II: Oral Defense						
9. **Communicative fluency:** Ability to organize and present an effective defense. Ability to communicate knowledge of the topic, research methods used, data analyses conducted, and meaning of results; ability to defend methods and results. Ability to develop slides or other material to present thesis – PLO 4, PLO6	Expertly defends research by providing clear and insightful answers to questions; uses effective presentation resources as a guide; gives detailed explanations, that are easily understood; maintains appropriate eye contact with the audience.	Competently defends research by providing helpful answers to questions; may occasionally manifest need for further reflection on minor points; uses presentation resources as a guide; is easily understood; maintains eye contact with the audience.	Marginally adequate in defending research; answers questions, but often with little insight; frequently shows a need for deeper reflection on minor points; relies too much on presentation and has difficulty speaking freely to the audience; is somewhat comfortable with the topic but not easily understood; has difficulty maintaining eye contact with the audience.	Does not adequately defend research; does not answer key questions; frequently shows a need for deeper reflection on vital points; reads the material from presentation to make the report and is clearly not comfortable with the topic.		
10. Additional Assessment Criterion:						

COMMENTS: _____

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