

MAPR

HANDBOOK OF THE MASTER OF ARTS, PSYCHOLOGICAL RESEARCH PROGRAM

2009-2010

Department of Psychology ♦ California State University, Long Beach

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I. INTRODUCTION

The Master of Arts program began in 1951 and has continued successfully since that time. The MA Psychological Research (MAPR) program has been built around a core of seminars in the traditional areas of psychology, including cognition, development, emotion and motivation, learning, perception, personality, physiology, research methods and social psychology. In addition, it has been distinguished by the requirement of a thesis research project.

Doctoral programs frequently prefer students with the training and experience provided by the MAPR program. More than half of the students completing the MAPR degree enter doctoral programs throughout the country. Of those graduates who elect not to pursue a doctoral degree, the majority hold positions that make use of their training in psychology. These include positions in community colleges, laboratories using physiological and behavioral research methodologies, social service agencies, business, industry and government.

The MAPR program seeks to provide an environment in which students learn the skills necessary to independently conceive, conduct and publish sound research in the psychological disciplines. The program is therefore designed to prepare students for doctoral level studies, college teaching, and a variety of other career paths which require a disciplined approach for success.

The intensive-training program is designed to provide students with:

- ◆ Knowledge: an in-depth examination of a selected group of core areas within Psychology, as chosen by the student
- ◆ Skills: experience in all phases of scientific investigation, and implementation of the skills necessary to make meaningful contributions to the field
- ◆ Immersion: students are expected to participate in and contribute to an atmosphere of scientific inquisitiveness and collegiality

A. Overview of the MA Psychological Research Program

B. Goals of the MAPR Program

II. GENERAL PROCEDURES

1. Orientation

After acceptance into the graduate program, students will be invited to attend an orientation session. The orientation session is held prior to the student's first semester in the program.

2. Registration

Prior to registration each semester, students will receive information from the University regarding registering for courses; instructions are listed in the Schedule of Classes. A tentative list of Psychology graduate level courses will be posted on the department web site as soon as available.

3. WPE

Every degree candidate must pass the Writing Proficiency Examination (WPE) to be certified proficient in written composition in English. It consists of a 75 minute essay. Students who meet/fulfill the WPE requirement during their baccalaureate degree program at CSULB or at another CSU campus are exempt from retaking the WPE as a graduate student. Confirmation from other CSUs is required. CSULB also recognizes scores of 4.0 or higher on the essay portions of both the GRE and GMAT. Graduate students should satisfy the WPE requirement *by the end of their first semester*. Instructions are on the CSULB web site: http://www.csulb.edu/divisions/students2/testing/test_information/wpe/

4. Advancement to Candidacy

Advancement to Candidacy is the filing of an approved Program (formal listing of required coursework on "Advancement to Candidacy" form) with the Graduate Advisor. This form will be forwarded to Enrollment Services and serves as the document used to perform the student's "grad check." After the student completes a minimum of 6 units towards fulfillment of the MAPR degree, and successfully fulfills the WPE requirement, the student should advance to candidacy. (This is usually at the beginning of the second semester in the program.) Program coursework listings are available from the Graduate Office and also appear on the last page of this handbook. MAPR students should make themselves familiar with their required coursework. Students should make an appointment to meet with the Graduate Advisor to complete the Advancement to Candidacy form. A student must be Advanced to Candidacy before the last semester of his or her coursework and prior to filing for a "grad check."

5. Grad Check

At least one year prior to graduation, the student must file a Petition to Graduate with the University. Students wishing to graduate in May or August should file between May 1 and October 15 of the previous year. Those wishing to graduate in December or January should file between December 1 and March 1 of the previous academic year. This process will inform and advise the student of progress made toward completing graduation requirements. Request to Graduate forms are available at Enrollment Services, BH-101. Complete instructions are in the Schedule of Classes.

6. GPAs

All students must maintain a minimum cumulative 3.0 GPA throughout the program. Students whose cumulative GPA falls below this level will be placed on academic probation (see CSULB Catalog for details). ***There is no "repeat/delete" for graduate students.*** A minimum 3.0 GPA in MAPR program coursework, as set by the Advancement to Candidacy procedure, is required to graduate.

Be sure to keep your mailing and email addresses current with the Psychology Graduate office, as well as Enrollment Services (via MyCSULB). Information will be disseminated via email and mailings, and also posted on the Grad office bulletin boards and the department web site: <http://www.csulb.edu/psychology>

Students are responsible for information covered through university publications, including the *Catalog* and *Schedule of Classes*. These publications cover such topics as plagiarism, GPA requirements, educational leave, academic probation and disqualification, registration instructions and deadlines, and much, much more. Both the CSULB *Catalog* and the *Schedule of Classes* are available on-line at www.csulb.edu, as well as hard copy from the university Bookstore. The MAPR program adheres to CSU Executive Order #970 (Student Conduct Procedures: <http://www.calstate.edu/eo/EO-970.html>).

Applicants must have a bachelor's degree with a major in psychology that includes the following courses (or a bachelor's degree with a major other than psychology and 24 units of upper division psychology courses that are substantially equivalent to those required for the baccalaureate degree at this university, including the following):

- (1) Intermediate statistics (equivalent to two semesters or three quarters of statistics)
- (2) Two from the following group: (Note that only one course may be counted from any one section to fulfill requirement)
 - Section 1: Sensation & Perception **or** Cognition **or** Psychology of Learning
 - Section 2: Psychology of Emotion **or** Psychology of Motivation
 - Section 3: Physiology of Behavior **or** Neuropsychology **or** Psychopharmacology **or** Psychophysiology
- (3) One of the following: Social Psychology **or** Personality **or** Child & Adolescent Development **or** Psychology of Adult Development & Aging

The prerequisite courses listed above are required in addition to the 30-unit graduate program. If not taken previously, these courses should be completed by the end of the first year of the graduate program. Unit credit will not be counted towards the Masters degree.

7. Communication

8. Student Responsibility

III. DEGREE REQUIREMENTS

A. Prerequisites for the MA Psychological Research Degree

B. Graduate Program Requirements

The MA Research is a 30-unit degree that includes the following:

(1) Required Courses

- One of the following:
 - PSY 511 Statistical Design & Analysis
 - PSY 512 Multivariate Statistical Analysis
- One of the following RESEARCH Courses: (these courses involve laboratory work)
 - PSY 518 Computer Applications
 - PSY 527 Human Factors
 - PSY 533 Cognition & Learning
 - PSY 541 Physiological Psychology
 - PSY 551 Social Psychology
 - PSY 556 Personality
- Four of the following SEMINAR Courses:
(696 plus three other MAPR Seminar courses listed below)
Three comprehensive exams are required: one in 696 and two in any other of the remaining Seminar courses.
 - PSY 631 Perception/Physiological Psychology
 - PSY 632 Learning
 - PSY 633 Perception/Attention
 - PSY 634 Cognition
 - PSY 637 Emotion & Motivation
 - PSY 651 Social Psychology
 - PSY 656 Personality
 - PSY 661 Developmental Psychology
 - PSY 678 Health and Behavior and Intervention
 - PSY 696 Research Methods in Psychology (**Required**)*
- Six units of Thesis (PSY 698)
- Six units of graduate-level work to total 30 units (i.e., additional statistics course, additional research course, additional seminar, other graduate level Psychology department courses with Graduate Advisor's approval; graduate-level courses in related fields outside Psychology with approval of the MAPR Program Committee).

(2) Comprehensive Examinations

Comprehensive examinations taken in three of the four required graduate seminars. (See section IV for details.)

(3) Thesis Requirements

Each student must complete an original thesis research project. As part of this process, each student must pass a preliminary oral examination on the thesis proposal and a final oral examination in defense of the completed thesis document. (See section V for details.)

(4) Attendance at Department Colloquia

Students must attend a minimum of 6 departmental colloquia during their graduate study at CSULB. Four colloquia **must be attended** before preliminary orals can be scheduled; all six prior to final orals. (See section VI for details.)

***Please note:** MAPR students will not be permitted to register for PSY 696 until the student's thesis chair is confirmed (see "MAPR Thesis Committee," page 6). Approval of PSY 696 registration and confirmation of student's thesis chair will be via the Graduate Advisor.

In order to ensure basic graduate education and breadth in the field, a core of courses is prescribed with some choice permitted. All students are required to take at least **four** graduate seminars; everyone is required to take PSY 696, Research Methods. The **remaining three** may be an individual choice from the following list:

- PSY 631 Seminar in Perception/Physiological Psychology
- PSY 632 Seminar in Learning
- PSY 633 Seminar in Perception/Attention
- PSY 634 Seminar in Cognition
- PSY 637 Seminar in Emotion & Motivation
- PSY 651 Seminar in Social Psychology
- PSY 656 Seminar in Personality
- PSY 661 Seminar in Developmental Psychology
- PSY 678 Seminar in Health and Behavior and Intervention

Of the four graduate seminars selected, three must be taken with a **Comprehensive Examination** component. One comp exam is required in PSY 696, Research Methods. The other two required comp exams may be taken in courses from the remaining 600-level MAPR seminars. In the fourth seminar, a regular final exam will be taken instead of a comprehensive exam. (You are limited to three comps -- please keep this in mind when choosing the courses in which to take your comprehensive exams.) Besides the customary seminar assignments, students may receive a reading list and study guide at the beginning of each core seminar to prepare for the comprehensive examination given at the end (grading scale provided below).

Faculty members will differ in their course expectations. However, it is not unusual nor unreasonable to expect students to read 100-150 pages of text/journal material per week. The reading leads to discussion, and intelligent discussion requires familiarity with the content.

IMPORTANT: The comprehensive examination is an important part of the graduate program. All students in a seminar class are expected to take the comprehensive examination at the officially announced time. ***Students in the seminar courses should not schedule other obligations during the week of final examinations.***

Also, final orals can only be scheduled the semester or summer session **after** successful completion of the three comprehensive exams specified on your MAPR program of studies.

Standardized Grading of Comprehensive Examinations 1/17/77:

The MAPR Committee requests that each question be graded on the following 7-point scale:

Score	Anchor	Equivalent (for contrib to seminar grade)
7	Excellent	A
6	Very Good	A
5	Good	A
4	Acceptable	B
3	Barely Acceptable	B
2	Unacceptable	C
1	Abysmal	C

HONORS: Average 5.6 and above

Pass: Average 3.3 or above and pass at least 2 questions with min. of 3.0

If a MAPR student fails two different courses' comprehensive exams, the student will be placed on Academic Probation; when a probationary student passes two subsequent comprehensive exams, he/she will be removed from probation. If a MAPR student fails three comprehensive exams (any combination of same/different courses and regardless of whether the student has previously been removed from probation), the student will be dismissed from the program.

IV. MA RESEARCH SEMINARS

Seminar Comprehensive Exam Grading Scale

Consequences of Failing Comprehensive Exams

V. THESIS

The thesis is the capstone event in the graduate student's educational experience. It allows the student to work relatively independently on a major project and to demonstrate his/her ability to utilize psychological knowledge and skills in planning, conducting and reporting research. An original empirical investigation is required for the thesis.

The Thesis includes the following five steps:

1. Proposal

Committees differ in what they require in the proposal, but in general they usually include Introduction and Methods sections, as well as a plan for statistical analysis. A proposal should specify clearly what you propose to do for your thesis so that you and your thesis committee can discuss the details and arrive at definite decisions and agreement. A proposal outline is available on-line via the *Psychology Thesis Guidelines* publication for guidance in organizing the proposal. Examples of past proposals are also available. The approved proposal is a contract between you and the department.

2. MAPR Thesis Committee

The student must formally *ask* three members to serve on his/her thesis committee. The committee serves to coordinate the thesis process, and to serve as a resource through all stages of the process. While the other members will provide assistance, the Thesis Chair will be the major contact point with the student and will oversee the other committee members' work with the student. The Thesis Chair will establish guidelines for the student and timetables to be followed to ensure completion of the thesis in a reasonable time. It becomes very important to ask a professor to chair your committee who has similar research interests and with whom you work well.

An MAPR thesis committee shall consist of at least two tenured/tenure-track faculty members from Psychology (including the Thesis Chair) and one other individual who holds at least a Masters degree.

If there are compelling academic reasons, a student may petition the MAPR Program Committee to approve a thesis committee that includes a tenure-track faculty member from Psychology, one of whom shall serve as the Thesis Chair, a tenure-track faculty member from another department or program and other individual(s) from the community who hold(s) at least a Masters degree.

The thesis committee *must be approved* by the department Graduate Advisor (as soon as formed) and the college Associate Dean.

3. Preliminary Orals

When the thesis committee believes your proposal is ready, you will schedule preliminary orals. This step involves getting your entire committee together at a meeting lasting approximately one hour. Here you will discuss the background, design (including the methodologies), planned analysis and expected outcomes of your thesis proposal. Any problems that can be foreseen in your methodology will be ironed out at this session. This step must be completed before actually implementing the project. Submit an orals announcement to your thesis chair as an email attachment, as well as a hard copy of your proposal draft to the Graduate Advisor, **one week prior** to the orals meeting. Instructions (with a visual example) for the preparation of the orals announcement are contained in the Graduate Office's *Psychology Thesis Guidelines*, and a Word template is available via the department web site.

After successfully passing preliminary orals, the student must file an application for approval (protocol) with the University Institutional Review Board (IRB) or the Animal Welfare Board (AWB), as appropriate. Additional approval is necessary if the PSY 100 subject pool is to be used. After gaining the approvals, the student may implement the project agreed upon. The IRB or AWB paperwork is downloadable from the Office of University Research's web site: <http://www.csulb.edu/divisions/aa/research/our/compliance/irb>

Once you have collected the data, you will analyze it and prepare the final thesis draft. This will include the Literature Review, Methods, Results, and Discussion sections. The student will schedule another one-hour meeting, where a formal presentation of the project will be made to the committee for the purpose of the thesis defense. Any revisions required by the committee must be formalized at this meeting. You should announce your final orals via your thesis chair (again, an email attachment) and submit a draft of your thesis to the Graduate Advisor **one week prior** to the final orals meeting.

If you are unsure about a project or about the format of the written materials, previous theses are available in the Graduate Advisor's office. A complete list of thesis guidelines is available via the department web site as well as a list of faculty areas of research interests and typists who may be contracted to prepare theses. The University Thesis Reviewer has prepared a handbook linked from its web site which should be viewed or downloaded prior to beginning your thesis.

The official Department Guidelines for Faculty/Student Responsibility for MA/MS theses are listed below.

It is recognized that both the faculty members on a thesis committee and the student have obligations related to the smooth conduct of the MA/MS process. To that end, it is expected that the following guidelines will be observed:

1. The committee should be given a minimum of **one week** to read and review the thesis proposal before the date of preliminary orals can be officially announced (minimum of two weeks before date of orals meeting). If a committee member cannot meet this deadline, she/he must inform the student and the Chair immediately and negotiate an alternative acceptable to all parties.
2. The proposal should contain the introduction, which includes a literature review, statement of the problem to be investigated and the methods and analyses to be used.
3. The distributed abstract for preliminary orals should contain a clear statement of the problem, methodology and planned analyses of the study.
4. The preliminary oral should review the proposal.
5. The preliminary oral signature page should contain the abstract, the format of the required analyses and a general statement regarding expected outcome(s) of the study.

4. IRB/AWB Approval

5. Final Orals

Thesis Guideline Publications

Guidelines for Faculty/Student Responsibility for MA/MS Theses

Preliminary Orals

1. It is the responsibility of the student to inform his/her faculty committee **during the first week of the semester** that she/he intends to submit a thesis during that semester.
2. It is the responsibility of faculty to inform their graduate students of plans to be on a leave of absence or sabbatical leave **as soon as those plans are known, and no later than the end of the semester prior to the period of absence**. A faculty member's "graduate students" are defined as all of those individuals for whom the faculty member has agreed to serve as either a **Thesis Chair** or a **committee member**.
3. It will be the responsibility of the Thesis Chair to see that the thesis draft for final orals contains all the required analyses and appropriate interpretations prior to distribution to the thesis committee.
4. The committee should be given a **minimum of two (2) weeks to read and review the thesis draft before the date of final orals is officially announced**. If a committee member cannot meet this deadline she/he must inform the student and the Thesis Chair **immediately** and negotiate an alternative acceptable to all parties.
5. The committee members should write and submit to the student their comments, suggestions, changes, etc., regarding the thesis draft so that the student may go over them with the committee Chair prior to orals. Any substantive changes required by committee members should be presented at this time. (Substantive changes will include any of the following: extensive new data analysis, extensive alternative data analysis or extensive alternative interpretations.) It is the student's responsibility to provide the committee members with a current draft of the thesis prior to final orals.
6. Committee members may make specific suggestions for changes in your thesis at your final oral meeting. Be sure you agree with and understand these suggestions, because you will have to make them before final approval is granted. However, do not hesitate to discuss fully any changes you don't understand or agree with.
7. Final orals should be primarily a review of the Results chapter and the Discussion chapter of the thesis.

The requirement of attendance at department colloquia is designed to expose students to examples of on-going scholarship, and to encourage community. Importantly, this provides opportunities for students and faculty to interact and to generate ideas for potential thesis or other research projects. Colloquia events will include time for informal discussions between faculty and students.

It is expected that the student will attend a minimum of two to three colloquia each semester, for a total of six. Students must have attended four colloquia before preliminary orals can be scheduled. All six colloquia must be attended before scheduling final orals.

A schedule of the current semester's colloquia series is posted on the department web site, flyers announcing individual colloquia are posted around the Psychology building, and email announcements are sent out periodically.

VI. DEPARTMENT COLLOQUIA

VII. FACILITIES

1. Computer Facilities

Department Computing Facilities:

Information regarding the computer facilities housed in the Psychology building may be found on the department web site: <http://karl.papubs.csulb.edu/cla/psychology/?p=fac/newman.html&dd=7&de=1>

Room 300:

Open to all students. Availability: Monday thru Thursday*

Workstations: 60 PC workstations running Windows.

Internet Access: Yes. These workstations can also access PsycINFO and other CD-ROM databases in the Library.

Software: MS Word

SPSS

SAS

Visual Basic

Support: Graduate students knowledgeable in statistical computing are frequently on duty.

* This room may be reserved for research projects with faculty approval.

Room 332:

Availability: This room is used for classes only.**

Workstations: 12 Pentium workstations

Internet Access: Yes

Software: MS Word

SPSS

SAS

Visual Basic

** This room may be reserved for research projects with faculty approval.

Campus Computing Facilities:

There are two open computer labs on campus, in the Steve and Nina Horn Center, north campus, and the first floor of the Main Library. These labs are open the same hours as the campus library. Information may be found at: <http://www.csulb.edu/library/guide/computing.html>

Internet Access:

Students can set up their own CSULB Internet account via the following web page: <https://www.csulb.edu/namemaster/cgi-bin/genacct-1.cgi>. With this account you can send and receive email, participate in online forums, access PsycINFO (through the campus library's web site) and public databases, and explore other areas of the Internet. There is no charge for this account. On-line instructions on how to set up your computer to access the Internet from home (dial-up), email instructions, and setting up your own CSULB hosted website are available:

http://www.csulb.edu/divisions/aa/academic_technology/thd/account/

For further information, visit the Academic Computing Services web site: http://www.csulb.edu/divisions/aa/academic_technology/thd/ or email them for assistance at helpdesk@csulb.edu Academic Computing Services' help desk phone number is 562-985-4959.

In order to assist the student in completing a thesis, the library has many services that can reduce research time, including access via the Internet.

- A. For psychology students, assistance with journals and other reference material is available at the Reference Desk on the first floor of the library. Students are encouraged to seek help and to inquire about the many abstracts that are available for their topic of interest.
- B. A student enrolled in PSY 698 (Thesis) may check out books for a semester at a time, rather than the usual three-week period. To check materials out for this extended time, a card may be obtained in the library. This card must be signed by the Graduate Advisor (obtain the card, complete and bring to the Advisor's office for signature).
- C. Many research databases are available via the Internet for CSULB students, including PsycINFO, PsycArticles and Tests in Print. To access on and off campus, you will need to set up a Library Account, complete with password:
<https://coast.library.csulb.edu/patroninfo>
Electronic journals may be accessed via this web address:
<http://www.csulb.edu/library/eref/psychology.html>

Sharing of resources and information is an important part of the graduate student experience. A lounge is available for use in Psy Room 314.

The Psychology Assessment Materials (PAM) Center has numerous standardized tests available for student research. Students must obtain the signature of the faculty member supervising the research. Signature request cards are available at the Assessment Materials Center (Psy Room 204).

Information on PhD programs, as well as other materials on the subject of graduate school, is available in the Graduate Resource and the Career Resources rooms of the Peer Advising Office (Psy Room 206). Visit their web site for hours: www.csulb.edu/~psyugadv

University Student Services are available in such areas as academic advising, personal and health counseling, and financial assistance.

2. Library Facilities

3. Student Lounge

4. Psychology Assessment Materials (PAM)

5. Graduate Resource Room

6. Student Services

XIII. GRADUATE ASSISTANT POSITIONS

Application

Students interested in serving as a Graduate Assistant (GA) should submit a GA application to the Graduate Advisor. A new application is required each semester. Positions are open until filled. Review of applications will begin early summer for the Fall semester and late fall for the Spring semester. Applications are available via the web site and from the Graduate Advisor's Office, and should be submitted to the Graduate Advisor's Office by the announced deadline.

Types of GA Jobs

Each year the department of Psychology hires approximately 9-13 graduate assistants to perform various activities. The assignments are usually 10 hours per week for 17 weeks in the Fall and 17 weeks in the Spring. Most GA assignments fall into two major categories. Some assignments are to assist with the introductory research methods course (PSY 220). This involves preparing materials, grading papers and assisting students. Other GA assignments support introductory and intermediate statistics courses (PSY 210, 310). These assignments generally involve grading papers, assisting students during the assigned lab time of the course and helping students with various statistical software packages. The statistics GA positions may also involve providing support for the department computer lab. Other positions include support for the PSY 301 course, 314 and seasonal courses (fall or spring only) such as 427/527 and 456/556.

Benefits of a GA Position

- Financial: If appointed for 10 hours of work each week, for two semesters, a first year GA receives approximately \$5500 per year.
- Educational: By teaching, GAs can further develop their own psychological skills (teaching and research).
- Experiential: Working closely with a faculty member can add to a GA's knowledge and experience.
- Convenience: Having a job on campus can save travel time and study time.

IX. DEPARTMENT AND COLLEGE AWARDS

The College of Liberal Arts presents the following awards each Spring to outstanding Master's students: 1) **Graduate Dean's List of University Scholars and Artists**, 2) **Best Thesis Award for the College of Liberal Arts**. Graduating masters students are selected by faculty committee members through an application process to represent the department in competition for these two awards. The Psychology department awards the **Gilbert J. Padilla Memorial Award**, the **Outstanding Master's Students in Psychology Award** and the **J. Robert Newman Scholarship**.

Graduate Dean's List

Early in the Spring semester, the Graduate Advisor distributes to department faculty a memo requesting nominations for the Graduate Dean's List, on which the College selection criteria are listed. The memo contains a list of students who graduated the previous Fall and Summer semesters and a list of those students who have completed preliminary and/or final orals. Faculty are instructed to only nominate students from the second list who *have graduated* or *will graduate* the current Spring or upcoming Summer semester.

When nominations are received by the Graduate Office, the students' GPAs are checked for eligibility (3.75 min.). The eligible students are then mailed a letter informing them of their nomination and the identity of the faculty person that nominated them. The students are instructed to inform the Graduate Office if they wish to pursue the award. If so, they must secure two (2) letters of recommendation from faculty, return the completed application and supply any additional materials that might support their nomination.

The Psychology department's Graduate Committee, consisting of three faculty persons (one from each of our three graduate programs), reviews all the application material submitted. The students are then rank-ordered and the top 2 nominees are forwarded to the College of Liberal Arts. The number of awardees from each college is limited to one percent of the students pursuing a master's degree. Seven awards were given by the College of Liberal Arts during the 2009 Commencement.

The #1-ranked Psychology Graduate Dean's List nominee receives the **Gilbert J. Padilla Memorial Award**.

**Gilbert J. Padilla
Memorial Award**

Psychology students who are nominated but not selected by the College for the Graduate Dean's List receive the **Outstanding Master's Graduate Award for the Department of Psychology**.

**Outstanding Master's
Graduate Award**

At the time of final orals, the student's thesis committee may recommend a thesis for the Best Thesis Award. Just prior to the award's deadline, these rankings are reviewed by the Graduate Advisor and the high-ranked theses are selected. The Graduate Committee reviews them and selects one thesis to represent the Psychology Department, which is forwarded to the College for consideration of **Best Thesis Award** (one is awarded per each College of Liberal Arts commencement ceremony).

Best Thesis Award

The MAPR and the MSIO committees may each select one outstanding incoming student as a **J. Robert Newman Scholar**. Selected eligible recipients receive up to \$1750/semester, for a maximum of four semesters.

**J. Robert Newman
Scholarship**

Scholarships up to the amount of \$2050 will be awarded every semester, with the total number of scholarships awarded each semester to be determined by the number of qualified students and the availability of funds provided by the **Boeing Co. University Relations Human Factors Graduate Scholarship Award** program. Students may apply and earn the award for more than one semester. Applications are available via the department web site.

**Boeing Co. University
Relations
Human Factors
Graduate Scholarship**

Information on the CSULB Annual Student Research Competition may be found at: <http://www.csulb.edu/divisions/aa/projects/grad/research/index.html>. MAPR students have done well in the past, including first place in 2009 (Social & Behavioral Sciences category).

**CSULB Annual Student
Research Competition**

**X. DESCRIPTION
OF PROGRAM
GRADUATE
COURSES**

511. Statistical Design and Analysis of Experiments (3)
Prerequisites: PSY 310 or consent of instructor.
Focuses on the logic, application, and interpretation of analysis of variance (ANOVA) models in addition to other statistical procedures. Various issues of research design and experimentation are also covered. (Lecture 3 hours.)
512. Multivariate Statistical Analysis (3)
Prerequisite: PSY 310 consent of instructor.
Covers logic, application, and limitations of multivariate (multiple independent and dependent variables) statistics. Topics may include multivariate analysis of variance, single and multiple correlation/regression, logistic regression, factor analysis, and path analysis. (Lecture 3 hours.)
518. Computer Applications in Psychology (3)
Prerequisites: PSY 310 or consent of instructor.
Foundations of computer technology and its application to psychology. Emphasis on real-time control by digital computers in psychological research and applications.
(Lecture 2 hrs, Lab 3 hrs.)
527. Human Factors (3)
Prerequisites: PSY 310 and two of the following: PSY 331, 332 or 333. Systematic application of psychological principles to the design of person-machine systems. Emphasis in the laboratory on the development of skills required of human factors psychologists. These skills will include systems analysis, cognitive task analysis, rapid prototyping and usability testing. (Lecture 2 hrs, Lab 3 hrs.)
533. Research in Cognition and Learning (3)
Prerequisites: PSY 200; 310; and 331 *or* 332 *or* 333.
Research methods in cognition, learning and perception.
Laboratory includes experiments on selected topics.
(Lecture 2 hrs, Lab 3 hrs.)
541. Research in Physiological Psychology (3)
Prerequisites: PSY 200; 310; and 341.
Research methods in psychobiology. Includes fundamentals of neuroanatomy, surgical procedures for stimulation, lesioning and recording, pharmacological procedures used in neuropsychological research.
(Lecture 2 hrs, Lab 3 hrs.)
551. Research in Social Psychology (3)
Prerequisites: PSY 200; 310; 351; or consent of instructor.
Research methods and problems in social psychology.
(Lecture 2 hrs, Lab 3 hrs.)
556. Research in Personality (3)
Prerequisites: PSY 200; 310; 356; or consent of instructor.
Examination of common research methods, especially as they apply to particular theoretical personality paradigms.
(Lecture 2 hrs, Lab 3 hrs.)
631. Seminar in Perception and Physiological Psychology (3)
Prerequisites: PSY 331 or 340 or 341 or 342 or consent of instructor; consent of graduate advisor.
Critical examination of selected topics in perception, information processing and neurophysiological correlates of behavior. Student emphasis on either perception or physiological psychology.
632. Seminar in Learning (3)
Prerequisites: PSY 333 or consent of instructor; consent of graduate advisor.
Advanced consideration of selected topics in learning.

633. Seminar in Perception and Attention (3)
Prerequisites: PSY 331 or 332 or consent of instructor; consent of graduate advisor.
Examination of methods, theories, and experimental evidence in selected topics from the areas of sensation, perception, and attention.
634. Seminar in Cognition (3)
Prerequisites: PSY 332 or 333 or consent of instructor; consent of graduate advisor.
Examination of method, theory and experimental evidence in selected topics from the area of cognition.
637. Seminar in Emotion and Motivation (3)
Prerequisites: PSY 336 or consent of instructor; consent of graduate advisor.
Advanced consideration of selected topics in animal and human motivation and emotion.
651. Seminar in Social Psychology (3)
Prerequisites: PSY 351 or consent of instructor; consent of graduate advisor.
Critical examination of interpersonal relations, social influence, group membership and influence, and intergroup relations.
656. Seminar in Personality (3)
Prerequisites: PSY 356 or consent of instructor; consent of graduate advisor.
Theories of personality structure, dynamics, and development. Critical examination of research deriving from different theoretical approaches.
661. Seminar in Developmental Psychology (3)
Prerequisites: PSY 361 or consent of instructor; consent of graduate advisor.
Consideration of theoretical and methodological issues in life span developmental psychology. Critical examination of research on selected topics, including development of physiological function, intelligence, language, learning processes, sensory processes, perception, personality and social behavior.
678. Seminar in Health and Behavior and Intervention
Prerequisites: PSY 310 or consent of instructor, consent of graduate advisor.
Overview of health psychology and health promotion field. Students learn background of psychology's role in health professions, health behavior theory and health intervention design and evaluation. Analysis of individual, contextual, structural and cultural factors impacting health and health intervention.
696. Research Methods (3)
Prerequisites: PSY 411/511 or 412/512, consent of graduate advisor.
Preparation and completion of thesis proposal for preliminary oral examination. Power calculations, research methods, and statistical concepts and procedures. Ethics, human subjects protection and responsible conduct of research. Includes the required comprehensive examination for MA Research students.
698. Thesis (1 – 6)
Prerequisites: Advancement to candidacy, consent of Graduate Advisor. Planning, preparation and completion of a thesis in psychology. Must be repeated for a total of 6 units of credit.

PREREQUISITES FOR THE MA-RESEARCH OPTION DEGREE

The following prerequisite courses are required in addition to the 30-unit graduate program. If not taken previously, these courses should be completed by the end of the first year of the graduate program. Unit credit will not be counted towards the Masters degree.

COURSE	TITLE	OR EQUIVALENT (No., Title, School)	COMPLETED		TO BE TAKEN Sem/Yr
			Grade	Year	
310	Intermediate Statistics				

Two from the Following Group: Note that only one course may be counted per section to fulfill requirement.

Section 1:

331	Sensation & Perception				
332	Cognition				
333	Psy of Learning				

Section 2:

336	Psy of Emotion				
337	Psy of Motivation				

Section 3:

340	Physiology of Behavior				
341	Neuropsychology				
342	Psychopharmacology				

One From the Following Group:

351	Social Psychology				
356	Personality				
361	Child & Adolescent Dev				
365	Psy of Adult Dev & Aging				

**MASTER OF ARTS, PSYCHOLOGICAL RESEARCH PROGRAM
GRADUATE PROGRAM REQUIREMENTS - PROGRAM YEAR BEGINNING 2004/2005**

Graduate Students are required to complete a minimum of 30 units of graduate-level courses (500/600) which include the following:

COURSE	TITLE	OR EQUIVALENT (NO., TITLE, SCHOOL)	UNIT CREDIT	COMPLETED		TO BE TAKEN Sem/Yr
				Grade	Sem/Yr	
ONE of the following:						
511	Statistical Design & Analysis					
512	Multivariate Statistical Analysis					
ONE of the following six RESEARCH courses: (These courses involve laboratory work)						
518	Computer Applications					
527	Human Factors					
533	Cognition & Learning					
541	Physiological Psychology					
551	Social Psychology					
556	Personality					
FOUR of the following SEMINAR Courses: 696 plus three additional seminars. Three comprehensive exams are required: one in 696, and the other two from the remaining seminars.						
696	Research Methods in Psych					
631	Physiological Psych					
632	Learning					
633	Perception					
634	Cognition					
637	Emotion & Motivation					
651	Social					
656	Personality					
661	Developmental					
678	Health, Behavior & Intervention					
Six units of Thesis (PSY 698)						
698	Thesis		6			
Electives to complete 30 units: 6 units may be in related fields outside Psychology with approval of the Graduate Coordinator and MAPR committee. Limit of 3 units of Directed Research (PSY 697).						
TOTAL UNITS			30			