

# *MAPR*

HANDBOOK OF THE MASTER OF ARTS IN PSYCHOLOGY,  
OPTION IN PSYCHOLOGICAL RESEARCH PROGRAM

*2017-2018*

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## I. INTRODUCTION

### A. Overview of the MA in Psychology, Option in Psychological Research Program

The Master of Arts program began in 1951 and has continued successfully since that time. The MA in Psychology, Option in Psychological Research (MAPR) program has been built around a core of seminars in the traditional areas of psychology, including clinical, cognition, development, learning, perception, personality, physiology, research methods and social psychology, and more recently health 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.

### B. Goals of the MAPR Program

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

### C. MAPR Program Student Learning Outcomes

#### Knowledge base in Psychological Research

*By the time of completion of the MAPR degree, students will demonstrate that they can:*

Summarize and critique the psychology literature including core theories, particularly within their chosen area of specialization.

#### Research Design and Methods

*By the time of completion of the MAPR degree, students will demonstrate that they can:*

Demonstrate their understanding and ability to implement basic and applied research designs used to address psychological issues.

#### Statistics

*By the time of completion of the MAPR degree, students will demonstrate that they can:*

Demonstrate knowledge of the range of analytic techniques that are used in psychology.

#### Communication

*By the time of completion of the MAPR degree, students will demonstrate that they can:*

Communicate both orally and in writing at a level that is appropriate for professionals in their chosen area of specialization.

## II. GENERAL PROCEDURES

Students interested in pursuing a MAPR degree must apply to the Psychology Department as well as the University.

### 1. Orientation

After acceptance into the graduate program, students will be invited to attend an orientation session. This meeting is held prior to the student's first semester in the program. Students will be introduced to members of the program faculty. Coursework and other program requirements and opportunities will be discussed.

### 2. Registration

Prior to registration each semester, students will receive information from the University regarding registering for courses; instructions are provided via the student's MyCSULB account. A tentative list of Psychology graduate level courses will be posted on the department web site as soon as available.

### 3. Graduation Writing Assessment Requirement (GWAR) and the Writing Proficiency Exam (WPE)

Graduate students are required to satisfy the GWAR requirement, which must be completed before advancement to candidacy. *Students who have previously (1) received a degree from an accredited college or university in the United States; or (2) received a degree from an accredited non-US institution located in a country where English is a primary language of communication; or (3) attained an appropriate score on the analytical writing component of an approved test are exempt from the writing assessment test.* Students who are exempt will have this noted on their records at the time of admission beginning Fall 2013. Additional information may be found on the following web page: [http://web.csulb.edu/divisions/aa/catalog/current/graduate\\_information/gwar\\_graduate.html](http://web.csulb.edu/divisions/aa/catalog/current/graduate_information/gwar_graduate.html)

### 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 is 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 GWAR requirement, the student should advance to candidacy. (This usually happens during the second semester in the program.) Program coursework requirements are available via the department web site and Graduate Office, and also appear on the last page of this handbook. MAPR students should make themselves familiar with their required coursework. The Graduate Advisor will schedule Advancement to Candidacy workshops throughout the academic year. A student must be advanced to candidacy before the last semester of his or her program coursework and prior to filing for a "grad check" (AKA "Request to Graduate"). CSULB requires master's students to meet with their Graduate Advisor in person to complete this important step towards Candidacy.

### 5. Grad Check AKA Request to Graduate

At least one semester prior to the last semester of regular coursework, the student is required to file a graduation check ("grad check") through the University (officially referred to as the Request to Graduate). This process will inform and advise the student of progress made toward completing his or her graduation requirements. Please note that the GWAR requirement must be fulfilled before a grad check can be requested.

### 6. GPA Requirements

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 online 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 student's Advancement to Candidacy, is also required to graduate. Note: Lower Division coursework is not included in the Cumulative GPA of a graduate student.

## 7. Seven Year Rule

All requirements of the degree, including thesis, must be completed within seven years of the date of the student's first program course.

## 8. Communication

Be sure to continually update and keep the Psychology Graduate Office, as well as Enrollment Services (via your MyCSULB account), informed of your current email and home address. Important program information will be disseminated via email and mailing, and also posted on the department web site ([www.csulb.edu/psychology](http://www.csulb.edu/psychology)).

## 9. Student Responsibility

Students are responsible for information covered through university publications, including the Catalog. These publications cover such topics as plagiarism, GPA requirements, educational leave, academic/administrative probation and disqualification, registration instructions and deadline, and much, much more. The CSULB Catalog is available on-line at <http://web.csulb.edu/divisions/aa/catalog/>. The MAPR program adheres to CSU Executive Order #970 (Student Conduct Procedures: [www.calstate.edu/eo/EO-970.html](http://www.calstate.edu/eo/EO-970.html)).

### III. MAPR DEGREE PREREQUISITES AND REQUIREMENTS

#### A. Prerequisites for the MA in Psychology, Option in Psychological Research Degree

Applicants must have a bachelor's degree with a major in Psychology OR a bachelor's degree in another field of study, 24 upper division semester units of Psychology, and the equivalency of four CSULB lower division courses (General Psychology, Introductory Statistics, Research Methods, and Psychobiology):

1. Intermediate Statistics (equivalent to two semesters or three quarters of sequential statistics).
2. Two from the following group: (Note that only one course may be counted from any one section to fulfill this requirement)
  - Section 1: Sensation & Perception **or** Human Cognition **or** Psychology of Learning
  - Section 2: Psychology of Emotion/Motivation **or** Psychology of Happiness **or** Health Psychology **or** Psychology of Stress
  - 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 **or** Developmental Psychopathology

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 Master's degree.

## B. Graduate Program Requirements

The MAPR program is a 30-unit degree that includes the following:

### 1. Required Courses

- One of the following **ADVANCED STATISTICS** Courses:
  - PSY 511 Statistical Design & Analysis
  - PSY 512 Multivariate Statistical Analysis
- The following **PROSEMINAR** course (to be taken during the first semester of the program)
  - PSY 596 Proseminar on Graduate Research
- Four of the following **SEMINAR** Courses:  
(PSY 696 plus three other MAPR Seminar courses listed below)
  - PSY 631 Perception/Physiological Psychology
  - PSY 632 Learning
  - PSY 633 Perception/Attention
  - PSY 634 Cognition
  - PSY 635 Situation Awareness
  - PSY 651 Social Psychology
  - PSY 656 Personality
  - PSY 661 Developmental Psychology
  - PSY 673 Clinical Psychology (tentative title and course name)
  - PSY 678 Health Psychology
  - 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., research course, additional statistic 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. 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.)

### 3. 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 698 until the student's thesis chair is confirmed (see "MAPR Thesis Committee," page 5). Approval of PSY 698 registration and confirmation of student's thesis chair will be via the Graduate Advisor.

## IV. MA RESEARCH SEMINARS

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; all MAPR students are required to take PSY 696 - Research Methods. The **remaining three** may be an individual choice from the following list (dependent upon availability):

PSY 631	Sem in Perception & Physiological Psychology	PSY 651	Sem in Social Psychology
PSY 632	Sem in Learning	PSY 656	Sem in Personality
PSY 633	Sem in Perception & Attention	PSY 661	Sem in Developmental Psychology
PSY 634	Sem in Cognition	PSY 673	Sem in Clinical Psychology
PSY 635	Sem on Situation Awareness	PSY 678	Sem in Health & Behavior & Intervention

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.

## 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 the student's ability to utilize psychological knowledge and skills in planning, conducting and reporting research. Please refer to the *Psychology Thesis Guidelines* (available via the department web site) for the official Department Guidelines for Faculty/Student Responsibility for MA/MS Thesis.

The thesis generally includes the following steps (detailed via the *Psychology Thesis Guidelines* publication):

### 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 available for checkout from the Graduate Office. 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 her/his 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 Master's degree. If there are compelling reasons, a student may petition the MAPR Program Committee to approve a thesis committee that includes a tenure-track faculty member from Psychology, who shall serve as the Thesis Chair, a tenure-track faculty member from another CSULB department or program and other individual(s) from the community or university who hold(s) at least a Master's degree. All thesis committee members must participate in both preliminary and final orals. The Thesis Chair and the student must be physically present.

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

### 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 online Graduate Office's *Psychology Thesis Guidelines*, and a Word template is available via the department web site.

### 4. IRB/AWB Approval

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 approval(s), the student may implement the project agreed upon. The IRB or AWB application is to be filed online; instructions are provided on the Office of University Research's web site: [web.csulb.edu/divisions/aa/research/forms/](http://web.csulb.edu/divisions/aa/research/forms/)

### 5. Final Orals

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, as an email attachment) **one week prior** to the final orals meeting.

## 6. Thesis Guidelines Publications

If you are unsure about a project, previous theses are available via an online database (link on department and Thesis Office's web sites). 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 manuscripts. The University Thesis Reviewer has prepared guidelines linked from its web site which should be viewed or downloaded prior to beginning your thesis. This publication, referred to as the *University's Style and Format Guidelines*, has been updated beginning Fall 2016, and is to be used for current formatting requirements, per university requirements. Students are encouraged to familiarize themselves closely with these guidelines. Additional advisory information is available on the thesis office's web site.

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

### Guidelines for Faculty/Student Responsibility for MA/MS Theses

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:

#### *Preliminary Orals*

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, he/she 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 (provided to the Thesis Chair by the Graduate Advisor) should contain the abstract, the format of the required analyses and a general statement regarding expected outcome(s) of the study.

#### *Final 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 his deadline he/she 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 thesis 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.

## VI. DEPARTMENT COLLOQUIA

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 may be posted on the department web site, flyers announcing individual colloquium are posted around the Psychology building, and email announcements are sent out periodically.

Additional MAPR approved opportunities for Colloquium credit outside of our department may present themselves - these will be announced by the Graduate Advisor via emails. (APA, WPA and SPSP Conferences are automatically approved, as well as the CSULB Human Factors and Ergonomic Society Student Chapter's annual Conference in March.) Students may ask the MAPR Committee (through the Graduate Advisor) for Colloquium credit approval for having attended professional conferences or other institutions' colloquium (such as UCLA). Approved attendances are for individual presentations or panels, but not poster presentations, that discuss research done in the area of Psychology.

### Colloquium Attendance Log

Date Attended	Presenter	Title or Topic of Presentation
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

## 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: [www.cla.csulb.edu/departments/psychology/newman-lab/](http://www.cla.csulb.edu/departments/psychology/newman-lab/)

#### *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 (the Spidell Technology Center). These labs are open the same hours as the campus library. Information may be found at: [web.csulb.edu/library/guide/computing.html](http://web.csulb.edu/library/guide/computing.html)

#### *CSULB Email and Library Accounts*

Students can check on their own CSULB “BeachMail” email account and access additional information about BeachMail via the following web page: [http://web.csulb.edu/divisions/aa/academic\\_technology/thd/email/beachmail/](http://web.csulb.edu/divisions/aa/academic_technology/thd/email/beachmail/)

To use PsycINFO and other databases from offsite you must set up a Library account via the following web page: <https://coast.library.csulb.edu/patroninfo> You can also renew books (before they are overdue), and request materials not available in the CSULB Library through Interlibrary Services (ILLiad at the Beach).

### 2. Library Facilities

In order to assist graduate students, the library has many services that can maximize your success in conducting research.

- A. For psychology students, assistance with journals and other reference material is available at the Research Desk on the first floor of the library, adjacent to the Spidell Technology Center, and also on-line: <https://www.csulb.edu/university-library/help-research>. Students are encouraged to seek help and to inquire about the abstracts that are available for their topic of interest.
- B. Students may check out books for 16 weeks, media materials for 30 days. Books may not be renewed.
- C. Many research databases are available via the Internet for CSULB students, including PsycINFO, PsycARTICLES, and PsycTESTS. Electronic journals may be accessed via these web addresses:  
<http://csulb.libguides.com/c.php?g=39125&p=249383>  
<http://csulb.libguides.com/databasesbytopic>

### 3. Department Student Study Center

Sharing of resources and information is an important part of the graduate student experience. The department’s Student Study Center is located in room Psy 314.

### 4. Psychology Assessment Materials (PAM)

The Psychology Assessment Materials (PAM) Center (located in room Psy 204) has personality inventory tests available for graduate student research. Students can review these tests (if interested in proprietary tests) before purchasing them directly from the test publishers, or borrow them for research use (if interested in non-proprietary measurement scales). The current list of test materials and loan authorization forms are posted outside of room Psy 204. Students must obtain the signature of the faculty member supervising the research on their loan form.

### 5. Student Services

University Student Services are available in such areas as:

Academic advising through the Disabled Student Services Office: [web.csulb.edu/divisions/students/dss/](http://web.csulb.edu/divisions/students/dss/)

Personal and health counseling through:

Counseling and Psychological Services (CAPS) Office: [web.csulb.edu/divisions/students/caps](http://web.csulb.edu/divisions/students/caps)

Community Clinic for Counseling and Educational Services: [www.ced.csulb.edu/clinic](http://www.ced.csulb.edu/clinic)

Financial assistance via the Office of Financial Aid: [web.csulb.edu/depts/enrollment/financial\\_aid/](http://web.csulb.edu/depts/enrollment/financial_aid/)

Graduate Studies Resource Center, Library rm 504: [www.csulb.edu/graduate-studies-resource-center](http://www.csulb.edu/graduate-studies-resource-center)

### 6. Graduate/Career Resources Rooms

Information on PhD programs, as well as other materials on the subject of graduate school, is available in the Graduate Resources and the Career Resources rooms of the Psychology Resource Office (room Psy 206). Visit their web site for hours: <http://www.cla.csulb.edu/departments/psychology/pro/>

## VIII. 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 department web site and must be submitted by the announced deadline:  
<http://www.cla.csulb.edu/departments/psychology/graduate-students/graduate-newsletter/#GAs>

### Types of GA Jobs

Each semester the department of Psychology hires approximately 10-13 graduate assistants to perform various activities. The assignments are usually 10 hours per week for 17 weeks for the appropriate semester. 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 110, 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. Both research methods and statistics GA positions may also involve providing support for the department computer lab, and all GAs may assist with the Student Study Center. Other positions include support for the PSY 301 course, 314 and other 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 \$5800 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**, and 2) **Best Thesis Award for the College of Liberal Arts**, through a competitive process. The Psychology department awards the **Gilbert J. Padilla Memorial Award**, the **Psychology Distinguished Graduate Students** and the **J. Robert Newman Scholarship**. (See below for award descriptions.)

### 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 Winter 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 during** the current Spring or upcoming Summer semester.

When nominations are received by the Graduate Advisor, the students' GPAs are checked for eligibility (3.50 min.). The eligible students are then emailed a letter informing them of their nomination and the identity of the faculty member(s) that nominated them. The students are instructed to inform the Graduate Advisor 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 members (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 2017 Commencement.

### Gilbert J. Padilla Memorial Award

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

### Distinguished Graduate Students Award

Psychology students who are nominated for the Graduate Dean's List will also receive the **Outstanding Master's Graduate Award for the Department of Psychology**.

### Best Thesis Award

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

### J. Robert Newman Scholarship

The MA/MS program committees each may select one to two outstanding incoming student(s) as a J. Robert Newman Scholar. Depending upon the program, selected eligible recipients receive up to \$1000/semester, for a maximum of four semesters, when funding allows.

### CSULB Annual Student Research Competition

Information on the CSULB Annual Student Research Competition may be found at: <http://web.csulb.edu/divisions/aa/research/students/competition/index.html> Psychology students have done well in the past, including first place in 2016 (Behavioral & Social Sciences Category).

## X. PROFESSIONAL ORGANIZATIONS

Former students have found that joining a professional organization can be beneficial. Many of them offer student membership discounts, which can include a subscription to their journal at no additional cost.

Western Psychological Association (WPA)  
[www.westernpsych.org](http://www.westernpsych.org)

Society for Psychophysiological Research (SPR)  
<http://sprweb.org/>

American Psychological Association (APA)  
[www.apa.org](http://www.apa.org)

The Association of Black Psychologists (ABPsi)  
<http://www.abpsi.org/>

Association for Psychological Science (APS)  
[www.psychologicalscience.org](http://www.psychologicalscience.org)

National Latina/o Psychological Association (NLPA)  
<http://www.nlpa.ws/>

List of additional Psychology Professional Organizations  
<http://www.psychology.org/links/Organizations/Associations/>

## XI. EMPLOYMENT OPPORTUNITIES FOR THE MAPR GRADUATE

Upon completion of the MAPR program, a student may continue graduate study to pursue a PhD in several psychology-related areas - OR may find a job in industry.

Examples of Organizations Employing MA-Psychological Research Alumni, and/or positions held:

Boeing	Institutional Research, Santa Monica College
XEROX, Inc.	Professor, Rio Hondo College
IBM	Medical doctor
Hewlett Packard	Attorney
Health Scientist at Veterans Health Administration	WestEd
UCLA Integrated Substance Abuse Programs	eBay
Service Chief at Orange County Health Care Agency	Lecturer, Univ of New So Wales
Clovis Unified School District	Doctor of Jurisprudence
Mt. Diablo Unified School District	Professor, CSU
Instructor, UC Davis and CSU Sacramento	Research Manager, Arizona Supreme Court

## XII. SAMPLE OF PHD PROGRAMS SUCCESSFULLY APPLIED TO BY MAPR STUDENTS

UCI - Interdept Neuroscience	ASU - Social
USC - Higher Education Administration	UCLA - Applied Linguistics
Michigan State Univ - Ecological Community Psychology	Univ of Kansas - Social
Steinhardt Sch of Culture, Ed, & Human Dev - Counseling Psych	UC Merced - Experimental Psych
Univ of Arizona - Evolutionary Psych	SUNY Stonybrook - Social Psych
Univ of Illinois at Urbana-Champaign - Educational Psych	UC Boulder - Behavioral Genetics
Georgia Tech - Cognitive Psych (Cognitive aging emphasis)	UCLA - Quantitative
John Hopkins Univ - Epidemiology	USC - Cognitive Neuroscience
UC Riverside - Developmental Psychology	Florida Atlantic - Evolutionary
Oxford - Experimental Psychology (multisensory perception)	Cornell - Neuro
Florida State Univ - Child Dev/Child Care and Public Policy	UC Santa Barbara - Clinical

## XIII. SOME RECENT THESIS TITLES OF MAPR STUDENTS

*A Psychometric Analysis of the Compulsive Sexual Behavior Inventory  
Schizotypal Personality Disorder, Angry Rumination, and Criminal Activity  
Exploring the Benefits of Restudying: Metacognitive Judgments During Massed Versus Spaced Study Sessions  
The Effect of Prior Practice on the SRC Effect in a Mixed Mapping Environment  
Effects of Body Image on Maternal Depression and Cortisol Levels during Pregnancy  
The Effects of Psychological Stress on Physical Health Over Time  
Parent-Child Acculturation Gaps, Family Conflict, and Child Psychological Distress in Mexican Immigrant Families  
Differential Effects of Nicotine on Prospective Memory, Sustained Attention, and Working Memory  
The Impact of Power Restoration and Narcissism on Aggression  
Injury-Induced Cell Proliferation in Brain Repair and Recovery of Function  
Exploratory Analysis of Psychosocial Influences on Well-Being Among Military Spouses*

## **XIV. MAPR Program Expectations**

The Master of Arts, Psychological Research (MAPR) program provides master's students in psychology, who are headed for academic and research careers, with research experience and both additional coursework and mentorship during a crucial transitional period in their professional development. Given the current state of the field, a master's degree is often essential to successfully enter academic and research positions. Thus, the MAPR program is designed to provide basic graduate education in the content areas and research of general psychology in order to prepare for doctoral work or for master's level careers. It is a two year, full-time program.

### Responsibility & Roles as a MAPR Graduate Student

Graduate students often have the challenge of managing four environments during their tenure in the program: their courses/seminars, the research experience they are learning in their research mentor's lab, any teaching assistantship responsibilities for those students who pursue those training opportunities, and preparing their materials for a doctoral-level graduate program or research position. At the same time, the researcher-in-training is undergoing a change of identity from student to masters-level professional.

### Research Expectations

The MAPR program places a heavy emphasis on research. Our intent is to help graduate students obtain the research momentum needed to facilitate successful entry into doctoral programs or master's level careers. We require students carefully select faculty that best fit their goals as part of the application procedure in order to facilitate the student being paired with a faculty member that can serve as the student's research mentor during the two years with us. By becoming familiar with the mentor's work and research methods during the first year, it is possible to begin an empirical research project which can serve as the student's master's thesis and be completed during the second year. Completing the thesis in a timely manner is heavily emphasized in order to help our students be competitive applicants for doctoral programs, or master's level job positions, during the second year of the program.

We provide the Recommended Timeline for MAPR graduate students (Page 13) to make explicit our expectations and recommendations to prospective students. Only a proportion of students will achieve all the illustrated milestones on time, but we hope that having a clear view of the two-year MAPR goals will increase the proportion of students who come close to the mark. We highly recommend that students demonstrate an engagement in research during their time in the MAPR program that leads to presentations of their work at local and national conferences (e.g., departmental Psych Day Research Competition, Western Psychological Association), as well as published abstracts and manuscripts, to help bolster their curriculum vitae and make them competitive applicants for the next step in their career.

### Coursework Expectations

The core seminars cover basic areas of psychology including clinical, cognition, developmental, learning, physiological/sensory psychology, social, personality, and health psychology, as well as advanced topics in research methods. Students are required to complete a research thesis.

We include our recommendations for thesis completion because we have found that beginning to work on the master's thesis (i.e., thesis proposal) during the first year of the program can greatly reduce the stress of the doctoral program or job application process during the second year of the program (this application process typically occurs during October to April of the second year). All other things being equal, doctoral programs prefer to admit candidates whose master's thesis proposal is approved and data collection is underway prior to the application period, so it is to the student's benefit to try to meet these recommended milestones to avoid any delays with graduation. We strongly encourage that students begin data collection for their master's thesis project no later than the Fall semester of their second year in the program. This allows students to complete the analysis and write up of their thesis results prior to leaving the MAPR program (i.e., Final Orals during Spring semester of second year). We will do all we can to facilitate and support our students' achievement of this ambitious timeline. We believe that having the master's thesis project submitted for publication prior to starting a doctoral program or job position will greatly enhance our students' professional development and quality of life as they embark on the next step in their careers.

# RECOMMENDED TIMELINE FOR MAPR GRADUATE STUDENTS

## FIRST YEAR

Summer			Fall			Winter			Spring		
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Prior to entering program:</b>											
1. MAPR Orientation			<b>First Semester:</b>			1. Seminars/Courses (50%-60% time)			<b>Winter Break:</b>		
2. Registering for Courses			2. Research (30%-40% time)			2. Research (100% time)			1. Research (100% time)		
3. Begin planning research lab experience with research mentor			- Planning thesis topic with research mentor and writing proposal for thesis			- Accumulating research skills in mentor's lab			- Drafting introduction section for thesis		
			- *Analyzing data and submitting abstracts for research conference deadlines			- Preparing materials for conference presentations			- Preparing materials for conference presentations		
			3. Graduate Assistantship (0%-15% time)			- Continuing to gain research lab experience			- Drafting methods section of thesis		
						- Present work at research conference			- Present work at research conference		
						3. Graduate Assistantship (0%-15% time)			- Continue to gain research lab experience		
									3. Graduate Assistantship (0%-15% time)		

## SECOND YEAR

Summer			Fall			Winter			Spring		
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Summer Session:</b>											
1. Research (100% time)			<b>Third Semester:</b>			1. Seminars/Courses (40% time)			<b>Winter Break:</b>		
- Finalizing introduction & methods section of thesis			2. Research (40%-50% time)			2. Research (100% time)			1. Research (100% time)		
- Form thesis committee			- Hold Preliminary Orals (by September)			- Complete data			- Complete data		
- Submit Human Subjects application			- Collect data for thesis			- Preparing materials for conference presentations			- Preparing materials for conference presentations		
- Draft of Preliminary Orals			- Analyzing data and submitting abstracts for research conference deadlines			- Continuing to gain research lab experience			- Continuing to gain research lab experience		
2. +Graduate School Apps (on own time)			3. Graduate Assistantship (0%-15% time)			- Continuing to gain research lab experience			2. Graduate Schools (on own time)		
- Research graduate schools			4. Graduate School Apps (on own time)			- Complete & submit graduate school applications			3. Graduate Assistantship (0%-15% time)		
- Study for GRE			- Take GRE			2. Graduate Schools (on own time)			4. Graduate Schools (on own time)		
- Draft personal statement			- Gather letters of recommendation & transcripts			- Prepare for interviews			- Prepare for new position		

\* May differ base on conference deadlines for your research area;

+ Suggested timeline for students planning to apply for Ph.D. programs

# MAPR Program Check List

*See below for a list of the required steps in the MAPR Program. Refer to expanded information located in this handbook regarding each item listed.*

- \_\_\_\_\_ Complete outstanding prerequisite courses  
*by first semester*
  
- \_\_\_\_\_ Attend at least six department Colloquia
  - \_\_\_\_\_ *at least four before preliminary orals*
  - \_\_\_\_\_ *at least six before final orals*
  
- \_\_\_\_\_ Fulfill GWAR/WPE requirement  
*by end of first semester*
  
- \_\_\_\_\_ Advancement to Candidacy  
*second or third semester*
  
- \_\_\_\_\_ Complete Thesis Project (*refer to Psychology Thesis Guidelines*)
  - \_\_\_\_\_ Ask faculty member to be Thesis Chair  
*preferably by end of 2nd semester*
  - \_\_\_\_\_ Add at least two additional members to thesis committee
  - \_\_\_\_\_ Preliminary Orals
  - \_\_\_\_\_ IRB Approval
  - \_\_\_\_\_ Final Orals
  - \_\_\_\_\_ Submit Thesis
  
- \_\_\_\_\_ File for Graduation
  - deadline: 10/15 of third semester for fall entry*
  - 3/1 of third semester for spring entry*
  
- \_\_\_\_\_ Complete Program Coursework
  - \_\_\_\_\_ Thesis units  
*total of six units taken during second year*

## XV. DESCRIPTION OF COURSES

### Prerequisites

310. Intermediate Statistics (4); Prerequisites: 100, and 110 or Introductory statistics course. Basic theoretical concepts of statistics and use of these concepts in selection and development of model testing, hypothesis testing and parameter estimation procedures. Both single measure (univariate) and correlation (bivariate) concepts are included.
331. Sensation & Perception (3); Prerequisites: 100, 110 and 241. Introduction to the scientific study of sensory processes and perceptual principles from a psychophysical and physiological perspective, and the methods used to investigate them. Topics may include vision, audition, psychophysics, and object and space perception.
332. Human Cognition (3); Prerequisites: 100, 220 and 241. Study of higher-order processes basic to the acquisition of knowledge. Includes thinking, problem solving, creativity, information processing, decision making, judgment, concepts and imagination.
333. Psychology of Learning (3); Prerequisites: 100, 220 and 241. Learning is a relatively permanent change in behavior resulting from experience. Emphasizes interaction of biological and environmental variables in the processes of instinct, habituation, sensitization, Pavlovian conditioning, instrumental learning, and cognition; examination of methods, theory and applications.
336. Emotion (3); Prerequisites: 100, 220 and 241. Discussion of research and theories of emotions. Includes the evolution of emotions, neurophysiological mechanisms of emotion, development of emotions, expressions of emotions, and emotions in social relationships, with an emphasis on the emotions of anger, grief, happiness, jealousy, and love.
337. Psychology of Happiness (3); Prerequisites: PSY 100, 220 and 241. Examines research in human happiness. Topics include: Assessing happiness, the adaptive function of positive emotions, the relation between wealth and happiness, personality characteristics of happy individuals, international differences in happiness, and strategies for enhancing the happiness of individuals
340. Physiology of Behavior (3); Prerequisites: 100, 220 and 241. An in-depth examination of central nervous system (CNS) components that create our behavioral capabilities. Topics include major structural and functional features of the neuron and of selected systems representative of the sensory, integrative and motor capabilities of the CNS.
341. Neuropsychology (3); Prerequisites: 100, 220 and 241. Localization of brain regions responsible for human capabilities as studied in patients with brain damage, normal people, and nonhumans. How brain damage is assessed and treated. Relation of findings to function of normal brains.
342. Psychopharmacology (3); Prerequisites: 100, 220 and 241. Introduction to the effects of major classes of psychoactive drugs on the central nervous system. Topics include anatomical and functional characteristics of neurotransmitter systems; pharmacology of drug administration; and physiological and psychological actions of selected classes of psychoactive drugs.
345. Psychophysiology (3); Prerequisite: PSY 100, 220 and 241. Physiological activity occurring in humans during particular behavior states. Theoretical problems and methodological approaches. (This course is no longer offered at CSULB.)
351. Social Psychology (3); Prerequisite: PSY 100. Study of individuals and groups as they are affected by social interactions. Topics may include social cognition, attitudes and persuasion, social influence, interpersonal perception and attraction, aggression, altruism, and group dynamics.
356. Personality (3); Prerequisite: PSY 100. Survey of classical theories and methods in Personality psychology, with a sampling of current research. Examines how and why people differ in personality, and the ways these differences are reflected in thoughts, feelings, motivations, and behaviors.
361. Child & Adolescent Development (3); Prerequisite: PSY 100. Developmental change processes from prenatal development through adolescence. Emphasis on ethnic, gender, and social class differences in development combined with emphasis on the universal features of human development. Topical coverage includes physical-motor, social, physiological, and cognitive aspects of development.
363. Delevopmental Psycholathology (3); Prerequisites: PSY 100, GE Foundation requirement and upper division standing. Research on psychiatric disorders of children and adolescents from a developmental perspective. The symptoms, causes, course and prevention of the most important childhood disorders are discussed, including conduct disorder, attention deficit hyperactivity, depression, anxiety disorder, autism and mental retardation.
365. Psychology of Adult Development and Aging (3); Prerequisite: PSY 100. Methodological and theoretical problems and issues in the study of developmental change processes from young adulthood through old age. Topical coverage includes physical-motor, social, physiological and intellectual aspects of behavioral functioning.
378. Health Psychology (3); Prerequisite: PSY 100. Research and theory regarding attitudes, beliefs, and behaviors related to health and illness. Individual difference variables will be examined. Analysis of applications of psychology to prevention, counseling, and treatment of major health problems.
379. Psychology of Stress (3); Prerequisites: PSY 100, GE Foundation requirement and upper division standing. Introduction to the scientific study of stress and its relationship to health. Course content will focus on understanding the nature of psychological stress, its physiological correlates, and specific strategies used to help in understanding and managing our own experience of stress.

## Graduate Program Courses

### *Advanced Statistical courses*

- 511/411. Statistical Design and Analysis of Experiments (3)  
Prerequisite: PSY 310 or equivalent. 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.)
- 512/412. Multivariate Statistical Analysis (3)  
Prerequisite: PSY 310 or equivalent. 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.)

### *MAPR Proseminar course*

596. Proseminar on Graduate Research (3)  
Prerequisites: Admission to MAPR program, consent of Graduate Advisor. Introduces first semester graduate students to their new graduate level environment and culture. Skills expected of all MAPR master's students will be developed including technical writing, researching topics, public speaking and effectively participating in Psychology seminars.

### *MAPR Seminar courses*

631. Seminar in Perception and Physiological Psychology (3)  
Prerequisites: PSY 331 or 340 or 341 or 342, consent of Graduate Advisor. Critical examination of selected topics in perception, information processing and neurophysiological correlates of behavior. Students emphasis on either perception or physiological psychology.
632. Seminar in Learning (3)  
Prerequisites: PSY 333, consent of Graduate Advisor. Advanced consideration of selected topics in learning.
633. Seminar in Perception and Attention (3)  
Prerequisites: PSY 331 or 332, 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, consent of Graduate Advisor. Examination of method, theory, and experimental evidence in selected topics from the area of cognition.
635. Seminar on Situation Awareness (3)  
Prerequisites: PSY 331 or 332, consent of Graduate Advisor. Examines research on situation awareness. Topics include: Theoretical perspectives on situation awareness, its importance in systems design and its application in areas such as driving and aviation. Also examines measurement tools designed to assess situation awareness.
651. Seminar in Social Psychology (3)  
Prerequisites: 351, 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, consent of Graduate Advisor. Theories of personality structure, dynamics, and development. Critical examination of research deriving from different theoretical approaches.

### **MAPR Seminar courses (cont)**

661. Seminar in Developmental Psychology (3)  
Prerequisites: PSY 361, 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.
673. Seminar in Clinical Psychology (3)  
(Currently going through university course approval process.)
678. Seminar in Health and Behavior and Intervention (3)  
Prerequisites: PSY 310, 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, PSY 596, and 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.
698. Thesis (1-6; a total of 6 required for MAPR degree)  
Prerequisites or corequisites: PSY 596 and 696, Advancement to Candidacy, consent of Graduate Advisor. Planning, preparation and completion of a thesis in psychology. Must be enrolled for a total of **6** units of credit (but **no more** than **6 total**).

### **Additional Elective course choices**

- 501/401. History of Psychology (3)  
Prerequisite: Six upper division units in psychology. Historical background and development of psychology as a science. Contributions of major individuals and systems.
- 507/407. Introduction to Family Therapy (3)  
Prerequisites: PSY 220, 373, 475/575 or consent of instructor. Survey of the field of family therapy including origins of differences in family structure, historical development of family therapy theory and practice. (Lecture/Discussion)
- 518/418. Computer Applications in Psychology (3)  
Prerequisite: PSY 310 or equivalent. 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.)
- 523/423. Qualitative Methods and Analysis (3)  
Overview of qualitative research methods and analysis. Students learn to conduct observations, focus groups and qualitative interviews. Inductive analysis techniques such as content analysis and narrative analysis. Application of these skills in a qualitative evaluation of a real-world program.
- 527/427. Human Factors (3)  
Prerequisites: PSY 310 or equivalent, 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.)

***Additional Elective course choices (cont)***

- 533/433. Research in Cognition & Learning (3)  
Prerequisites: PSY 220, 310 or equivalent, 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.)
- 541/441. Research in Physiological Psychology (3)  
Prerequisites: PSY 220, 310 or equivalent, 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.)
- 544/444. Cognitive Neuroscience (3)  
Prerequisites: PSY 332 and one of the following: PSY 340, 341, or 342. Explores brain systems responsible for cognitive processes in normal humans, integrating theory from texts and current research from original sources.
- 551/451. Research in Social Psychology (3)  
Prerequisites: PSY 220, 310 or equivalent, and 351. Research methods and problems in social psychology. (Lecture 2 hrs, lab 3 hrs.)
- 553/453. Principles of Group Dynamics (3)  
Prerequisites: PSY 110, 220, and 351. Behavior in groups with attention to such factors as leadership, followership, interaction and influence including organization, management, morale, and efficiency. Problems, techniques and methods of investigation.
- 556/456. Research in Personality (3)  
Prerequisites: PSY 220, 310 or equivalent, and 356. Examination of common research methods, especially as they apply to particular theoretical personality paradigms. (Lecture 2 hrs, lab 3 hrs.)
- 575/475. Clinical Interviewing (3)  
Prerequisites: PSY 220 and 373. Study and development of clinical techniques of observation and the interview. Coverage will include a detailed exposure to Client-Centered and Gestalt counseling methods. Emphasis will be on understanding theory and acquisition of basic skills.
697. Directed Research (3)  
Prerequisites: Consent of Graduate Advisor and department. Theoretical and experimental problems in psychology requiring intensive analysis.

***Note: Courses taken at CSULB at the 400-level cannot be used to satisfy the MAPR requirements. Courses taken at the 500-level and applied to a Bachelor's degree at CSULB also cannot be used.***

**PREREQUISITES FOR THE MASTER OF ARTS IN PSYCHOLOGY,  
OPTION IN PSYCHOLOGICAL RESEARCH 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 Sections: 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	Psychology of Emotion				
337	Psychology of Happiness				
378	Health Psychology				
379	Psychology of Stress				

Section 3:

340	Physiology of Behavior				
341	Neuropsychology				
342	Psychopharmacology				

**One from the following Group:**

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

**MASTER OF ARTS IN PSYCHOLOGY, OPTION IN PSYCHOLOGICAL RESEARCH PROGRAM  
GRADUATE PROGRAM REQUIREMENTS - PROGRAM YEAR BEGINNING 2018/2019**

MAPR students are required to complete a min 30 units of graduate-level courses (500/600) including 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					
The following two courses (PSY 596 is to be taken during the first semester of the program, PSY 696 during the second semester. PSY 696 enrollment requires successful completion of PSY 596.):						
596	Proseminar on Graduate Research		3			
696	Research Methods in Psych		3			
THREE of the following SEMINAR Courses:						
631	Physiological Psychology					
632	Learning					
633	Perception and Attention					
634	Cognition					
635	Situation Awareness					
651	Social Psychology					
656	Personality					
661	Developmental Psychology					
673?	Clinical Psychology					
678	Health Behavior and Intervention					
Six units of Thesis (PSY 698)						
698	Thesis		6			
Two electives to complete 30 units: 3 units may be in related fields outside Psychology with approval of the Graduate Advisor and MAPR committee. Directed Research (PSY 697) must be for 3 units during one semester to count for program elective.						
			3			
			3			
<b>TOTAL UNITS</b>			<b>30</b>			