

1  
2  
3  
4  
5

**6<sup>TH</sup> CYCLE SELF STUDY**  
**Psychology**  
**Submitted March, 2008**

**Table of Contents**

<b>Section</b>	<b>Page</b>
<b><i>GENERAL INTRODUCTION TO THE PROGRAM</i></b>	
<b>1.0 EXECUTIVE SUMMARY</b>	
1.1 Brief history of the program	3
1.2 Brief synopsis of previous program review recommendations (for the graduate program(s))	5
1.3 Summary of how program meets the standards	9
1.4 Summary of present program review recommendations	10
<b>2.0 PROFILE OF THE PROGRAM(S)</b>	<b>11</b>
2.1 Overview of the Program(s)	11
2.2 The Program(s) in the Context of the Academic Unit	18
<b><i>HOW PROGRAM MEETS UNIVERSITY WIDE INDICATORS AND STANDARDS</i></b>	
<b>3.0 ADMISSION REQUIREMENTS</b>	<b>23</b>
3.1 Evidence of Prior Academic Success	23
3.2 Evidence of Competent Writing	23
3.3 English Preparation of Non-Native Speakers	23
3.4 Overview of Program Admissions Policy	23
<b>4.0 PROGRAM REQUIREMENTS</b>	<b>24</b>
4.1 Number of course offerings	24
4.2 Frequency of course offerings	26
4.3 Path to graduation	27
4.4 Course distribution on GAP	30
4.5 Class size	30
4.6 Number of graduates	30
4.7 Overview of Program Quality and Sustainability Indicators	31
<b>5.0 FACULTY REQUIREMENTS</b>	<b>32</b>
5.1 Number of Faculty in Graduate Program(s)	32

5.2 Number of Faculty per Concentration	32
<b>6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS</b>	<b>32</b>
<b>7.0 THE STUDENT EXPERIENCE</b>	<b>33</b>
7.1 Assessment of Student Learning	36
7.2 Advising	44
7.3 Writing Proficiency	46
7.4 The Culminating Experience	47
7.5 Overview of Student Quality Indicators	48
<b>8.0 THE PROGRAM AND THE COMMUNITY</b>	<b>53</b>
8.1 Professional Engagement of Students and Alumni	53
8.2 Civic Engagement	53
8.3 Equity and Social Justice	54
8.4 Internationalization	54
<b>9.0 THE FACULTY EXPERIENCE</b>	<b>55</b>
9.1 Faculty statistics	55
9.2 Research and Professional Engagement of the Faculty	61
9.3 Supervision of Culminating Experiences	61
9.4 Discipline-Specific Standards for Teaching Graduate Courses	61
9.5 Interdisciplinarity	61
9.6 Overview of Faculty Quality Indicators	62
<b>10.0 RESOURCE SUPPORT FOR THE PROGRAM</b>	<b>62</b>
10.1 Internal Support	62
10.2 External Support	63
<b>11.0 PROGRAMS WITH OUTSIDE ACCREDITATION</b>	
<b>12.0 Faculty Curriculum Vitae</b>	
Appendix A. Summary Reports and MOU from 2001-2002 Program Review	
Appendix B. Responses to the 2001-2002 MOU Undergraduate Program Items	
Appendix C. 5-Year Assessment Plan and Assessment Reports	
Appendix D. Communications Materials	
Appendix E. Sample Syllabi	
Appendix F. Publications and Presentations with Student Co-authors	
Appendix G. Grade Analyses	

1 **GENERAL INTRODUCTION TO THE PROGRAM**

2 **1.0 EXECUTIVE SUMMARY**

3 1.1 Brief history of the program

4 The Psychology Department has a rich history, going back to the 1930's. We are one of the most  
5 complex departments at San Francisco State University in terms of our size, array of sub-disciplines, and  
6 graduate programs. Currently, we have both Master of Arts (M.A.) and Master of Science (M.S.)  
7 programs, each with several concentrations. We offer the M.A. in Psychology with Concentrations in  
8 Developmental Psychology, Social Psychology, and Psychological Research. We offer the M.S. in  
9 Psychology with Concentrations in Industrial/Organizational (I/O), Clinical, and School Psychology. The  
10 School Psychology Graduate Program is accredited through NCATE/CCTC (National Council for  
11 Accreditation of Teacher Education/California Commission on Teacher Credentialing), and successfully  
12 completed the California re-accreditation process in Spring, 2007. The School Psychology  
13 Concentration will be discussed as part of this report rather than in a separate document because faculty  
14 members, courses, and workload overlap with other programs.  
15

16 The Psychology Department was founded in 1934. Prior to 1959, Psychology had "program" status within  
17 the Education Division of San Francisco State College, and the faculty were housed on the third floor of  
18 the Education building. In 1960-61, with the mission of the college broadening beyond its original  
19 teacher preparation charter and with a new President, the college was restructured. Based on its diverse  
20 offerings and services, Psychology was assigned "division" status, with a Director as head of the Division.  
21 In addition to a Liberal Arts major and minor, the Division of Psychology offered a General Pupil  
22 Personnel Services Credential (PPS) specialization in School Psychometry, a General PPS Credential  
23 specialization in School Psychology, and a Junior College Credential in Psychology, as well as Master of  
24 Arts and Master of Science programs. The M.S. program had a clinical orientation. The Division of  
25 Psychology shared with other divisions the responsibility for programs leading to a junior college  
26 credential and to a general PPS credential emphasis in either school psychometry or school psychology.  
27

28 Further restructuring occurred in 1964-1965, when "divisions" were designated as "schools." This led  
29 to the designation of Psychology as the Department of Psychology and its assignment to the School of  
30 Behavioral and Social Sciences. The Liberal Arts major became a Bachelor of Arts in Psychology.  
31 The Master of Arts contained emphases in Research, Junior College Teaching, School Psychometry,  
32 and School Psychology. The emphasis in School Psychometry was dropped in 1966. The Master of  
33 Science contained emphases in Clinical Psychology and Industrial Psychology.  
34

35 Meanwhile, in 1965, as part of the physical expansion on campus, a separate 5-story Psychology Building  
36 was constructed. An augmentation grant from the National Science Foundation supported the construction  
37 of the fifth floor research facilities. This brought the department to its full range of offerings. As many as  
38 65 faculty positions were created to cover the range of courses, and many of the positions were filled by  
39 lecturers. Research became an important dimension, with many faculty members receiving grants and  
40 contracts that included released time from teaching to carry out research and scholarship activities. At  
41 one time, we had our own technical, computer, and library support for teaching and research activities.  
42

43 During the late 1970s and early 1980s, however, enrollments in Psychology courses dropped. A  
44 contributing factor was the change in the state-mandated general education program that deleted  
45 required courses in psychology. Another factor was a general shift in students' choices of major away  
46 from the behavioral and social sciences and toward more applied areas such as business and computer  
47 science. The department's practice of hiring lecturers rather than tenure-track faculty now became its  
48 undoing. The administrative decision to avoid layoffs of permanent faculty resulted in a  
49 disproportionate share of reductions occurring in departments with large lecturer staffs.

1  
2 By the end of the 1980s psychology courses again were in great demand. However, despite this  
3 increased demand, the late 1980s and the 1990s brought further reductions in the faculty allocation to  
4 Psychology. During this period, retirements and attrition due to other causes canceled out any gains  
5 made from hiring new tenure-track faculty. We have still not recovered from these reductions in faculty.  
6 The 1985-1986 review noted that the department had 52 permanent faculty (including 13 pre-retirement  
7 faculty), and a position allocation of 45.5. Currently, in contrast, the department has approximately 25.4  
8 FTEF, including 22 tenured/tenure-track faculty members and 4 FERPS (one of whom does not teach in  
9 the graduate programs). This count includes two new tenure track faculty members who began during  
10 the 2007-2008 AY. We have 2 full-time committed lecturer positions. Three of the tenured faculty  
11 members are out of the department on administrative assignments (Caran Colvin, John Kim, and Dawn  
12 Terrell). Dr. Terrell is due to return to the department in Fall, 2009, but another Psychology faculty  
13 member will likely take her place as BSS Associate Dean. It is uncertain whether and when Drs. Colvin  
14 and Kim will return. It is interesting to note that our position allocation increased from 1992-2001 from  
15 26.5 to 30.8 and since then has decreased to our present allocation.  
16

17 The demand for psychology courses is so great that the Provost's office often funds additional sections of  
18 over-subscribed courses. We currently have about 1,650 majors, and regularly employ 10-20 lecturers (5-  
19 6 FTEF), depending on budget constraints, to cover the number of courses needed to serve our students.  
20 The overwhelming demand initiated some changes in the department and led to the revision of the  
21 undergraduate major and the M.S. graduate programs. In 1995, the department introduced its new  
22 undergraduate major. It was designed to eliminate bottlenecks caused by understaffing and to ensure that  
23 students graduate in a timely manner. We are currently in the midst of a new major revision, designed to  
24 address changes in the emphases and disciplines within the field of psychology. We are also applying for  
25 impactation status for our undergraduate major. This is a huge step for us. It is prompted by the realization  
26 that, given our current faculty allocation, we are unable to meet the curricular needs of our majors as well  
27 as our 150+ graduate students.  
28

29 In 1994, the department implemented course sharing among its graduate programs--I/O, Research,  
30 School, and Social Psychology graduate concentrations agreed to use Psychology 770 (Research Methods  
31 and Techniques) to fulfill their research methods requirement, and the Concentration in Developmental  
32 Psychology followed suit a few years later. In 1997, the Clinical and School Psychology M.S. programs  
33 revised their curriculum in order to address staff shortages while still complying with the requirements of  
34 Federal and State accreditation boards. Two years later, the Industrial/Organizational Psychology M.S.  
35 program revised its curriculum to address staff shortages and changes in the discipline. We are currently  
36 in the process of revising and integrating our M.A. programs.  
37

38 *Changes in department culture.* In addition to faculty resource issues, two milestones  
39 characterized the 1990s. In response to excess faculty workload, the department proposed a 9-unit  
40 teaching load that was approved by the Dean of the College of BSS. Since 1996, the Psychology  
41 Department workload has consisted of a 9-unit teaching load and 3 units for professional development.  
42 Faculty development activities have increased dramatically since the implementation of the 9-unit  
43 teaching load. A review of faculty curricula vitae demonstrates this most clearly. Faculty presentations  
44 at conferences, grant awards, and publication rates have increased as a result of the change in workload.  
45 This has benefited our graduate programs greatly, as graduate students now have many opportunities to  
46 work in faculty research laboratories to gain research experience. Applicants are attracted by the  
47 research options and advantages offered by our faculty.  
48

49 Several Psychology faculty members have also taken advantage of the SF State Research & Training in  
50 Health Disparities, a project funded by the National Center on Minority Health and Health Disparities.  
51 This project provides release time and mentoring to faculty members as they write grant proposals on

1 topics related to minority health and health disparities. The discipline of psychology is generally  
2 expanding to include biobehavioral and health disparities aspects of health and wellness. Our department is  
3 poised to integrate this approach into its research and student training activities.  
4

5 The emphasis on a research culture puts the department in an excellent position to implement the  
6 teacher/researcher model that increasingly characterizes our pedagogy – particularly in our graduate  
7 programs. As the demands of research and student training activities increase, however, new challenges  
8 are sure to arise that will require the department to revisit its strategies for implementing the  
9 teacher/researcher model. Challenges related to laboratory space, research assistants, post-doctoral  
10 assignments, and joint Ph.D. programs with the University of California are likely to occupy the attention  
11 of the next generation of psychology faculty.  
12

### 13 1.2 Brief synopsis of previous program review recommendations (for graduate programs)

14 The MOU from the previous program review specified changes to both the graduate and undergraduate  
15 programs. We have been highly attentive to all of the recommendations that were made. Items that were  
16 intended specifically for the undergraduate program are discussed in Appendix B of this report. Graduate  
17 program elements appear below.  
18

19 Commendations from our previous review include:

- 20 • *The department is providing increased opportunities for mentored research to undergraduate and*  
21 *graduate students through its active research labs.*
- 22 • *The department demonstrates teaching strength throughout the curriculum. Students have great*  
23 *respect for the faculty's expertise in the discipline.*
- 24 • *Psychology faculty have done an outstanding job of creating a vision, a long-term perspective on*  
25 *where the department is going. Anticipated retirements give the department opportunities as well as*  
26 *challenges, and we were impressed with their hiring plan and its attention to multiple criteria.*
- 27 • *The I/O and Clinical programs seem particularly strong among their graduate offerings.*
- 28 • *The department has shown increased interest in and success in obtaining external grants.*
- 29 • *The newly hired faculty feel welcome and empowered.*  
30

31 MOU elements pertaining to graduate programs are:

#### 32 **CURRICULUM**

- 33 • *Form a task force to study both the undergraduate and the graduate program's statistics courses to*  
34 *determine appropriateness of content, learning objectives, and curricular sequencing*
  - 35 • We have standardized the statistics prerequisites for our M.A. and M.S. in I/O Psychology  
36 concentrations, so that students taking the graduate level statistics courses will all have  
37 comparable preparation. Our task force, including a new faculty member whose sub-discipline is  
38 quantitative methods, is working on standardizing the undergraduate statistics offerings first;  
39 graduate offerings will be next.  
40
- 41 • *Discontinue the graduate concentration in Physiological Psychology and introduce this area of study as*  
42 *an emphasis within the concentration in Psychological Research*
  - 43 • This program was discontinued in 2006 and is currently an emphasis within the concentration  
44 in Psychological Research.  
45
- 46 • *Consider how best to implement the study of the Cognitive Neurosciences at the graduate level, with*  
47 *options to be considered including the incorporation of cognitive neurosciences within all graduate*  
48 *concentrations or the transformation of the concentration in Psychological Research into such a program*

- 1 • As part of the M.A. integration, the Concentration in Psychological Research is evaluating a  
2 restructuring with an emphasis on mind, brain, and behavior. This would incorporate the study of  
3 Cognitive Neuroscience. The hiring of Dr. Ezequiel Morsella, a Social-Cognitive-Neuroscientist,  
4 also provides a link between social psychology and cognitive and neuro-psychology.  
5
- 6 • *Increase curricular integration of the Research, Social, and Developmental Psychology MA*  
7 *concentrations*
- 8 • The M.A. programs have been integrated via several modifications:  
9
  - 10 ▪ Standardized application process
  - 11 ▪ Standardized admission requirements
  - 12 ▪ Standardized Level 1 and Level 2 writing requirements
  - 13 ▪ Creation of shared core objectives, structure and assignments, and content. Students  
14 in all M.A. concentrations will be required to take PSY 792, *Proseminar in*  
15 *Foundations of Contemporary Psychological Research*, PSY 770, *Research Methods*  
16 *and Techniques*, and PSY 771, *Analysis of Variance and Experimental Design*, and/or  
17 PSY 772, *Applications of Multiple Regression to Psychological Research*.
  - 18 ▪ Hiring of new faculty members who bridge the concentrations (almost all of our  
19 faculty members hired since 2002, including Dr. Pauline Velez, Dr. Amy Smith, Dr.  
20 Jae Paik, Dr. Kate Hellenga, Dr. Ezequiel Morsella, and Dr. Ryan Howell, have  
21 expertise across concentrations).
  - 22 ▪ Overlap of requirements and electives among concentrations (e.g., PSY 742, *Seminar*  
23 *in Survey Research*, PSY 751, *Seminar in Current Trends and Issues*, PSY 798,  
24 *Research Colloquium*, PSY 865, *Ethics and Professional Responsibilities*)
  - 25 ▪ Standardized culminating experience requirements (with process standardization  
26 pending).
- 27 • *Continue discussions between the MA and MS program faculty to determine ways in which the two*  
28 *degree programs can more effectively support each other*
  - 29 • We have continued these discussions, and the sharing of courses and requirements is continually  
30 being expanded across programs. All concentrations share statistics and some research methods  
31 courses. Sharing of other courses is easiest between the I/O M.S. concentration and the M.A.  
32 concentrations, as there is considerable overlap not only of requirements (e.g., statistics and  
33 methods courses) but also of theoretical orientation (e.g., in terms of social and cognitive  
34 applications to I/O psychology). The Concentrations in Clinical and School Psychology are  
35 regulated by state and accreditation requirements, and content coursework is less transferable  
36 between these concentrations and the others.
- 37 • *Continue to maintain the School Psychology concentration while restructuring it to be in better*  
38 *compliance with CCTC and NASP standards and discussing its long-term viability*
  - 39 • The School Psychology program has maintained its California accreditation despite the fact  
40 that it has only one .5 faculty member assigned to it. Its national accreditation, however, was  
41 not renewed in 2007, largely due to the faculty resource issue. We have had a difficult time  
42 finding and recruiting qualified tenure-track faculty members for this program. The field of  
43 school psychology has become increasingly competitive, and it is difficult to attract qualified  
44 people to academic positions because the salaries offered are low relative to positions in  
45 school districts or in private practice. The university is supportive of this program, and funded  
46 a tenure-track search in 2006-2007 through Academic Affairs. We hired a senior-level school  
47 psychologist who was to begin in January, 2008, but he recently revoked his acceptance of the  
48 position due to family matters on the east coast. We are in the process of hiring a faculty  
49 member to begin Fall, '08. She is a practicing School Psychologist who came from our  
50

1 graduate program. We requested a second School Psychology tenure-track position through  
2 Academic Affairs in Fall, '07, but this request was not approved; we hope to obtain  
3 authorization next year.  
4

#### 5 **ASSESSMENT**

- 6 • *Continue efforts to develop and implement assessment strategies for the various master's program*  
7 *concentrations*
- 8 • We created a department subcommittee to address this issue. Assessment is discussed in  
9 Section 7.1, and assessment reports as well as the Psychology Department 5-Year Assessment  
10 Plan are in Appendix C.  
11

#### 12 **FACULTY**

- 13 • *In an effort to grow in the direction of Cognitive Neurosciences, seek approval for TT hires in*  
14 *Developmental and Social Cognitive Neurosciences, as such hires would help bridge the various*  
15 *graduate concentrations and help consolidate faculty interests, research, and grant productivity in this*  
16 *growing area*
- 17 • New faculty members have been hired with these specializations. Dr. Jae Paik (started in  
18 Fall, 2006) has expertise in cognitive development. Dr. Ezequiel Morsella (started in Fall,  
19 2007) is a social-cognitive-neuroscientist, providing an excellent bridge across our M.A.  
20 concentrations. Dr. Ryan Howell (started in Fall, 2007) has expertise in quantitative  
21 methods, and has research interests in positive psychology.  
22
- 23 • *Seek approval for TT hires in Industrial and Clinical Psychology*
- 24 • New faculty members have been hired in these areas. Dr. Pauline Velez (started in Fall,  
25 2002) has expertise in social and organizational psychology, and teaches in both graduate  
26 programs. Dr. Chris Wright (started in Fall, 2003) is an industrial psychologist, and we are  
27 in the hiring process for a second faculty member in this area. Drs. David Gard and Kate  
28 Hellenga (started in Fall, 2005 and 2006), are clinical psychologists. Dr. Hellenga's research  
29 focuses on the juvenile justice system, complementing the legal psychology expertise of Dr.  
30 Amy Smith (started in Fall, 2004).  
31

32 It should be noted that even though we have hired several new faculty members in the past five years,  
33 the number of faculty members has actually decreased since the last program review because of  
34 faculty retirements. We continue to advocate for more tenure track lines. During AY 2006-2007 we  
35 conducted four faculty searches, resulting in three hires (one of whom subsequently resigned) and one  
36 roll-over. We are in the process of hiring faculty members for two positions (I/O and School  
37 Psychology) to begin in Fall, '08.  
38

#### 39 **RESOURCES**

- 40 • *Continue to be active in seeking external funding to support program development and faculty*  
41 *research*
- 42 • As illustrated in faculty CVs, faculty members continue to be active in seeking grants and  
43 external funding. Several faculty members have taken advantage of SFSU-based resources  
44 (e.g., MRISP and RIMI support grants) to facilitate grant writing. As is often the case, the  
45 process is iterative, with some proposals receiving funding and others requiring revision.

#### 46 **RESOURCE NEEDS**

47 In the MOU, the Dean and the Provost acknowledged the following resource requests from the Department of  
48 Psychology. The requests pertaining to graduate programs were:

- 49 • *Additional support for the administration of the department*

- 1 • The department created a .20 Associate Chair position in Spring, 2005. This position allowed  
2 for better distribution of the administrative load but took away coverage for one of our  
3 courses. In AY 2006-2007, in the face of declining lecturer budgets, we decided that the  
4 departments curricular needs outweighed administrative needs. Instead, we created a  
5 department subcommittee to address assessment issues. We are fortunate in that we have a  
6 competent, efficient, and pro-active office staff, and they have made the administrative duties  
7 much more manageable.  
8
- 9 • *A full-time staff position to support the department's increasing need for specialized technical assistance*  
10 • This request to the Dean and the Provost has not been funded. We continue to rely on college  
11 and university staff for equipment maintenance, particularly our computers. The BSS  
12 Computing Staff are highly competent and responsive, but they are stretched really thin.  
13 Realistically, they should probably not be expected to provide the high amount of support that  
14 the department requires.  
15
- 16 • *Specialized data acquisition hardware and computer software to support the range of research activities*  
17 *involved in psychological research*  
18 • The College continues to provide some specialized hardware and software, especially as part of start-  
19 up packages for new faculty. The department also must utilize a significant portion of CEL funds for  
20 these types of purchases. In addition to SPSS statistical software, we have equipment and/or software  
21 for structural equation modeling, physiological data measurement, survey research, and database  
22 management. We also contracted with SONA Systems for software to manage a subject pool.  
23
- 24 • *Expanded laboratory space to accommodate the needs of an increasingly research active faculty*  
25 • Space continues to be a critical issue for us, especially as all new faculty members come with  
26 expectations concerning research laboratories and equipment. Our requests for new space  
27 have not been accommodated, so we focus on the most efficient utilization of the space we do  
28 have. At this time given current faculty numbers, we are able to offer some space to faculty  
29 engaged in research. However, this is not always sufficient for externally-funded projects. For  
30 example, Dr. David Matsumoto obtained funding for a multi-year, million+ project and was  
31 unable to secure space on campus to house it. The space situation will become untenable with  
32 growth, with increased external funding, or as retiring faculty members who do not have  
33 research facilities are replaced by new faculty members who need them.  
34  
35

### 1.3 Summary of how program meets the standards

36 Table 2 illustrates how all concentrations within our M.A. and M.S. programs meet the Indicators and  
37 Standards of Graduate Program Quality and Sustainability. Unless otherwise specified, the table reports  
38 data for both programs; specifics by concentration are discussed in relevant sections of this report.  
39  
40



Table 2 . Thumbnail of standards met: M.A. and MS Programs

Indicator	Standard	How standard is met	Page
<b>University-wide standards</b>			
<b>3.0 ADMISSION REQUIREMENTS</b>			
3.1 Evidence of prior academic success	2.75 GPA or higher	More than 95% of accepted applicants meet this standard	23
3.2 Evidence of competent writing	Level I: GRE writing test Level II: C.E.	In process of being standardized. M.A. and I/O M.S. applicants must attain a 4.0 on GRE writing test or pass the GET or associated writing course. Clinical and School students must attain a 4.0 on GRE writing test or pass PSY 721 their first semester. All concentrations use the C.E. to satisfy Level II requirements	23
3.3 English preparation of non-native speakers	TOEFL, GRE writing test, GET	Applicants must meet university TOEFL requirements as well as writing requirements above.	23
<b>4.0 PROGRAM REQUIREMENTS</b>			
4.1 Number of course offerings	2 graduate courses/ semester	Yes	24
4.1 Frequency of course offerings	At least once/ 2 years	Yes for all required courses	26
4.3 Path to graduation	Published map leading to graduation in 5 yrs. @ ½ time attendance	Published path for full-time students. We have very few part-time students, and paths for them are worked out individually and entail no more than 5 years	27
4.4 Course distribution on GAP	Proper distribution of grad, paired, and undergrad courses	100% of our concentrations meet GAP course distribution requirements	30
4.5 Class size	Enroll 8-30 and 5-15 for seminars	More than 95% of our classes comply with this. We sometimes have seminars with enrollment between 6-8 and our statistics courses sometimes enroll 30-35.	30
4.6 Number of graduates	5 graduates per year average over 5 yrs.	Yes	30
<b>5.0 FACULTY REQUIREMENTS</b>			
5.1 Number of faculty in graduate programs	Minimum of 2	24.4 FTEF teach in graduate programs	32
5.1 Number of faculty per concentration	Minimum of 1	At least 3 in each concentration except School (currently hiring)	32
<b>Program-specific Indicators and Standards</b>			
<b>Indicator</b>	<b>Standard Met?</b>		<b>Page</b>
6.0 PROGRAM PLANNING PROCESS	Yes		32
7.0 THE STUDENT EXPERIENCE	Yes		33
8.0 THE PROGRAM AND THE COMMUNITY	Yes		53
9.0 THE FACULTY EXPERIENCE	In part (Faculty members are overloaded)		55
10 RESOURCE SUPPORT FOR PROGRAM	In part (Internal resources are limited)		62

1  
2           **1.4** Summary of present program review recommendations

3 This self-study of our programs and concentrations suggests several areas for us to focus on in the coming  
4 years to enhance the quality of our graduate programs as well as to enhance our ability to meet the needs  
5 of our graduate and undergraduate programs.  
6

7 1) ***Continue to integrate curriculum across concentrations and to standardize admissions and***  
8 ***culminating experience (CE) requirements.*** Although we have done a great deal to integrate our  
9 graduate programs, we need to do more. The Concentration in Developmental Psychology has  
10 agreed to shared courses (e.g., in statistics and research methods) as part of the integration  
11 process. The Concentration in Social Psychology is in the process of revising its curriculum so  
12 that it overlaps more with the Concentration in Psychological Research. Current and pending  
13 losses of Social Psychology faculty members mean that the graduate concentration will be  
14 seriously understaffed by 2009 unless new hires are made. We are exploring options for this  
15 concentration, including the creation of a legal psychology emphasis within the concentration,  
16 further integration with the Concentration in Psychological Research (discussed below), or  
17 additional integration between the Social and I/O concentrations. The hiring of faculty members  
18 has increased our ability to create cross-disciplinary curricula, and we need to formally take  
19 advantage of this.  
20

21 In addition to integration, we need to create more standardization across the graduate programs. We  
22 have agreed to common admission requirements for the M.A. concentrations, as well as Level I  
23 and II writing requirements. Each concentration, however, has a different mechanism for  
24 remedying deficiencies in Level I writing. We also need to work toward standardization in the  
25 culminating experience process. Although APA standards provide an excellent rubric for  
26 evaluating the final written project, the thesis process is not so well stipulated. Currently,  
27 concentrations have varying processes to handle thesis preparation and thesis defense (or not),  
28 and different criteria for evaluating non-thesis CE options.  
29

30 2) ***Create standardized assessment rubrics for writing across the curriculum – including CEs that are***  
31 ***not theses.*** The university is moving toward a WAC/WID model (Writing Across the  
32 Curriculum/ Writing in the Disciplines) at all levels of instruction. We will need to address the  
33 issue of graduate student writing within the concentration curricula. Outside of the APA manual,  
34 we have limited and individualized standardized rubrics for evaluating graduate students' writing,  
35 and the quality and quantity of rubrics for non-thesis CEs vary by concentration.  
36

37 3) ***Revise and restructure the concentration in Psychological Research.*** It is a testament to the long and  
38 varied history of our programs that a graduate concentration could be titled 'Psychological  
39 Research.' Confusion about what this concentration entails (and whether research goes on in the  
40 other concentrations) has existed for years. Faculty members in this concentration are proposing  
41 a title to better represent the concentration and their research areas. The tentative title is  
42 'Concentration in Mind, Brain, and Behavior,' reflecting their expertise in cognitive,  
43 physiological, and neuro-psychology. Additionally, the curriculum of this concentration is being  
44 revised. It was created with heavy emphasis on individual supervision reading and research  
45 courses, which faculty members typically handle on top of their regular course load. This has  
46 become an untenable situation, and creating a more content-oriented curriculum will alleviate this  
47 situation to a great extent.  
48  
49

- 1 4) ***Hire two faculty members for the Concentration in School Psychology.*** For several years we debated  
2 the issue of what to do concerning this historically important but understaffed program. Dr. Diane  
3 Harris has been the sole faculty member in this program – and she shares her time between  
4 Concentrations in School and Clinical Psychology (so she is .5 with each). She has done an  
5 amazing job of holding the concentration together, recruiting adjunct faculty and lecturers, and  
6 keeping CCTC/NCATE accreditation despite the lack of faculty resources. Our national  
7 accreditation, however, was not renewed in 2007, largely due to insufficient faculty resources.  
8 We received support for this program in the form of one tenure-track hire from Faculty Affairs,  
9 and are in the midst of the hiring process (we hired a senior person who was scheduled to start  
10 January, 2008, but he resigned due to family responsibilities on the east coast). After a successful  
11 hire, we will need at least one additional faculty member in order to have the complement  
12 required by accrediting agencies. Ideally, one hire would be a relatively senior School  
13 Psychologist who could take on some of the administrative load of the program.  
14
- 15 5) ***Improve on-line communication with students and potential applicants.*** We have many resources  
16 for our graduate students, including roadmaps to the degree, concentration and department  
17 websites, handbooks, etc. (see Section 7.2 and Appendix D). Again, however, the quantity and  
18 methods of communication vary by concentration. We are working on standardizing website  
19 content and creating FAQ sections for the graduate concentrations.  
20
- 21 6) ***Cultivate and expand a culture of research and professional development.*** We have two brown-bag  
22 series (coordinated by the Developmental and Clinical Concentrations), one of which  
23 (Developmental) has had weekly speakers for the past four years. We have had some problems  
24 creating a department-wide speaker series. Several attempts to initiate this have been hampered  
25 by scheduling conflicts. Starting in 2008, we instituted a monthly department speaker series and  
26 will have our fourth colloquium on April 23. Continuing and expanding this type of activity is  
27 critical to the quality of professional life for department faculty members as well as graduate  
28 students.  
29
- 30 7) ***Manage faculty workload.*** Our graduate programs have overall very good reputations and our students  
31 do well (see Table 8B for sample student outcomes). However, we maintain excellence by taxing  
32 faculty resources to the limit. Individual supervision courses, including CE courses, are shared  
33 among faculty members, as shown in Table 8H. Faculty members are enthusiastic about working  
34 with graduate students – in fact, our ability to attract highly competitive new faculty members  
35 depends to a large extent on the quality of our graduate students and the possibility of working  
36 with them. However, faculty members definitely feel the pressure that these additional  
37 supervisory courses impose. At present, any compensation in terms of WTUs for faculty  
38 supervision comes at a cost to our graduate or undergraduate offerings, so we have not instituted  
39 a method to recognize and reward faculty supervision. We are considering many solutions to the  
40 overall issue of heavy faculty workload, including the option of declaring impaction for our  
41 undergraduate major.  
42

## 43 2.0 PROFILE OF THE PROGRAM(S)

### 44 2.1 Overview of the Programs

45 The Psychology Department supports two graduate programs: the M.A. in Psychology with  
46 Concentrations in Developmental Psychology, Social Psychology, and Psychological Research; and the  
47 M.S. in Psychology with Concentrations in Industrial/Organizational Psychology, Clinical Psychology,  
48 and School Psychology. An overview of each of the six concentrations is given below.  
49

1 Since our last program review we have made a concerted effort to integrate our graduate programs as  
2 much as possible, both within degree (M.A.) and across degrees (M.A./M.S.). This has been facilitated  
3 by the hiring of new faculty members whose specializations span across the boundaries of our  
4 concentrations. For example, our most recent new hires are a Social/Cognitive/Neuroscientist and a  
5 Quantitative Psychologist with research interests in well-being and positive psychology. Our M.A.  
6 programs have the shared prerequisite of PSY 571 (*Intermediate Statistics*) or equivalent, and require the  
7 GRE as part of the application process. This assures a relatively even level of preparation for the shared  
8 core courses, PSY 770 (*Research Methods*), PSY 771 (*Analysis of Variance and Experimental Design*),  
9 PSY 772 (*Applications of Multiple Regression to Psychological Research*) and PSY 792 (*Proseminar in*  
10 *Foundations of Contemporary Psychological Research*). The master's thesis (PSY 898) is the  
11 culminating experience for all M.A. concentrations.  
12

### 13 **M.A. Concentrations**

#### 14 **Concentration in Developmental Psychology**

15  
16 The graduate Concentration in Developmental Psychology (along with its laboratory, the Child Study  
17 Center) was established in the spring of 1969. The program was designed to meet the needs of students  
18 whether their career goals were in research and college teaching or in non-academic applied settings. The  
19 combination of core requirements and electives enables students to focus on any part of the life span and  
20 to design curricula that are personally relevant and both rigorous and fulfilling. The program was  
21 designed as a 2-year (30 unit) course of study that would allow students sufficient flexibility to work out  
22 individual program emphases (e.g., child development, cross-cultural adolescent development, adult  
23 cognitive development) with their faculty advisors. The following guidelines, however, provide a general  
24 plan.  
25

26 The first three courses taken by students are PSY 730 (*Current Issues*), PSY 737 (*Naturalistic*  
27 *Observations*), and PSY 739 (*Technical Writing for Psychological Journals*). These courses have been  
28 designed to complement each other and are taken concurrently. They are offered in the fall semester  
29 only. PSY 770 (*Research Methods*) and PSY 771 (*Analysis of Variance*) are usually taken in spring.  
30

31 Students must register for two *Special Topic* seminars (PSY 735). These can be taken at any time in the  
32 students' training but should be completed prior to beginning thesis work. Topics and instructors in the  
33 735s vary from semester to semester. In past semesters, seminars have been offered in social and  
34 personality development, cognitive development, early parent-child relations, adolescent development,  
35 love over the life span, infancy, and child therapy. Due to restricted resources in the department, the  
36 program has been able to offer only one 735 section each semester rather than the two sections offered  
37 for many years.  
38

39 Three units of *Field Experience* (PSY 839) must be completed in the program. The experience can be  
40 an on-campus one, such as working as an intern at the Child Study Center or as a teaching or research  
41 assistant. The student may choose to have an off-campus experience in an agency or institution  
42 working with any age group. At some point during the student's program one elective course must be  
43 completed. The elective may be taken on our campus or at another university, e.g., Berkeley.  
44

45 All students are required to complete an independent research study (PSY 899) to design a study and write  
46 a thesis proposal. Registration in PSY898 permits the student to gather data, analyze results and write the  
47 thesis. Students are required to have two meetings with their faculty committee, a proposal-approval  
48 meeting and a defense of the thesis meeting.  
49

50 Over the past 32 years almost 400 students have been admitted to the program. Applicants are accepted  
51 in both the spring and fall semesters. Approximately 60% of developmental graduate students complete

1 the master's degree. The average length of time for completion is 2 1/2 to 3 years. Of those receiving  
2 their degrees, about 35% continue their studies in doctoral programs and receive Ph.D. degrees in the  
3 field. A small number of developmental students continue their studies in related fields, e.g., medicine,  
4 law, social work, and counseling. Students who choose not to continue their studies for advanced  
5 degrees have been very successful in finding work in the developmental area or closely related areas,  
6 e.g., probation officer, day care provider, nursery school director, survey researcher, curriculum director  
7 for Gymboree stores, case supervisor in an autistic center, and court appointed director for diversion  
8 programs for juvenile offenders.

9  
10 The past several years have been difficult rebuilding years for the developmental concentration. In  
11 1998, over half (3 of 5.5) of the tenured faculty members in the program selected to go on early  
12 retirement. Of the remaining 2.5 faculty members, only one taught full time in the concentration.  
13 With heavy demands for developmental courses at the undergraduate level as well as graduate needs,  
14 the program was forced to rely heavily on lecturers. The rebuilding process began in 2000 with one  
15 new tenure-track hire followed by an additional hire in 2002 and another in 2006. However, as these  
16 new hires were taking place, one of the remaining senior faculty selected full retirement, one opted for  
17 early retirement, and one is taking full-time leaves for the next two years, bringing the pending T/TT  
18 faculty in the developmental concentration to 3 positions, far short of the curricular needs.

19  
20 The program recently lost an exemplary early childhood laboratory when the university administration  
21 discontinued funding for the Child Study Center (CSC) causing the elimination of what had been a  
22 precious campus and community resource for over 37 years. The CSC was founded in 1970 as a  
23 laboratory preschool for early childhood teacher training, child observation, and faculty/student research.  
24 The Center served a culturally diverse group of 32 community children in two preschool sessions and was  
25 integral to the University's commitment to quality teaching and research, particularly for those academic  
26 programs that focused on child development, child care, and teacher training. Emphases in the laboratory  
27 were placed on creativity, cultural diversity, socialization, and anti-bias practices as well as on the  
28 importance of carefully examining children's behavior to determine the types of experiences that would  
29 spark their natural curiosity.

30  
31 The CSC program offered university students hands-on experience with young children and their families  
32 and it exposed them to a developmentally-based curriculum in which children's play served as the  
33 foundation and catalyst for social, emotional, aesthetic, intellectual, physical, and motor development.  
34 Few opportunities exist in the Bay Area for University students to experience firsthand the type of  
35 care/nurturing and the quality of the educational experience that children at the CSC received. Even fewer  
36 opportunities exist for the type of educational experience that student interns received through their  
37 engagement in curriculum design and implementation, communication with children and families, and  
38 practice in effective classroom management.

39  
40 Since its inception, the CSC had been interdisciplinary, serving multiple functions and a variety of  
41 people. In its last year of operation, over 900 graduate and undergraduate students, representing 19  
42 different academic majors, used the CSC for naturalistic observations. The CSC also served as a site for  
43 faculty and student research projects and field studies. Such projects are vital to a faculty member's  
44 professional development and career enhancement and they allow both faculty and students to stay on the  
45 cutting edge of issues in their respective fields. Especially hard hit has been the graduate Concentration in  
46 Developmental Psychology, which has drawn many of its graduate applicants because of the existence of  
47 the CSC. The Center also played direct roles in two of the required courses (PSY 737, Naturalistic  
48 Observations of Children, and PSY 839, Field Experience). Closure of the Child Study Center as a  
49 classroom laboratory for our department has been a major academic loss.

50  
51 The Developmental Psychology graduate program has established an excellent reputation over the years.

1 Graduates of the program have been routinely and quickly accepted for continuing study at top  
2 universities in the country (e.g., Berkeley, Stanford, Temple, Michigan, and Northwestern). With  
3 society's present focus on human development issues, it is expected that the program will remain relevant  
4 and very popular with students for years to come.

### 6 **Concentration in Social Psychology**

7 The Concentration in Social Psychology was established in about 1975 by a committee of approximately  
8 nine Psychology faculty members. The primary goal of the Program was to train students to be effective  
9 agents of social change in the community, using approaches that drew on the theories and empirical  
10 findings of social psychology. A secondary goal was to provide students with a foundation from which to  
11 move on to doctoral study leading to an academic career in social psychology. The Social Psychology  
12 Graduate Concentration prepares students for professional careers in research, teaching, and practical  
13 applications of social psychology at the M.A. level, while at the same time offering a foundation of  
14 education and experience appropriate for students who intend to proceed to doctoral study. The program  
15 is committed to academic excellence, to research and professional service in the public interest, and to  
16 expanding the diversity of backgrounds and perspectives in our discipline.

17  
18 The curriculum emphasizes familiarity with the literature and methods of social psychology, leadership  
19 and supervision skills, advanced written and oral communication, and professional experience in both  
20 research and applications. The program requirements include 33 semester units of coursework  
21 culminating with a thesis. Classes and non-class activities are coordinated to promote integration of  
22 learning through academic study, original research, and supervised experience in field and laboratory  
23 settings. Completion of the degree typically takes two years, with individual study plans designed to  
24 accommodate employment and other commitments.

25  
26 By 1979, internal discord had reduced the original committee to just one faculty member. In 1980 a junior  
27 faculty member was hired for the program, but in 1983 the program committee was again reduced to one  
28 person when the more senior colleague chose to end her involvement in graduate education in order to  
29 concentrate on her activities as an organizational consultant. Recognizing that scarce resources would  
30 make additional hiring for the program unlikely, the remaining faculty member encouraged members of  
31 the Psychology Department with relevant interests and expertise to join the program committee. Most  
32 limited their involvement to occasional supervision of thesis projects, but one of these new committee  
33 members quickly developed a strong commitment to the program, and for nearly two decades the two  
34 "core" faculty members of the program taught most of the courses and together supervised most of the  
35 thesis projects.

36  
37 Over the past five years, the Psychology Department's strength in Social Psychology has increased.  
38 Recent hires include Dr. Pauline Velez (Social Psychology and Industrial/Organizational Psychology),  
39 Dr. Amy Smith (hired to teach courses in Psychology and Law, but with a doctorate in Social  
40 Psychology), Dr. Marina Abalakina (Social Psychology), and in the current year Dr. Ezequiel Morsella  
41 (Social Cognitive Neuroscience) and Dr. Ryan Howell (hired as our quantitative specialist, but trained in  
42 Personality and Social Psychology). Dr. Avi Ben-Zeev is a cognitive psychologist with increasingly  
43 strong interests and research activities in the area of social cognition who works closely with the Social  
44 Psychology faculty and frequently supervises thesis projects by Social Psychology graduate students.  
45 Student activity in the Social Psychology Laboratory has been supplemented by highly productive  
46 supervision and collaboration with faculty in other labs with active research programs developed by these  
47 faculty who have been hired in the past half decade. Currently, in 2007, the synergistic integration of our  
48 M.A. programs that the faculty have been developing in practical ways for the past several years is about  
49 to be formalized through program revisions that the faculty responsible for the several programs have  
50 devised with close consultation and cooperation. The faculty of the Social Psychology Program are  
51 enthusiastic about the benefits of optimizing the educational potential of all of the programs by taking

1 maximum advantage of the interests and expertise of the faculty associated with each. At the same time,  
2 the Department recognizes that the Social Psychology Program again faces a crisis of faculty resources,  
3 since one person who is fully affiliated with the Program expects to remain at SFSU for most another  
4 year, a second is on a .8 personal leave of absence, a third is in his last year in the Faculty Early  
5 Retirement Program, and a fourth member who is fully affiliated with the Program expects to retire next  
6 year. In other words, the Social Psychology Program will lose 1.0 FTEF due to a resignation and 1.0  
7 FTEF due to retirement within a year, and an additional .5 FTEF within five years.

8  
9 The Social Psychology Laboratory for Research and Teaching has been a vital resource for the Program,  
10 offering graduate students a versatile research environment for the conduct of thesis projects and a center  
11 of activity that nourished a sense of community and mutual support. Students for whom the M.A. was a  
12 terminal degree typically found satisfying positions as community college teachers or research staff,  
13 doing applied work in consulting firms and nonprofit organizations, and in some cases operating their  
14 own businesses. Students with academic aspirations went on to doctoral study in programs at such  
15 institutions as Stanford University, George Mason University, the University of North Carolina, the  
16 University of British Columbia, the University of California at Irvine, the Claremont graduate University,  
17 Arizona State University, and the University of California at Santa Cruz (partial list).

### 18 19 **Concentration in Psychological Research**

20 The Concentration in Psychological Research began over 30 years ago and has evolved to include training  
21 in non-experimental as well as experimental methods. The primary goals of this program are to prepare  
22 broadly informed and skilled basic research psychologists to enter doctoral programs, to work as master's  
23 level researchers in basic and applied settings, and to teach in community colleges. The curriculum  
24 implements program goals with a set of courses similar to those in the first year of many doctoral  
25 programs- two courses in statistics, one in methods, a proseminar, a seminar in special problems, a  
26 research colloquium and individually supervised reading and research. Opportunities for hands-on  
27 experience in research and teaching include teaching assistantships and pre-thesis research that takes  
28 place both in SFSU laboratories and in outside academic applied settings.

29  
30 The program's strengths have traditionally included the rigor with which it trains students, and the diversity  
31 of faculty interests that accommodate students who seek research careers in such areas as statistical  
32 methods, cognitive psychophysiology, infant cognition, language processing, cross-cultural emotion  
33 recognition, action and consciousness, factors influencing well-being and stereotyped performance.  
34 Another strength is the link between the graduate program and the undergraduate core. The primary link is  
35 via the faculty who teach at least one undergraduate methods or statistics course through the use of  
36 graduate students as teaching assistants in undergraduate courses, and through the assistance of  
37 undergraduates in the independent research projects of graduate students. The heavy reliance on  
38 individually supervised reading and research, which is still considered to be a strength of the concentration,  
39 has become an overload for current faculty. Faculty members take on these supervisory courses in addition  
40 to their 9-unit teaching load, placing a heavy burden on them. Additionally, new faculty members in the  
41 concentration and their graduate students want more content courses in faculty members' areas of expertise,  
42 rather than relying on readings courses.

43  
44 Applications to the Research Psychology graduate programs total about 35 per year, and about 60% are  
45 typically considered well qualified and motivated. About 80% of enrolled students complete the program  
46 or proceed to doctoral study prior to completing it; attrition of the other 20% is attributed mainly to  
47 personal circumstances unrelated to the program. The Concentration in Physiological Psychology was  
48 discontinued in 2006, and was folded into Psychological Research, adding expertise in physiological  
49 psychology to the concentration. The concentration is currently being restructured to reflect the expertise  
50 of current and expected faculty members. The proposed title, Concentration in Mind, Brain, and Behavior,  
51 encompasses cognitive, psychophysiological, and social aspects of behavior.

1  
2 Post-graduate opportunities have included professional positions in such places as University of California  
3 San Francisco (MRI Center and Epilepsy Center); Stanford Hospital, Seattle Children's Hospital and other  
4 clinics; and or doctoral placements such as the University of California, Berkeley; State University of New  
5 York, Stanford University, Boston College, Penn State, and University of Arizona as examples of recent  
6 graduate school acceptances. For the future, the department anticipates the program continuing at its  
7 current size of about 12 acceptances annually. Growth of the program is precluded by the resource  
8 demands of the department's undergraduate program.  
9

## 10 **MS Programs**

### 11 **Concentration in Industrial/Organizational Psychology**

12 First offered in 1962, the Concentration in I/O Psychology is probably the oldest and best known of its  
13 type in the western region. where I/O training is still fairly rare. The primary goals of this program are  
14 to prepare students for careers in human resources, or management consulting, or for completion of  
15 doctoral programs at Ph.D. granting institutions. Recent changes in the curriculum occurred in 1995  
16 and again in 1999. The first revision changed one I/O elective to a requirement. increased the  
17 methods/statistics units, and added two new I/O seminars. This revision in course format allowed the  
18 program to enhance the content and focus of the program more efficiently.  
19

20 The curriculum integrates and enhances basic skills, including critical thinking, written and oral  
21 communication, quantitative reasoning and information access competence through comprehensive  
22 exams, oral and written reports, and other evaluative course activities in PSY 762 (*Industrial*  
23 *Psychology*), PSY 765 (*Training Program Development*), PSY 760 (*Organizational Psychology*), PSY  
24 766 (*Organizational Change*), PSY 742 (*Survey Research*), and PSY 768 (*Field Experience Seminar*).  
25 Multicultural issues are prominent in I/O psychology, especially as they relate to the laws governing  
26 employer practices and consultation on employment issues. These issues are considered in depth in  
27 comprehensive exams, oral and written reports, and other evaluative course activities in PSY 761  
28 (*Industrial and Organizational Psychology*), PSY 762, PSY 768, and PSY 898.  
29

30 Students who enroll in the I/O concentration progress through the degree as a cohort. This structure  
31 has resulted in a much more efficient delivery of the curriculum than in the past and has eliminated  
32 bottlenecks. One consequence of using the cohort model is that required and elective courses are now  
33 offered once a year. With the introduction of the cohort model, the program made several  
34 complementary changes. First, the program accepts students only once a year. Second, the program  
35 recommends 12-15 acceptances annually, which is a sufficient number to fill courses to capacity.  
36 We also have been able to meet demand among students enrolled in non-psychology graduate  
37 programs. For example, students in business, instructional technology, and speech communication  
38 are often able to enroll in I/O courses if they have fulfilled the prerequisites. Applications to the I/O  
39 Psychology graduate program total about 80-100 per year. resulting in a selection ratio of  
40 approximately 15%. Many of these applicants are from out of state. with a significant proportion  
41 residing outside of the U.S.  
42

43 Students may complete a thesis or a comprehensive exam to complete the culminating experience  
44 requirement. About two-thirds choose to complete a thesis and the remaining students complete the  
45 comprehensive exam. Attrition is relatively low; only about 10% of those admitted fail to complete  
46 the degree. Much of this attrition occurs after students complete the required third-semester  
47 internship. They often receive job offers from the internship organization, and some do not return to  
48 complete a CE. The majority of students complete the program in two years. A few students work  
49 full-time, and may require 3-5 years to complete the degree.  
50

51 The concentration's strength is the marketability of the graduates' skills. Alumni survey results



1 consistently demonstrate that graduates work in challenging, satisfying and lucrative jobs directly  
2 related to their graduate training. Some are employed in human resources in private or public sector  
3 organizations, and others work as management consultants. Some continue on to Ph.D. programs in  
4 I/O psychology. The concentration's weakness is the lack of faculty to effectively administer the  
5 program. One faculty member is serving as department chair (until Fall, 2008), another is on a .8  
6 personal leave of absence, and a third is currently Associate Dean of the College of Business. This  
7 leaves only one full-time faculty member (Dr. Chris Wright) in the concentration. We are currently in  
8 the hiring process for an additional faculty member in industrial psychology.  
9

### 10 **Concentration in Clinical Psychology**

11 The Concentration in Clinical Psychology at San Francisco State University has continuously trained  
12 psychotherapists since it began in 1952. The Clinical Concentration is a practice-oriented program  
13 designed to prepare individuals in careers in mental health services in a variety of settings including  
14 community mental health centers, governmental agencies, hospitals, private and public schools, private  
15 practice, and managed care. The program provides the academic preparations and pre-masters supervised  
16 hours required for the State of California LMFT license, and at the same time offers a foundation of  
17 education and experience appropriate for students who intend to proceed to doctoral programs. The  
18 program is committed to academic excellence and professional service in the practice of clinical  
19 psychology while serving individuals in our diverse community.  
20

21 The program is two years in length and must be attended full time. One of the strengths of the program is  
22 that it is relatively small in size - each cohort consists of approximately 12 students and there are four full  
23 time Clinical Program faculty members and two faculty members who share their time with one other  
24 area in the department. One program member, Dr. Dawn Terrell, is on temporary administrative  
25 assignment as the Associate Dean of the College of Behavioral and Social Science. She is expected to  
26 return to the department in Fall of 2009.  
27

28 In their first year graduate students in the program attend three year-long classes (including a theory  
29 course, an assessment course, and a practicum course), a case conference, and receive individual and  
30 group supervision. Students also train as psychotherapists in the psychology clinic seeing SFSU students  
31 and adults from the community. In addition during their first year students work at a community  
32 placement with underserved children. (e.g., Head Start). The students' role in these placements is as a  
33 training therapist, working with children both individually and in small groups. In their second year  
34 students obtain placements at competitive Bay Area psychology practice internships and also attend two  
35 year-long courses on campus (including advanced psychopathology and short-term models of treatment).  
36 Finally, in their second year students must complete a master's paper or thesis to satisfy the CE  
37 requirement, which represents a culmination of their theoretical and practice experiences in the SFSU  
38 Clinical Program.  
39

### 40 **Concentration in School Psychology**

41 Post-baccalaureate professional training in School Psychology has been offered by the Department of  
42 Psychology since 1951 and is the foundation of one of the earliest masters degrees awarded by SFSU.  
43 This post-graduate specialization also awards the state's pupil personnel services credential with an  
44 emphasis in School Psychology. The Concentration in School Psychology provides the graduate  
45 student with the opportunity to work directly with schools while completing requisite courses in  
46 several relevant academic areas; the student is able to instantly apply knowledge to practice in  
47 fieldwork experience in each of the three years of graduate study. Upon completion of the program,  
48 student is qualified to work as a School Psychologist in districts throughout California.  
49

50 Students are trained as professional school psychologists with solid training in basic clinical skills to  
51 work with culturally diverse groups of children and their families. The program has two components.

1 In the first two-years of the program, graduate students work toward receiving a master's degree in  
2 Psychology with a Concentration in School Psychology. Upon completion of the Master of Science  
3 degree, students are eligible for the Credential Internship Program. The successful completion of this  
4 Program awards the candidate a California Pupil Personnel Services Credential (PPS) with an  
5 emphasis in School Psychology.  
6

7 Traditionally, the Psychology Department offered both the Master of Science: Concentration in  
8 School Psychology and the Credential Internship program. With the increasing external demands  
9 from accrediting agencies (NASP and CCTC), school districts and prospective candidates, along with  
10 the changes in the School Psychology profession, the School Psychology program now consists of two  
11 components: The traditional two year Masters of Science degree in Psychology with a concentration in  
12 School Psychology and a third credential year: and an independent one year Credential Internship  
13 Program in School Psychology, Pupil Personnel Services Credential Program with a School  
14 Psychology Designation, in which practicing professionals are able to enroll in the 24-unit credential  
15 program without entering a master's program.

16 To accomplish these goals and objectives, the School Psychology Program is designed as a carefully  
17 monitored and closely articulated three year sequence of didactic theory and methods courses,  
18 community based, professionally supervised practicum/field placement experiences, and  
19 accompanying seminars oriented toward the integration of theory and practice. This is the  
20 strength of the Program. This approach to training allows for a close integration of theoretical  
21 knowledge and the methods for applying that knowledge with the insights gained from the  
22 examination of personal experience as a psychological services provider with client populations.  
23 Basic theories and skills are first presented in seminars in the early stages of the training program,  
24 and later are extended and elaborated at levels of greater depth and complexity as the student  
25 progresses through the graduated set of learning and training experiences. Courses are not designed  
26 as isolated, "stand alone" packages, but as part of the overall training experience. Competencies,  
27 which include multicultural competence, are often addressed in the School Psychology Program at  
28 different levels and in different "courses" at the same time, so that few courses are designed solely to  
29 meet specific areas of knowledge and competence. Revisions to the program reflect the pedagogical  
30 changes in training requirements for the profession of School Psychology.  
31

32 Because of the coordinated nature of the School Psychology Program offerings; only full-time,  
33 continuing students are admitted. With rare exceptions, a student will enter the School Psychology  
34 Program and graduate three years later with the same group of students. The third year Credential  
35 Program is a one-year 24 unit program offered to professionals with at least a master's program in a  
36 related discipline and supervised work experience in schools. The number of students admitted to the  
37 programs varies based upon the quality of the applicants. However, since the demands for the  
38 programs have increased, the number of admissions has increased significantly.  
39

40 The success of a quality-training program is evidenced by approval of the program from the  
41 National Council for the Accreditation of Teacher Education (NCATE) and the California Teaching  
42 Credential Commission (CCTC). The major area of weakness of this program is the lack of faculty  
43 resources. The hiring of a tenured track faculty member scheduled for Fall, 2008 will address this  
44 area of weakness. We will seek authorization for a second new position for AY 2009-2010.  
45  
46  
47

## 2.2 The Program(s) in the Context of the Academic Unit

The undergraduate and graduate programs in the San Francisco State University Psychology Department reflect the richness of a structured curriculum that builds upon common themes but addresses the diversity of specialties within the discipline. The Psychology Department, as part of the California State University system and the San Francisco State University, views its mission from a broad perspective:

- 1) As part of the larger State University system, to serve its primary function, that is, to prepare students to achieve their educational objectives;
- 2) As part of the SFSU campus, to encompass the diversity of our urban student body and to serve their unique needs;
- 3) As an academic department, to deepen understanding of the psychological aspects of human behavior and thought in various settings through research, training, service and publication.

Within this context, the mission of psychology is to promote an understanding of individual behavior and thought. Such understanding includes achieving clarity about the nature of self and the development of the person. It includes insights into the basic processes of human perception, learning, cognition and motivation; the relationship of behavior to physiology; and the nature of psychological disorder. A complete understanding of human behavior thought also includes recognition of the many social contexts within which they occur, such as work, school, and home. Finally, this understanding includes how psychologists use their knowledge to help improve the quality of people's lives.

Psychological knowledge is derived from empirical sources and scientific methods. The emphasis on empirical scientific acquisition of psychological knowledge requires an understanding of the methods and approaches of science. It also requires the psychologist to attempt to improve understanding and to create new knowledge through research and scholarship. At the same time, the practice of psychology is requisite in the discipline. Practitioners in psychology seek to provide human services and develop human potential in a variety of applied settings, using expertise from specialties including Clinical Psychology, I/O Psychology, and School Psychology. Regardless of the setting, the focus of the practice of psychology is on improving human functioning, be it in social or family interactions or in the world of work or school.

These two perspectives in psychology—an empirical orientation firmly rooted in scientific method and theoretical foundations. and the practical application of scientific knowledge derived from psychological research – are completely intertwined. While conducting basic research, psychologists typically consider the potential applications of its outcomes. While engaged in the practice of psychology, practitioners are always mindful of the scientific, empirical and theoretical bases of their activities. Specializations within psychology, such as Social Psychology, Psychological Research, and Developmental Psychology aim to increase psychological knowledge through research and theory development, which have implications for application. Specializations such as Clinical Psychology, School Psychology, and I/O Psychology which emphasize application are firmly rooted in scientific theory and research. All psychologists regardless of their specialization consider themselves scientists and value both basic research and practical application.

Table 3 details the distribution of FTES, FTEF, and SFR for the past five years (note: for some reason, Spring 2002 is not available from enrollment analysis data). As can be seen, both our undergraduate and graduate FTES are higher now than in 2001. SFR has remained fairly constant for graduate students, and has grown slightly for undergraduates. We traditionally have offered open access to the psychology major, but have limited our graduate student SFR by keeping enrollment at a manageable level. Typically between 8-12 students are admitted to each concentration per year. Most of our graduate courses are taught by T/TT faculty members, but we also take advantage of the availability of PhD psychologist practitioners in the SF Bay Area and utilize them as appropriate, particularly for the

1 M. S. programs. None of our concentrations utilizes paired courses, and most student GAPs contain  
2 few undergraduate courses or paired courses from other disciplines (e.g., students in the I/O graduate  
3 program can use courses from the College of Business as electives, and those courses are often paired).  
4

5 It is a challenge to meet the needs of our 1600+ majors as well as our graduate students. The majority  
6 of our faculty resources are devoted to upper-division psychology courses, which is reasonable given  
7 that almost all of the courses that comprise our major are upper-division courses. Most of these courses  
8 are offered as large sections, with 120-150 students. This strategy is designed to maximize FTES and  
9 still allow enough faculty resources to teach our graduate programs.

1  
2  
3

Table 3  
FTES, FTEF and SFR for the last five years

San Francisco State University -- Office of Academic Institutional Research  
Faculty / Student Workload  
Report For: Psychology

	Fall 2001			Fall 2002			Fall 2003			Fall 2004			Fall 2005			Fall 2006	
	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF
Lower Division	137.8	0.993	138.77	140.6	1.115	126.1	153	1.775	86.2	153.8	1.681	91.49	176.4	2.199	80.22	184.5	2.716
Upper Division	576.33	16.216	35.54	607.27	18.398	33.01	680.53	18.761	36.27	698.8	19.119	36.55	719.4	16.74	42.97	774.72	18.963
Undergraduate	714.13	17.209	41.5	747.87	19.513	38.33	833.53	20.536	40.59	852.6	20.8	40.99	895.8	18.939	47.3	959.22	21.679
Graduate	76.27	10.211	7.47	91.33	12.379	7.38	79.07	10.838	7.3	72.4	12.197	5.94	69.13	11.271	6.13	84.95	10.197
All Divisions	790.4	27.42	28.83	839.2	31.892	26.31	912.6	31.374	29.09	925	32.997	28.03	964.93	30.21	31.94	1044.17	31.876

	Spring 03			Spring 04			Spring 05			Spring 06			Spring 07	
	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF
Lower Division	156.27	2.655	58.86	158.6	2.163	73.32	167.4	2.519	66.45	163.8	2.396	68.36	162.45	2.8
Upper Division	664	17.034	38.98	670.07	18.505	36.21	712.33	18.198	39.14	691.73	17.86	38.73	731.43	16.893
Undergraduate	820.27	19.689	41.66	828.67	20.668	40.09	879.73	20.717	42.46	855.53	20.256	42.24	893.88	19.693
Graduate	83	11.81	7.03	75.6	12.192	6.2	77.8	11.953	6.51	70.33	10.964	6.41	87.18	11.663
All Divisions	903.27	31.499	28.68	904.27	32.86	27.52	957.53	32.67	29.31	925.87	31.22	29.66	981.07	31.356

Full Time Equivalent Student (FTES)  
Full Time Equivalent Faculty (FTEF)  
Student Faculty Ratio SFR = (FTES/FTEF)

1 A typical teaching load for a faculty member is one large undergraduate section plus either a small  
2 undergraduate section or a graduate course each semester. This cuts down on classroom and  
3 preparation time (because one large course counts for .4WTU in a faculty member's workload), but  
4 does not decrease the number of students served. As the number of undergraduate majors has  
5 increased, however, we are increasingly less able to keep up with the demand for our upper-division  
6 courses. Our upper-division courses also are included in the Psychology Pattern for Liberal Studies  
7 majors, in other majors such as Nursing and Child and Adolescent Development, and in GE Segment  
8 III requirements. We have begun to strictly enforce course prerequisites as a means of dealing with  
9 ever-increasing numbers of students, and are considering impactation as a measure to control enrollment.

10  
11 Our primary lower-division major course is PSY 200 (*General Psychology*), which also serves as a  
12 Liberal Studies prerequisite and a GE Segment II course. It is offered as a mega-section during both  
13 fall and spring semesters and as an online course at least once a year, and is typically offered during  
14 summer session as well. PSY 111 (*Critical Thinking*), and PSY 171, (*Quantitative Reasoning*), fulfill  
15 GE Segment I requirements. Multiple sections of these are offered as often as resources allow.  
16 Clearly our resources are stretched thinly. So far, classroom space has not been a major issue, as we  
17 cross-utilize department meeting rooms, computer labs, and research labs to house some undergraduate  
18 and most graduate courses. One indicator of our scarce resources is our inability to give faculty  
19 members any compensation for supervision courses, including culminating experience courses. Faculty  
20 members supervise these courses on a volunteer basis, as overloads. This imposes a significant strain  
21 on the Psychological Research Concentration faculty members in particular as a large portion of their  
22 curriculum has been devoted to individually supervised reading or research courses (e.g., PSY 798,  
23 PSY 799, PSY 896, PSY 898), and is a major reason that this concentration is being revised.

24  
25 Ideal sizes for each program (M.A. and M.S.) range from 30-40. This assumes about 10-13 students  
26 per concentration, providing an appropriate size for seminar courses by concentration and core  
27 methodological courses that are used across concentrations. As Table 4 shows, our applicant pool has  
28 gone from about 220 in 2001 to 360 in 2006, a substantial increase. Applications for both the M. A. and  
29 the M.S. program have increased by 60-70% since 2001. Applications to the M.A. concentrations  
30 reached a high of 105 for the 2005-2006 AY, and then decreased slightly when the Concentration in  
31 Physiological Psychology was discontinued in 2006. The applicant pool is largest for the M.S.  
32 concentrations, which is understandable given their applied professional focus and the dearth of similar  
33 programs in California. The M.S. concentrations are designed to be terminal degrees that prepare  
34 graduates for professional careers. Clinical Psychology is the most competitive concentration, but  
35 School and I/O Psychology are not far behind. Together, the M.S. concentrations receive between 250-  
36 300 applications for 36-40 slots. The applicant pool for all concentrations includes about 10%  
37 international applicants (25-40), and we accept approximately 5-15 of these applicants each year. Two  
38 primary constraints limit the acceptance of international applications: 1) some applicants have 3-year  
39 bachelor degrees, which are not recognized by our Division of Graduate Studies; 2) many applicants'  
40 English verbal and writing abilities are not strong enough for graduate study. As mentioned, we control  
41 graduate student admissions to keep our program size manageable.

42  
43 The quality of our programs is considered to be high, as evidenced by the numbers of our students and  
44 graduates who go into PhD programs or to professional careers related to their concentration (see Table  
45 8G). We experience about a 20-25% attrition rate in students who are accepted to our programs, due  
46 primarily to two causes: 1) we are sometimes used as a 'safety school' for PhD program applicants.  
47 Our accepted applicants who also receive admission to PhD programs typically decline our acceptance;  
48 2) our best applicants often decline acceptance because we can offer very little in terms of financial aid.  
49 SFSU has traditionally paid scant attention to graduate student financial aid. Many universities - even  
50 CSU campuses such as San Diego State - support graduate students financially to a much greater extent  
51 than we can, and this impacts our competitiveness.

Table 4.  
Number of applicants and admitted students by concentration.

Psychology	2001-02				2002-03				2003-04			
	Fall 01		Spring 02		Fall 02		Spring 03		Fall 03		Spring 04	
	Admits	Applied	Admits	Applied	Admits	Applied	Admits	Applied	Admits	Applied	Admits	Applied
<b>MA Concentrations</b>												
Developmental	16	19	1	5	14	24	2	7	13	23	1	7
Physiological	3	4	0	0	2	6	1	1	4	12	1	1
Research	10	14	0	0	13	31	1	1	9	23	0	0
Social	8	9	3	3	12	20	0	0	6	18	1	1
<b>Totals</b>	37	46	4	8	41	81	4	9	32	76	3	9
<b>MS Concentrations</b>												
Clinical	13	71	0	0	15	109	0	0	13	133	0	0
School	11	46	0	0	11	48	0	0	11	65	0	0
Industrial	19	58	2	2	22	47	0	0	12	56	1	1
<b>Totals</b>	43	175	2	2	48	204	0	0	36	254	1	1
	2004-05				2005-06				2006-07			
	Fall 04		Spring 05		Fall 05		Spring 06		Fall 06		Spring 07	
	Admits	Applied	Admits	Applied	Admits	Applied	Admits	Applied	Admits	Applied	Admits	Applied
<b>MA Concentrations</b>												
Developmental	10	27	3	8	10	28	1	7	9	19	1	4
Physiological*	1	6	0	0	2	8	0	0				
Research	7	22	1	1	10	39	0	0	11	38	1	1
Social	7	27	0	0	17	30	0	0	3	21	1	1
<b>Totals</b>	25	82	4	9	39	105	1	7	23	78	3	6
<b>MS Concentrations</b>												
Clinical	11	117	0	0	13	131	0	0	12	136	0	0
School	12	98	0	0	10	80	0	0	8	69	0	0
Industrial	14	76	2	2	10	58	1	1	14	77	0	0
<b>Totals</b>	37	291	2	2	33	269	1	1	34	282	0	0

1                   **HOW PROGRAM MEETS UNIVERSITY WIDE INDICATORS AND STANDARDS**

2                   **3.0ADMISSION REQUIREMENTS**

3                   **3.1 Evidence of Prior Academic Success**

4                   Almost all entering students over the last five years met the university-wide GPA threshold of 2.75. In  
5                   fact, it is rare that students with lower than a 2.75 GPA are admitted to any psychology concentrations,  
6                   and the norm is closer to 3.0. We generally look at overall GPA, with emphasis on upper division course  
7                   work, especially in psychology. Other evidence of prior academic success is provided in at least three  
8                   letters of recommendation, transcripts, the Graduate Record Exam (GRE) General Tests, prerequisite  
9                   courses, personal statements, and estimates of a good fit between applicants' interests and program focus.  
10                  We evaluate the entire profile of the applicant to determine their acceptance.

11  
12                  **3.2 Evidence of Competent Writing**

13                  We assess writing competence in several ways. M.A. and M.S. applicants are required to complete the  
14                  GRE Analytical Writing Component with a minimum score of 4.0. In special cases (typically for  
15                  international students or others whose primary language is not English), students who do not meet this  
16                  requirement may be admitted conditionally. Such students must complete a graduate-level writing course,  
17                  either through the GET process<sup>1</sup> or as part of the concentration curriculum, and receive a minimum grade  
18                  of B during the first semester or year of study. Clinical and School Psychology applicants are required to  
19                  complete the GRE Analytical Writing Component and are also assessed via written materials submitted  
20                  with the department applications. These students may remedy Level I requirements by successful  
21                  completion of PSY 721 (*Clinical Methods*), during their first semester. Students' writing is honed during  
22                  their graduate study, as extensive writing is required in PSY 770 (*Research Method*s), as well as in many  
23                  of the concentration content courses.

24  
25                  **3.3 English Preparation of Non-Native Speakers**

26                  Across programs, we admitted 39 international students (out of 163 applicants) between 2001-2006, most  
27                  of whom are non-native English speakers. Applicants must meet university standards on the TOEFL or  
28                  IELTS. Before accepting these students, we look carefully at their GRE writing scores, personal  
29                  statements, and any other writing samples they submit with their applications to ensure they have  
30                  adequate command of the English language. If an applicant's capabilities are marginal (e.g., below 4.0 on  
31                  the GRE writing component), he or she can be required to take the GET and subsequent writing course if  
32                  needed. Typically, these applicants are accepted only when other facets of their applications are  
33                  outstanding, and specific faculty members agree to mentor and support them.

34  
35                  **3.4 Overview of Program Admissions Policy**

36                  Recent changes to our admissions policy have been made to facilitate the integration of graduate  
37                  concentrations:

- 38  
39                  - the GRE general test, including the Analytical Writing Component, is required for application to all  
40                  concentrations. Scores are used as one source of information in the assessment of an applicant's overall  
41                  qualifications. A score of 4.0 or better on the Analytical Writing Component satisfies the Level I writing  
42                  requirement.  
43  
44                  - an intermediate statistics course prerequisite was instituted for all M.A. concentrations, as well as for the

---

<sup>1</sup> Students take the Graduate Essay Exam (GET) before beginning graduate courses. If they pass the GET, this is accepted as evidence of competent writing. If they do not fully pass the GET, they must enroll in one of the associated writing courses offered through regular university or CEL.



1 I/O and School Psychology concentrations. A concentration may admit a student who does not meet this  
2 criterion and require the student to complete PSY 571 (*Statistical Analysis of Psychological Research*)  
3 with a grade of B or higher in their first semester of graduate work. The Clinical concentration requires  
4 beginning statistics, but students are encouraged to take additional statistics courses as required for  
5 culminating experience work (note: clinical students have the option to complete a masters project as  
6 their culminating experience, and those who opt for the theses may use qualitative rather than quantitative  
7 analyses).

8  
9 - the due date for all applications was moved from March 1 to February 1, enabling us to make earlier  
10 acceptance decisions. This is important for recruiting the best candidates.

11  
12 - the application process was changed to a packet submission process (i.e., candidates submit all materials  
13 at once. This has streamlined our evaluation process, as we don't waste time tracking down materials for  
14 incomplete applications; however, some candidates may not apply because they are unable to gather all  
15 the required materials in a timely fashion.

16  
17 Overall, we believe we have been successful in recruiting and selecting qualified applicants to our  
18 programs. Over the past five years (2001-2006), our annual applicant pool has grown to 374 (105 for the  
19 M.A. concentrations and 269 for the M.S. concentrations), increasing our ability to select highly qualified  
20 candidates. Because we assess applicants in multiple ways and do not rely solely on standardized tests, we  
21 have been able to recruit a diverse cadre of students. We are increasing our web presence as another  
22 recruitment tool.

## 23 24 25 **4.0 PROGRAM REQUIREMENTS**

### 26 **4.1 Number of course offerings**

27 Our course offerings in the psychology graduate programs are extensive in order to keep up with program  
28 requirements. More courses are offered in fall semesters than in spring, as most second-year students  
29 complete their culminating experience requirements (and so take very few other courses) during spring  
30 semester. Table 5 shows our course rotation from Fall, '01 to present, and Table 5A describes the  
31 specialization areas of each of our faculty members who teaches in the graduate programs. We offer  
32 between 23-28 different graduate courses each fall semester, and between 27-20 different courses each  
33 spring semester. Some courses each semester have more than one section (e.g., PSY 770, PSY 721, PSY  
34 728, PSY 729). Our courses attract classified graduate students from other graduate programs, such as  
35 Business and Public Administration, and we accommodate these students as long as they have satisfied  
36 course prerequisites.

		Table 5. Course Rotation Schedule																							
GRADUATE COURSES		Fall 01	N #	Sp 02	N #	Fall 02	N #	Sp 03	N #	Fall 03	N #	Sp 04	N #	Fall 04	N #	Sp 05	N #	Fall 05	N #	Sp 06	N #	Fall 06	N #	Sp 07	N #
<b>COURSES USED ACROSS CONCENTRATIONS</b>																									
PSY 770 RESEARCH METHODS + TECHNIQS	Geisler	29	Colvin	21	Geisler	40	Colvin	29	Giesler	19	Colvin	26	Smith	19	Velez	15				Mosier Rogers	14	Cookston	16	Gamba	10
PSY 770 RESEARCH METHODS + TECH															Smith	11	Kim	20	Cookston	10			Cookston	13	
PSY 771 ANALYSIS VAR&EXPMNTL DSGN	Matyas	12	Steiner	14	Steiner	18	Steiner	12	Steiner	13	Steiner	15	Kim	9	Steiner	12	Kim	7	Steiner	8	Matsumoto	17	Steiner	10	
PSY 772 APPL MULT REGR PSY RSRCH			Wright	28			Wright	28			Wright	25			Wright	24			Wright	33			Wright	27	
PSY 777 STAT ANLYSIS MULTVAR DATA							Matsumoto	5			Matsumoto	5			Matsumoto	8									
<b>MA COURSEWORK</b>																									
PSY 730 SEM-CUR ISSUES DEVMTL PSY	Loewy	9			Cookston	9			Cookston	15				Cookston	10				Cookston	11			Cookston	9	
PSY 735 ADOLESCENCE + YOUNG ADULT			Juang	9			Juang	11						Juang	11					Juang	11		Juang	5	
PSY 735 EARLY PRNT-CHILD RELATNS							Piontkowski	11																Paik	16
PSY 735 IDIV DIFF IN COG DEVEL													Galloway	15					Galloway	16					
PSY 735 SOC+PERSONALITY DEVELOPMENT	Bunge	8																							
PSY 735 LOVE + LIFE SPAN																Cookston	14								
PSY 737 LAB-OBSERVTN CHILDREN BEHV	Spencer	12			Spencer	9			Spencer	12				Spencer	9				Spencer	9			Spencer	11	
PSY 739 TECH WRITING FOR PSY JOUR	Spencer	12			Spencer	9			Spencer	13				Spencer	9				Spencer	9			Spencer	11	
PSY 740 SEM-SOCIAL PSYCHOLOGY	Newton	11			Newton	16			Newton	12				Newton	10				Newton	13			Newton	6	
PSY 741 SEM-GROUP DYNAMICS	Kardush	19			Leroux	13																			
PSY 742 SEM-SURVEY RESEARCH	Rogers	7			Velez	13			Velez	18				Velez	11				Velez	16			Velez	20	
PSY 748 SEM-ACC FLD PROBS PSY			Newton	11	Kroeker	8	Newton	10			Newton	4			Newton	8			Newton	11			Newton	4	
PSY 749 FIELD PROBLEMS-SOCIAL PSY			Newton	11	Kroeker	8	Kroeker	10			Newton	8			Newton	8			Newton	11			Newton	4	
PSY 751 CURRENT TRENDS+ISSUES*			Kroeker	12			Velez	9			Kroeker	6			Kroeker	7				Abalakina	11			Abalakina	5
									Ben-Zeev/Geisler																
PSY 792 PROSEM-CONTEMP PSY RSRCH	Geisler/Steiner	13			Ben-zeev	15								Geisler	11				Geisler	21			Ben-Zeev	13	
PSY 798 RESEARCH COLLOQUIUM	Steiner	12			Geisler	11			Giesler	15						Kim	6			Kim	5			Kim	9
PSY 839 FIELD EXP-DEVELOPMENTAL PSY	Spencer	1	Spencer	1	Spencer	2	Spencer	1	Spencer	5	Spencer	2	Spencer	6	Spencer	1	Spencer	7	Spencer	3	Spencer	2	Spencer	6	
PSY 839 FIELD EXP-DEVELOPMENTAL PSY	Spencer	3	Spencer	4	Spencer	3	Spencer	6	Spencer	2	Spencer	2	Spencer	3	Spencer	4	Spencer	0	Spencer	1	Spencer	4	Spencer	2	
PSY 839 FIELD EXP-DEVELOPMENTAL PSY	Spencer	3	Spencer	2	Spencer	4	Spencer	9	Spencer	0	Spencer	3	Spencer	3	Spencer	3	Spencer	2	Spencer	3	Spencer	1	Spencer	0	
PSY 865 ETHICS+PROFESSIONAL RESPON*	Kroeker	9					Kroeker	9	Kroeker	9				Kroeker	6				Kroeker	5			Kroeker	11	
PSY 891 SEM-SELECTED PROBLEMS*														Ben-Zeev	11	Terrell	16		Lewis	9	Matsumoto	7	Lewis	12	
PSY 891 SEM-SELECTED PROBLEMS*					Matsumoto	5								Lewis	13										
<b>MS COURSEWORK</b>																									
PSY 721 CLINICAL METHODS-TESTING	Lewis	9			Bowler	12			Bowler	13				Bowler	20				Bowler	12			Hellenga	14	
PSY 721 CLINICAL METHODS-TESTING	Gallenkamp	10			Bowler	11			Gilbert	12										Hill	10		Hill	11	
PSY 722 CLINICAL METHODS - PERSNLTY			Bowler	11			Bowler	10			Bowler	12			Gilbert	19				Bowler/Agustin	12			Gilbert	9
PSY 722 CLINICAL METHODS - PERSNLTY			Gallenkamp	10			Gilbert	12			Gilbert	11								Gilbert	12			Hellenga	14
PSY 728 CONF-ACCOMPANY PSY PRCTCM	Harris	10	Gard	12	Terrell	11	Terrell	11	Gard	12	Gard	12	Gard	10	Gard	9	Gard	12	Gard	12	Gard	13	Gard	13	
PSY 728 CONF-ACCOMPANY PSY PRCTCM	Gard	12	Harris	10	Harris	11	Schulkin	11	Harris	10	Estell	10	Harris	10	Harris	10	Harris	9	Estell	9	Harris	8	Harris	8	
PSY 729 PSYCHOLOGY PRACTICUM	Harris	8	Miller	5	Gard	5	Gard	5	Terrell	6	Terrell	6	Sites	5	Sites	5	Gard	6	Gard	6	Gard	6	Gard	6	
PSY 729 PSYCHOLOGY PRACTICUM	Miller	4	Harris	7	Sites	6	Sites	6	Harris	6	Harris	6	Harris	5	Harris	4	Harris	6	Harris	7	Hellenga	7	Harris	8	
PSY 729 PSYCHOLOGY PRACTICUM	Estell	10	Estell	10	Estell	11	Estell	11	Baldwin	10	Baldwin	10	Harris	10	Harris	10	Harris	9	Harris	7	Harris	8	Hellenga	7	
PSY 753 PSYCHOTHERAP DEV CHANG I	Sites	12			Bunge	14			Bunge	17				Bunge	22				Bunge	21			Sites	21	
PSY 754 PSYCHOTHERAP DEV CHANG II			Bunge	15			Bunge	12			Bunge	12			Bunge	21							Bunge	19	
PSY 760 SEM-ORGANIZATIONAL BEHAV			Mosier	13			Marsh	14			Marsh	11			Mosier	11				Carr	8		Velez	10	
PSY 761 SEM-INDUSTRIAL-ORG PSY	Berry	15			Berry	15			Berry	9			Velez	11			Marsh	8				Velez	11		
PSY 762 SEM: INDUSTRIAL PSYCH			Berry	11			Berry	15			Berry	10			Wright	9			Wright	9			Wright	11	
PSY 765 INDUS TRAINING PROG DEVEL	Wright	17			Wright	15			Wright	11				Wright	11			Carr	8			Wright	11		
PSY 766 PSY FOUNDATIONS ORG CHANGE	Rose	18			Colvin	15			Colvin	17				Thayer	10			Rose	11			Rose	7		
PSY 767 EMERGING ISSUES I/O PSY*									Velez	11															
PSY 768 SEM-ACC FLD EXP IND/ORG	Berry	12			Mosier	11			Mosier	14				Mosier	9			Wright	9			Wright	8		
PSY 769 FIELD EXP-INDUSTRIAL PSY	Berry	12			Mosier	11			Mosier	14				Mosier	9				Wright	9			Wright	8	
PSY 821 CLIN METH DIAG ADV PATHGY	Miller	14			Miller	12								Miller	12				Sites	9			Sites	12	
PSY 822 CLIN METH MAR/FAM THERAPY			Miller	12			Miller	13			Gard	11						Sites	12			Schulkin	9		
PSY 828 CONF-ACCOM PSY FIELDWORK	Lewis	12	Lewis	12	Lewis	12	Lewis	12	Lewis	11	Lewis	11	Terrell	12	Terrell	12	Terrell	12	Terrell	9	Terrell	9	Terrell	12	
PSY 828 CONF-ACCOM PSY FIELDWORK	Sites	6	Sites	6	Harris	11	Sites	9	Sites	11	Sites	11	Gutkin	10	Gutkin	10									
PSY 829 PSYCHOLOGY FIELDWORK	Terrell	6	Lewis	12	Lewis	7	Lewis	6	Lewis	6	Miller	5	Miller	5	Lewis	6	Lewis	6	Lewis	5	Lewis	5	Lewis	7	
PSY 829 PSYCHOLOGY FIELDWORK	Lewis	6	Terrell	0	Terrell	5	Terrell	6	Miller	5	Baldwin	11	Lewis	6	Lewis	6	Lewis	6	Lewis	4	Lewis	4	Lewis	5	
PSY 829 PSYCHOLOGY FIELDWORK														Harris/ Baldwin	10				Harris/ Baldwin	10			Lewis	6	
PSY 829 PSYCHOLOGY FIELDWORK	Harris	6	Harris	6	Harris	11	Baldwin	11	Baldwin/Harris	11	Lewis	6		Harris/ Baldwin	10				Harris	10			Harris	9	
TOTAL NUMBER OF COURSES (NOTE: SOME HAVE MULTIPLE SECTIONS)		25		17		28		19			23		20		24		19		24		19		24		20

1  
2

**Table 5A**

**Faculty in Each Concentration and Area of Expertise**

	#	Faculty Area of Expertise
Developmental	4	Dr. Sacha Bunge (.5 - joint with Clinical) – attachment relationships and breaking the cycle of abuse Dr. Jeffrey Cookston – families, with special attention to the role of marital conflict, fathering, and divorce. Dr. Linda Juang – adolescents of immigrant families, acculturation, parenting Dr. Jae Paik – cross-cultural studies of language and math learning Dr. Tom Spencer – (.5 - FERP) socioemotional development across the lifespan
Research	3.5	Dr. Avi Ben-Zeev – stereotype threat, gender Dr. Mark Geisler – cognitive neuroscience Dr. John Kim – infant cognition and language development (On administrative assignment) Dr. Ted Steiner (.5 - FERP) - analysis of variance
Social	4	Dr. Marina Abalakina – culture and social psychology Dr. Larry Kroeker (.5 – FERP) – field research in social psychology Dr. David Matsumoto – cross-cultural studies of emotion Dr. Jamie Newton – group conflict, group processes Dr. Pauline Velez (.5 - joint with I/O) – student cheating, patient-physician trust (on leave)
Clinical	5	Dr. Sacha Bunge (.5 - joint with Developmental) - attachment relationships and breaking the cycle of abuse Dr. David Gard – schizophrenia Dr. Diane Harris (.5 – joint with School) – childhood obesity Dr. Kate Hellenga – juvenile justice, internet use Dr. Julia Lewis – families of divorce Dr. Dawn Terrell – acculturation and mental health (on administrative assignment)
I/O	3.5	Dr. Caran Colvin - (on administrative assignment) Dr. Kathleen Mosier – decision making in applied contexts (Chair) Dr. Christian Wright – selection techniques Dr. Pauline Velez (joint with Social) - student cheating, patient-physician trust
School	.5	Dr. Diane Harris – (.5 – joint with Clinical) development of overweight and obesity
Cross-concentration	3	Dr. Ryan Howell – positive psychology, quantitative methods Dr. Ezequiel Morsella – social/ cognitive/ neuroscience Dr. Amy Smith – jury decision making, mental health of death row inmates Dr. Ron Mayer – history of psychology (.5 FERP - does not teach in graduate programs)

3  
4  
5

**4.2 Frequency of Course Offerings**

6 Every required course in our curricula is offered at least once a year, enabling students to complete their  
7 coursework over 2, 3, 4, or 5 years. PSY 770, which is now a core course for most concentrations, is  
8 offered every semester, and we have added a second section of this course most semesters to  
9 accommodate the increased number graduate students who need it. Core statistical courses, PSY 771 and  
10 772, are offered every semester (PSY 771) or every year (PSY 772). Additional statistical courses are  
11 offered as faculty schedules permit (PSY 777, *Multivariate Analysis*). Our new faculty members have  
12 expertise in newer statistical techniques, such as structural equation modeling, and we hope to offer more  
13 methodological courses in the future.

14  
15 As part of our integration process, some courses are required in one concentration and are electives in  
16 another. For example, PSY 742 is required for the Concentration in Social Psychology, and is an elective

1 for I/O Psychology, Psychological Research, and Developmental Psychology. Special topics courses  
 2 (e.g., PSY 735, PSY 751) are offered at least once a year, with topics determined by the faculty member  
 3 who teaches the course.  
 4

5 **4.3 Path to Graduation**

6 Most of our students attend on a full-time basis; those who attend part time work with concentration  
 7 advisors to map a program of study that will facilitate progress. For example, in the I/O concentration,  
 8 students must complete PSY 760, 761, and 762 before they can enroll for the PSY 768/769, the *Field*  
 9 *Experience in I/O Psychology* and associated seminar class. Faculty members advise students to take the  
 10 prerequisite courses as soon as possible (e.g., rather than taking electives).  
 11

12 Tables 5B-G articulate the roadmaps for two-year completion of each graduate concentration. These  
 13 roadmaps are conveyed to students with their acceptance letters. They are also being added to each  
 14 concentration’s website.  
 15

<b>Table 5B.</b>					
<b>Roadmap for completion of M.A. degree in Developmental Psychology</b>					
Fall Year 1			Spring Year 1		
Course name	Units	Notes	Course name	Units	Notes
PSY 730	3		PSY 735	3	3 units each/2 semesters-different topics or PSY 735 PSY 736 (6 units)
PSY 737	3		PSY 770	3	Or PSY 837
PSY 739	1		PSY 771	3	
PSY 839	1-3	For a total of 3 units	PSY 839	1-3	For a total of 3
Total	8-10		Total	10-12	
Fall Year 2			Spring Year 2		
Course name	Units	Notes	Course name	Units	Notes
PSY 735	3		PSY 898	3	
PSY 839	1-3	For a total of 3			
PSY 899	2				
Elective	3	Pre-approved by major advisor			
Total	9-11		Total	3	

**Minimum Total 30**

16  
 17  
 18  
 19

1

<b>Table 5C.</b>					
<b>Roadmap for completion of M.A. degree in Social Psychology</b>					
Fall Year 1			Spring Year 1		
Course name	Units	Notes	Course name	Units	Notes
PSY 740	3		PSY 742	3	
PSY 792	3	Elective	PSY 751	3	
PSY 571	3	Elective	PSY 770	3	
Total	9		Total	9	
Fall Year 2			Spring Year 2		
Course name	Units	Notes	Course name	Units	Notes
PSY 771	3	Or PSY 772 Elective	PSY 749	3	
PSY 865	3		PSY 898	3	
PSY					
Electives	3	Written / pre-approval by program coordinator			
Total	9		Total	6	

**Minimum total 33**

2  
3  
4

<b>Table 5D.</b>					
<b>Roadmap for completion of M.A. degree in Psychological Research</b>					
Fall Year 1			Spring Year 1		
Course name	Units	Notes	Course name	Units	Notes
PSY 770	3		PSY 772	4	
PSY 771	3		PSY 799	2	
PSY 792	3		PSY (upper division/graduate course)	3	Can be 571,582, 494, 498 etc or other graduate electives by advisement
Total	9		Total	9	
Fall Year 2			Spring Year 2		
Course name	Units	Notes	Course name	Units	Notes
PSY 799	2 or 3	Was 3 units now 2 or 3 units as needed	PSY 798	3	Was 2 units now 3 units
PSY 891	3		PSY 896	3	
PSY (upper division/graduate course)	3	By advisement	PSY 898	3	
Total	8 or 9		Total	9	

**Minimum total 35**

5  
6

1

<b>Table 5E.</b>					
<b>Roadmap for completion of M.S. degree in Clinical Psychology</b>					
Fall Year 1			Spring Year 1		
Course name	Units	Notes	Course name	Units	Notes
PSY 721	3		PSY 722	3	
PSY 728	3		PSY 728	3	
PSY 729	3		PSY 729	3	
PSY 753	3		PSY 754	3	
Total	12		Total	12	
Fall Year 2			Spring Year 2		
Course name	Units	Notes	Course name	Units	Notes
PSY 821	3		PSY 822	3	
PSY 828	3		PSY 828	3	
PSY 829	6		PSY 829	6	
			PSY 896	3	Or PSY 898
Total	12		Total	15	

**Total 51**

2

3

4

<b>Table 5F.</b>					
<b>Roadmap for completion of M.S. degree in School Psychology</b>					
Fall Year 1			Spring Year 1		
Course name	Units	Notes	Course name	Units	Notes
PSY 721	3		PSY 722	3	
PSY 728	3		PSY 728	3	
PSY 729	3		PSY 729	3	
PSY 753	3	Substitutes COUNS 700	PSY 754	3	Substitutes COUNS 858
PSY 770	3		PSY 855	3	
Total	15		Total	15	
Fall Year 2			Spring Year 2		
Course name	Units	Notes	Course name	Units	Notes
PSY 829	3		PSY 829	3	
COUNS 827	1	Substitutes PSY 828 (1 unit in bulletin)	PSY 896	3	or PSY 898
SPED 702	3		COUNS 719	3	Substitutes for PSY 828
SPED 803	3		SPED 772	3	
			SPED 793	3	
Total	10		Total	15	

**Minimum total 55**

5

6

<b>Roadmap for completion of Pupil Personnel Service Credential</b>					
Fall Year 3			Spring Year 3		
Course name	Units	Notes	Course name	Units	Notes
PSY 858	3		PSY 858	3	
PSY 859	6		PSY 859	6	
BSS 803	3		PSY 899	3	
Total	12		Total	12	

**Total 24**

7

8

1

<b>Table 5G.</b>					
<b>Roadmap for completion of M.S. degree in I/O Psychology</b>					
Fall Year 1			Spring Year 1		
Course name	Units	Notes	Course name	Units	Notes
PSY 571	3	If statistics entrance requirement not met	PSY 760	3	
PSY 761	3		PSY 762	3	
PSY 765	3		PSY 770	3	
Elective		Or writing course if needed	PSY 772	4	
Total	9		Total	13	
Fall Year 2			Spring Year 2		
Course name	Units	Notes	Course name	Units	Notes
PSY 766	3		PSY 898 or PSY 896	3	
PSY 768	3				
PSY 769	3				
Elective	3				
Total	12		Total	3	

**Minimum total 36-37**

2

3

4

#### 4.4 Course distribution on GAP

5

6

7

8

9

10

11

12

13

#### 4.5 Class size

14

15

16

17

18

19

20

21

22

23

24

#### 4.6 Number of graduates

25

26

27

28

Tables 6 and 6A show that we meet the university standard (graduating at least 5 students on average per year over a five-year period) by graduating 44 students on average per year over a five-year period. The most frequent reasons that students don't graduate in a timely fashion are acceptance to PhD programs or starting full-time employment before completion of their culminating experience.

1  
2  
3

**Table 6**  
**Number of Program Graduates**

Academic Year	Number of Graduates
2001-2002	57
2002-2003	50
2003-2004	55
2004-2005	56
2005-2006	54
Five year Average	54.4

4  
5  
6

**Table 6A**  
**Degrees awarded by Concentration**

Degree Title	2001-02	2002-03	2003-04	2004-05	2005-06
Clinical Psychology M.S.	15	11	11	13	9
School Psychology M.S.	8	11	9	12	10
Industrial/Organizational Psychology M.S.	10	13	13	10	14
Developmental Psychology M.A.	5	7	3	2	10
Physiological Psychology M.A.		1	1	1	
Psychological Research M.A.	9	3	9	8	5
Social Psychology M.A.	10	4	9	10	6

7  
8  
9

**4.7 Overview of Program Quality and Sustainability Indicators**

10 Overall, both our M.A. and our M.S. programs are doing well by university standards. In any given  
11 semester, we have approximately 100 active graduate students. We have competitive applicant pools for  
12 all concentrations, and are able to select students who meet or surpass all of the university admission  
13 requirements. Admittance to the M.S. concentrations is relatively more competitive than to the M.A.  
14 concentrations, as these are courses of study that have a direct career path. Courses are offered frequently  
15 enough to enable graduation in two years for full-time students, and five years or less for part-time  
16 students. Many more than 5 M.A. and M.S. students graduate each year.

17  
18 Virtually all of the courses in our programs are graduate courses. We do not have any paired courses in  
19 our concentrations (although selected electives outside of Psychology may be paired), and very few  
20 undergraduate courses appear on our GAP forms. Seminar and class sizes correspond to the university  
21 standards with few exceptions. We occasionally have a very small seminar (4-5) and in two semesters  
22 exceeded 30 in PSY 772: Multiple Regression (N=40 and 33). As part of our M.A. integration process,  
23 PSY 770 became the Research Method course for all of the M.A. concentrations as well as for the I/O and  
24 School Psychology M.S. Concentrations, leading to overly large classes. We have added additional  
25 sections of this course in the past several years to avoid this problem.

26  
27 Our biggest challenges are around faculty resource and standardization issues. Our programs remain  
28 strong at some cost to faculty, as we are unable to compensate faculty members for individual supervision  
29 courses or for thesis supervision. The other issue, standardization, is being addressed partially through



1 the M.A. integration process but needs additional work. We have common entry requirements, but do not  
2 have a uniform culminating experience process and evaluation in place. Fortunately, the APA standards  
3 provide us with a rubric for thesis evaluation, but our programs could benefit from a more specific  
4 approach and evaluation tool.

## 5 6 **5.0 FACULTY REQUIREMENTS**

### 7 **5.1 Number of Faculty in Graduate Program(s)**

8 Currently, we have 23 tenure/tenure track faculty teaching in our graduate programs. Three additional  
9 faculty members (Drs. Dawn Terrell, Caran Colvin, and John Kim) are currently on administrative  
10 assignments. As can be seen in Table 5, the core courses (PSY 770, 771, 772, 777) are rotated among  
11 faculty members in various concentrations. Content courses within each concentration are taught by  
12 faculty members or by qualified lecturers who are practitioners in their specialization area. Almost all of  
13 our full-time faculty members have active research labs and programmatic research programs, so  
14 opportunities for students to gain research experience are abundant. The undergraduate/graduate  
15 coordinator for the past several years has been Dr. Linda Juang, and this semester the Chair is performing  
16 most of the coordinator duties. The administration does not provide release time for this role. Most  
17 semesters we are able to provide .2 release time for a joint undergraduate/graduate coordinator from the  
18 department budget, but this is also dependent on lecturer resources allocated by the college. Additionally,  
19 each concentration has its own coordinator who takes the lead on scheduling faculty/courses and  
20 processing student applications. We also have a .5 staff Graduate Programs Assistant who tracks  
21 applications and paperwork, responds to queries about the programs, and takes care of other  
22 administrative needs.

### 23 24 **5.2 Number of Faculty per Concentration**

25 Table 5A lists all faculty members in each concentration and their area of expertise. We also have  
26 several faculty members who bridge concentrations, either via formal appointment (e.g., Drs. Sacha  
27 Bunge, Diane Harris, and Pauline Velez) or informally (e.g, Drs. Amy Smith, Ryan Howell, and Ezequiel  
28 Morsella). All the concentrations have at least two faculty members except School Psychology. Dr.  
29 Harris has been coordinating and managing the School Psychology concentration by herself for many  
30 years. She has assembled a core group of lecturers and faculty from other departments, including Dr.  
31 Terry Gutkin from Counseling, to teach in the concentration. The university is supportive of this program  
32 in terms of allocating a position through Faculty Affairs. We are hiring a new faculty member for Fall,  
33 '08 and hope for a second position soon. Despite the faculty shortage in the School Psychology  
34 concentration, its California accreditation was recently renewed. The lack of faculty members was a large  
35 factor in non-renewal of our national accreditation (NASP), however, and we plan to re-apply for national  
36 accreditation as soon as we have a sufficient number of faculty members.

## 37 38 **6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS**

39 The psychology undergraduate and graduate programs reflect the richness of a structured curriculum that  
40 builds upon common themes but addresses the diversity of specialties within the discipline. We are  
41 constantly reflecting on our current offerings and our programs, and working on improvement. We have  
42 scheduled off-campus retreats during the faculty development days prior to the last several semesters,  
43 each dedicated to a particular topic(s) such as revision of the major (Spring and Fall, '07) or integration of  
44 the graduate programs (Spring, 07). Self examination at these retreats helps us to focus our efforts during  
45 the subsequent semester. Our Spring '08 retreat will focus on enrollment management and possible  
46 impaction of our undergraduate major.

47  
48 Integration of the M.A. program has been a major agenda item since our last program review, and it is  
49 still in progress (see Summary of Present Program Review Recommendations). The Social Psychology

1 Concentration recently submitted a proposal for revisions that would augment the common core across  
 2 concentrations (adding PSY 792: *Proseminar in Foundations of Contemporary Psychological Research*)  
 3 and align their thesis preparation/process with the Concentration in Psychological Research. The  
 4 Concentration in Psychological Research is also revising its curriculum, broadening it in order to  
 5 correspond with the expertise areas of current and future faculty members. As historically structured, the  
 6 Concentration in Psychological Research included a focus on quantitative methods rather than on  
 7 content, and utilized individual supervision courses to create a content component. This structure has  
 8 become less and less appropriate and manageable, as it generates an overload situation for the faculty  
 9 members associated with the concentration, and does not facilitate the offering of graduate courses in  
 10 faculty members' areas of expertise. The revised curriculum should be ready for review by the end of the  
 11 2007-2008 AY.

12  
 13 As part of our program planning and improvement process, and to establish future directions for the  
 14 department, we identified trends apparent in contemporary psychology. The American Psychological  
 15 Association (APA) also identified these trends as representative of future directions in psychology. These  
 16 trends include developments in cognitive science, cultural diversity, health psychology, human  
 17 development, forensic, and social-organizational psychology. The department has responded to these  
 18 trends and students' interest by providing additional courses in these areas and by making the hiring of  
 19 psychologists with these areas of expertise a priority in the department. Our recent faculty hires,  
 20 including Drs. Kate Hellenga, Jae Paik, Amy Smith, Ryan Howell, and Ezequiel Morsella, reflect these  
 21 new directions, as can be seen in the research interests of faculty members (Table 5A).

22  
 23 **7.0 THE STUDENT EXPERIENCE**

24 Our graduate students come from diverse ethnic, socio-economic, and geographical backgrounds. Our  
 25 student demographics over the past years are shown in Tables 7A-F. Our graduate students are  
 26 predominantly female (78%). This is fairly typical of psychology programs. A significant number of our  
 27 students identify with ethnicities other than white/non-Latino, which is comparable with SF State overall.  
 28 Diversity is both a strength and a challenge for us. For example, students in the Concentration in Clinical  
 29 Psychology deal first-hand with varied ethnic backgrounds with their clients during their clinical practice  
 30 training, and also experience it directly in their own group and in their development as culturally  
 31 competent clinicians. For the past several years, we have invited a professional facilitator to conduct a  
 32 workshop on multicultural differences with the clinical psychology students and supervisors. This serves  
 33 the double purpose of facilitating their own cohesiveness as a diverse group, and also of providing  
 34 training for their own competent clinical practice with a diverse clientele.

35  
 36 **Table 7A**  
 37 **Student Demographics 2001 - 2002**

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>	1	.84	0	0	89	.43	36	.1
<b>African American</b>	4	3.4	0	0	786	3.8	470	2.3
<b>Chicano, Mexican American</b>	2	1.7	0	0	795	3.89	497	2.4
Other Latino	8	6.7	1	.84	767	3.7	518	2.53
<b>Total Asian</b>	9	7.6	2	1.7	2,634	12.9	1,856	9.1
<b>Filipino</b>	5	4.2	0	0	1,230	6.0	830	4.1

<b>Total Pacific Islander</b>	-	-	-	-	97	.46	54	.3
<b>White Non-Latino</b>	41	34.5	13	11	3,079	15.1	2,201	10.8
<b>All Other</b>	2	1.7	0	0	564	2.8	368	1.8
<b>No Response</b>	10	8.4	0	0	832	4.1	622	3.0
<b>Decline to state</b>	8	6.7	2	1.7	410	2.0	321	1.6
<b>Non-Resident Alien</b>	10	8.4	1	.84	797	3.9	559	2.7

1  
2  
3

**Table 7B**  
**Student Demographics 2002 - 2003**

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>	1	.72	0	0	16	.32	10	.20
<b>African American</b>	4	2.9	0	0	158	3.2	65	1.3
<b>Chicano, Mexican American</b>	4	2.9	1	.72	108	2.1	59	1.2
Other Latino	11	7.9	0	0	148	3.0	59	1.2
<b>Total Asian</b>	11	7.9	2	1.4	436	8.8	221	4.5
<b>Filipino</b>	3	2.2	0	0	126	2.5	52	1.0
<b>Total Pacific Islander</b>	0	0	0		7	.14	3	.06
<b>White Non-Latino</b>	48	34.8	18	13	1,287	26.1	605	12.3
<b>All Other</b>	4	2.9	1	.72	127	2.5	55	1.1
<b>No Response</b>	11	7.9	1	.72	238	4.8	123	2.5
<b>Decline to State</b>	7	5.0	1	.72	149	3.0	96	1.9
<b>Non-Resident Alien</b>	10	7.2	0	0	477	9.6	304	6.1

4  
5

1  
2

**Table 7C**  
**Student Demographics 2003 - 2004**

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>.2</b>	<b>7</b>	<b>.1</b>
<b>African American</b>	<b>5</b>	<b>3.6</b>	<b>1</b>	<b>.7</b>	<b>166</b>	<b>3.2</b>	<b>64</b>	<b>1.2</b>
<b>Chicano, Mexican American</b>	<b>4</b>	<b>2.9</b>	<b>3</b>	<b>2.1</b>	<b>126</b>	<b>2.4</b>	<b>66</b>	<b>1.3</b>
Other Latino	9	6.4	2	1.4	139	2.7	72	1.4
<b>Total Asian</b>	<b>12</b>	<b>8.6</b>	<b>3</b>	<b>2.1-</b>	<b>436</b>	<b>8.3</b>	<b>243</b>	<b>4.6</b>
<b>Filipino</b>	<b>5</b>	<b>3.6</b>	<b>0</b>	<b>0</b>	<b>124</b>	<b>2.4</b>	<b>44</b>	<b>.8</b>
<b>Total Pacific Islander</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>.09</b>	<b>4</b>	<b>.07</b>
<b>White Non-Latino</b>	<b>43</b>	<b>30.7</b>	<b>23</b>	<b>16.4</b>	<b>1,389</b>	<b>26.6</b>	<b>626</b>	<b>11.9</b>
<b>All Other</b>	<b>4</b>	<b>2.9</b>	<b>1</b>	<b>.7</b>	<b>139</b>	<b>2.7</b>	<b>75</b>	<b>1.4</b>
<b>No Response</b>	<b>7</b>	<b>5.0</b>	<b>1</b>	<b>.7</b>	<b>238</b>	<b>4.6</b>	<b>122</b>	<b>2.3</b>
<b>Decline to state</b>	<b>9</b>	<b>6.4</b>	<b>1</b>	<b>.7</b>	<b>202</b>	<b>3.9</b>	<b>131</b>	<b>2.5</b>
<b>Non-Resident Alien</b>	<b>7</b>	<b>5.0</b>	<b>0</b>	<b>0</b>	<b>515</b>	<b>9.8</b>	<b>285</b>	<b>5.4</b>

3  
4  
5

**Table 7D.**  
**Student Demographics 2004 - 2005**

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>.25</b>	<b>7</b>	<b>.1</b>
<b>African American</b>	<b>6</b>	<b>5.2</b>	<b>0</b>	<b>0</b>	<b>160</b>	<b>3.2</b>	<b>61</b>	<b>1.2</b>
<b>Chicano, Mexican American</b>	<b>4</b>	<b>3.4</b>	<b>2</b>	<b>1.7</b>	<b>143</b>	<b>2.8</b>	<b>80</b>	<b>1.6</b>
Other Latino	5	4.3	4	3.4	149	2.9	67	1.3
<b>Total Asian</b>	<b>13</b>	<b>11.2</b>	<b>2</b>	<b>1.7</b>	<b>418</b>	<b>8.3</b>	<b>233</b>	<b>4.6</b>
<b>Filipino</b>	<b>5</b>	<b>4.3</b>	<b>0</b>	<b>0</b>	<b>121</b>	<b>2.4</b>	<b>45</b>	<b>.8</b>
<b>Total Pacific Islander</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>.1</b>	<b>9</b>	<b>.1</b>
<b>White Non-Latino</b>	<b>34</b>	<b>29.3</b>	<b>17</b>	<b>14.6</b>	<b>1,317</b>	<b>26.3</b>	<b>620</b>	<b>12.3</b>
<b>All Other</b>	<b>5</b>	<b>4.3</b>	<b>0</b>	<b>0</b>	<b>142</b>	<b>2.8</b>	<b>78</b>	<b>1.5</b>
<b>No Response</b>	<b>4</b>	<b>3.4</b>	<b>1</b>	<b>.8</b>	<b>195</b>	<b>3.9</b>	<b>107</b>	<b>2.1</b>
<b>Decline to state</b>	<b>8</b>	<b>6.8</b>	<b>3</b>	<b>2.5</b>	<b>231</b>	<b>4.6</b>	<b>158</b>	<b>3.23.2</b>
<b>Non-Resident Alien</b>	<b>4</b>	<b>3.4</b>	<b>0</b>	<b>0</b>	<b>443</b>	<b>8.8</b>	<b>208</b>	<b>4.2</b>

6  
7

1  
2

**Table 7E**  
**Student Demographics 2005 - 2006**

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0.5</b>	<b>9</b>	<b>0.6</b>
<b>African American</b>	<b>3</b>	<b>8.3</b>	<b>0</b>	<b>0</b>	<b>201</b>	<b>6.7</b>	<b>73</b>	<b>4.9</b>
<b>Chicano, Mexican American</b>	<b>1</b>	<b>2.7</b>	<b>0</b>	<b>0</b>	<b>193</b>	<b>6.4</b>	<b>104</b>	<b>6.9</b>
Other Latino	3	8.3	2	20	58	1.9	30	2.02.0
<b>All Other Latino</b>	<b>3</b>	<b>8.3</b>	<b>2</b>	<b>20</b>	<b>192</b>	<b>6.4</b>	<b>83</b>	<b>5.5</b>
<b>Total Asian</b>	<b>7</b>	<b>19.4</b>	<b>1</b>	<b>10</b>	<b>524</b>	<b>17.3</b>	<b>275</b>	<b>18.3</b>
<b>Filipino</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>114</b>	<b>3.8</b>	<b>75</b>	<b>5.0</b>
<b>Total Pacific Islander</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0.3</b>	<b>18</b>	<b>0.4</b>
<b>White Non-Latino</b>	<b>19</b>	<b>52.7</b>	<b>7</b>	<b>70</b>	<b>1,596</b>	<b>52.8</b>	<b>2,378</b>	<b>52.5</b>
<b>All Other</b>	<b>3</b>	<b>8.3</b>	<b>0</b>	<b>0</b>	<b>179</b>	<b>5.9</b>	<b>94</b>	<b>6.2</b>

3  
4  
5

**Table 7F**  
**Student Demographics 2006 - 2007**

Ethnicity	Program Student Demographics				SF State's Graduate Students			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>.28</b>	<b>4</b>	<b>.1</b>
<b>African American</b>	<b>5</b>	<b>4.3</b>	<b>0</b>	<b>0</b>	<b>160</b>	<b>3.7</b>	<b>50</b>	<b>1.2</b>
<b>Chicano, Mexican American</b>	<b>3</b>	<b>2.6</b>	<b>2</b>	<b>2</b>	<b>159</b>	<b>3.7</b>	<b>80</b>	<b>1.8</b>
Other Latino	7	6	1	.9	148	3.4	60	1.4
<b>Total Asian</b>	<b>15</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>381</b>	<b>8.8</b>	<b>182</b>	<b>4.2</b>
<b>Filipino</b>	<b>3</b>	<b>2.6</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>2.4</b>	<b>44</b>	<b>1.0</b>
<b>Total Pacific Islander</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>.2</b>	<b>5</b>	<b>.1</b>
<b>White Non-Latino</b>	<b>32</b>	<b>27.4</b>	<b>9</b>	<b>8</b>	<b>1,126</b>	<b>26</b>	<b>588</b>	<b>13.5</b>
<b>All Other</b>	<b>8</b>	<b>6.8</b>	<b>3</b>	<b>3</b>	<b>159</b>	<b>5.5</b>	<b>75</b>	<b>1.7</b>
<b>No Response</b>	<b>4</b>	<b>3.4</b>	<b>3</b>	<b>3</b>	<b>108</b>	<b>3.7</b>	<b>79</b>	<b>1.8</b>
<b>Decline to state</b>	<b>10</b>	<b>8.5</b>	<b>3</b>	<b>3</b>	<b>237</b>	<b>5.5</b>	<b>134</b>	<b>3.1</b>
<b>Non-Resident Alien</b>	<b>5</b>	<b>4.3</b>	<b>2</b>	<b>2</b>	<b>262</b>	<b>6.0</b>	<b>167</b>	<b>3.9</b>

6  
7

**7.1 Assessment of Student Learning**

8 Our assessment process is iterative. Over the past several years, the Psychology Department has been  
9 actively working toward curricular changes in the undergraduate major and integration of the M.A.  
10 concentrations. At the present time, the department is on the verge of ratifying the new major curriculum

1 and new learning objectives; because we have not officially accepted the changes, the documents  
2 included in the appendices focus on current curriculum and learning objectives with a general view of our  
3 future plans. Tables 8A-E summarize the curriculum alignment for five of the six graduate  
4 concentrations; Table 8F contains the matrix for the School Psychology Concentration from its recent  
5 accreditation report.  
6

7 We have a Department Assessment Committee, whose task it is to organize and facilitate the assessment  
8 of student learning outcomes for our 1600+ majors and our graduate students. Our 5-year Assessment  
9 Plan (see Appendix C) details the context and constraints we work within to measure student learning  
10 outcomes, including our large size, the diversity of offerings, flexibility within the major and minor, and  
11 number of graduate concentrations. Our approach has been to assess different aspects/levels of the  
12 curricular outcomes each year using a variety of procedures and strategies, including comprehensive  
13 exams and other evaluative course activities, a self-report exit survey, an exit knowledge assessment, and  
14 focus groups. Assessment Reports are included in Appendix C.  
15

16 In 2002-2003, the Psychology Department reinstated an annual student assessment that included a  
17 knowledge assessment, an exit survey, and focus groups to assess student learning at the undergraduate  
18 level. The department was recognized by the Center for the Enhancement of Teaching and Academic  
19 Assessment and Program review for its work on assessment. Items for the knowledge assessment  
20 originally focused on the areas of research methods and statistics. We revamped the knowledge  
21 assessment over the next several years such that the items aligned with current learning objectives of the  
22 department and focused on assessing students' foundational knowledge of the field of psychology. These  
23 data have provided the impetus for our planned major curriculum revision.  
24

25 Student learning at the graduate level is assessed primarily through evaluative activities in seminars and  
26 courses, and through culminating experience projects. Additionally, in 2004-2005 we began conducting  
27 assessment focus groups at the graduate level, with several concentrations being assessed each year.  
28 Feedback from the focus groups has resulted in new graduate courses such as a special topics seminar in  
29 consulting skills, and in standardization of graduate courses such as PSY 770 (*Research Methods*) that are  
30 taught across concentrations. Additionally, as outlined in the 5-Year Assessment Plan, outcomes of this  
31 assessment of graduate programs as well as our last external review highlighted the need for changes to  
32 our graduate concentrations within the M.A. program. The department has been actively engaged in  
33 making changes to consolidate and integrate the M.A. concentrations and is currently in the process of  
34 solidifying and implementing those changes. They include standard admissions requirements, common  
35 core courses, and a more standardized culminating experience requirement. We have also changed our  
36 admissions process, requiring the submission of complete application packets, and moved our deadline up  
37 one month to facilitate the timely processing and acceptance of highly-qualified applicants. In addition,  
38 we have added new courses to address student needs identified in the assessment process - the new  
39 course in Consulting Skills has been popular with Industrial/Organizational Psychology students as well  
40 as Social Psychology students; and a three-unit thesis preparation course is now in place for  
41 Psychological Research and Social Psychology students.  
42

43 As noted in the 5-Year Assessment Plan (Appendix C), graduate programs will be assessed again in turn,  
44 starting with the Psychological Research and Social Psychology concentrations in 2007-2008;  
45 Developmental Psychology in 2008-2009; Industrial/Organizational Psychology in 2009-2010; and  
46 Clinical Psychology in 2010-2011. The School Psychology concentration is actively involved in  
47 assessment as part of its continuing accreditation process.

1  
2

**Table 8A**  
**Curriculum Alignment Matrix/Curriculum Map: M. A. Concentration in Developmental Psychology**

	To acquire a broad knowledge of life span development in each of the areas of cognitive, social and emotional development, to develop theoretical sophistication, to become familiar with current issues in the field, and to learn to critique research studies.	To gain experiences in the field of Developmental Psychology	To develop technical (scientific) writing skills for journal publication.	To learn strategies and techniques of current developmental research and statistical analyses	To experience practical laboratory training in research techniques including naturalistic observation.	To apply research design skills and statistical analyses by conducting an independent research project, and to demonstrate intellectual self-reliance.	To identify practical uses of advanced psychological knowledge	To define a career path appropriate to the psychological specialty studied.	To specify the educational and/or experience levels required of the chosen psychological career.	To apply psychological knowledge and skills in the professional work setting.	To make a successful transition from the master's program to a professional career or to a doctoral program.
PSY 730	I, D							I, D			
PSY 735	I, D						I, D	I, D			
PSY 737		I, D			D, M		I, D	I, D	I, D	I, D	
PSY 739	D		D								I, D
PSY 770				I, D							
PSY 771				I, D							
PSY 772				I, D							
PSY 777				I, D							
PSY 839		D, M					M	D	D, M	D, M	
PSY 898	M		M	M		M					M

3 I = Introduced, D+ Developed and Practiced with Feedback, M= Demonstrated at the Mastery Level Appropriate for Graduate Students.

4

1  
2

**Table 8B**  
**Curriculum Alignment Matrix/Curriculum Map: M. A. Concentration in Psychological Research**

<b>Course</b>	To develop competence in research methods as producers of psychological research	To develop competence in ANOVA statistical methods	To develop competence in Multiple Regression statistical methods	To identify practical uses of advanced psychological knowledge	To define a career path appropriate to the psychological specialty studied.	To specify the educational and/or experience levels required of the chosen psychological career.	To apply psychological knowledge and skills in the professional work setting.	To make a successful transition from the master's program to a professional career or to a doctoral program.
PSY 770	I, D							
PSY 771		D, M						
PSY 772			D, M					
PSY 777		D, M						
PSY 792	I, D							
PSY 799	D	D						
PSY 798	D	D		I,D	D		I,D	
PSY 891	I, D			I, D				
PSY 896	D			D				
PSY 898	M							M

3 I = Introduced, D+ Developed and Practiced with Feedback, M= Demonstrated at the Mastery Level Appropriate for Graduate Students.

4



1  
2

**Table 8C**  
**Curriculum Alignment Matrix/Curriculum Map: M.A. Concentration in Social Psychology**

<b>Course</b>	To acquire broad familiarity with the empirical and theoretical literature of Social Psychology, and to gain in-depth knowledge of one or more specific domains of research and application.	To gain professional-level skills in written and oral communication of concepts and research in Social Psychology	To become proficient in research design, and in the independent conduct of research projects	To develop intellectual maturity and career-relevant experience through supervised research and/or applied	To appreciate the nature and importance of ethical principles in research and applications in Social	To identify practical uses of advanced psychological knowledge	To define a career path appropriate to the psychological specialty studied.	To specify the educational and/or experience levels required of the chosen psychological career.	To apply psychological knowledge and skills in the professional work setting.	To make a successful transition from the master's program to a professional career or to a doctoral
PSY 740	I, D	D								
PSY 741				D						
PSY 742			D							
PSY 748		D		D, M			D	D		
PSY 749				D, M		M	D	D	M	
PSY 751	I, D	D								
PSY 770			D							
PSY 771										
PSY 772										
PSY 777										
PSY 865					D, M		D, M	D, M		
PSY 898		M	M							M

3  
4

I = Introduced, D+ Developed and Practiced with Feedback, M= Demonstrated at the Mastery Level Appropriate for Graduate Students.

1  
2

**Table 8D**  
**Curriculum Alignment Matrix/Curriculum Map: M.S. in Industrial/Organizational Psychology**

<b>Course</b>	To attain in-depth knowledge of the subject matter contents of the Industrial branch of I/O Psychology, including the theoretical and research literatures on employee assessment and selection, performance appraisal, and training and development.	To attain in-depth knowledge of the subject matter contents of the Organizational branch of I/O Psychology, including the theoretical and research literatures on work motivation, satisfaction, and other employee attitudes, teamwork and leadership in organizations, and organizational theory and design.	To develop an understanding of the ethical and legal guidelines relevant to I/O Psychology, including laws governing employer practices, and consulting on employment issues.	To develop the skills required for professional work in I/O Psych., including proficiency in using the methods and techniques of job and task analysis; applicant testing and other selection procedures; training needs assessment, program development and evaluation; and organizational	To identify practical uses of advanced psychological knowledge	To define a career path appropriate to the psychological specialty studied.	To specify the educational and/or experience levels required of the chosen psychological career.	To apply psychological knowledge and skills in the professional work setting.	To make a successful transition from the master's program to a professional career or PhD program.
PSY 742				D					
PSY 760		D, M	D		D				
PSY 761	I, D	I, D					I, D		
PSY 762	D, M		D		D				
PSY 765	D, M	D, M	D	D	D				
PSY 766		D, M	D	D	D				
PSY 767			I, D		D				
PSY 768			D, M		M	D	M		M
PSY 769			D, M		M	D	M	M	M
PSY 770				D					
PSY 771				D					
PSY 772				D					
PSY 777				D					
PSY 896				M					
PSY 898				M					

3 I = Introduced, D+ Developed and Practiced with Feedback, M= Demonstrated at the Mastery Level Appropriate for Graduate Students.

4

1  
2

**Table 8E.**  
**Curriculum Alignment Matrix/Curriculum Map: M. S. in Clinical Psychology**

<b>Course</b>	To develop technical skills in clinical assessment, diagnosis of psychopathology, psychological testing and professional writing.	To develop familiarity and proficiency with major psychological theoretical orientations, and with models of psychotherapy. To develop proficiency in the use of professional language and the application of theory to clinical situations.	To learn to integrate theory and practice in psychotherapy through presenting and evaluating casework and applying ethical and legal principles.	To gain experience in the practice of Clinical Psychology in diverse settings and populations in supervised learning environments.	To demonstrate professional level writing and ability to autonomously apply clinical and theoretical knowledge in an independent project.	To identify practical uses of advanced psychological knowledge	To define a career path appropriate to the psychological specialty studied.	To specify the educational and/or experience levels required of the chosen psychological career.	To apply psychological knowledge and skills in the professional work setting.	To make a successful transition from the master's program to a professional career or to a doctoral program.
PSY 721	I, D									
PSY 722	M									
PSY 728		D	I, D							
PSY 729				I, D		I, D	D	D	I, D	
PSY 753		I, D								
PSY 754		D, M								
PSY 821	I, D									
PSY 822	I, D	D								
PSY 828		D	D, M				D			
PSY 829				D, M		M	D	D, M	M	M
PSY 896					M					M
PSY 898					M					M

3 I = Introduced, D+ Developed and Practiced with Feedback, M= Demonstrated at the Mastery Level Appropriate for Graduate Students.

4

1  
2

**Table 8F**  
**Concentration in School Psychology Curriculum Matrix – From Accreditation Documents**  
 2007 CCTC Standards and Courses

CCTC Standards	First Graduate Year								Second Graduate Year								Third Grad.Yr.			
	Primary Didactic Seminars							Didact Integr	Field						Didact Integr	Field				
	Psy 721	Psy 722	PSY 753	SpEd 702	Psy 770	PSY 754	Psy 855	Psy 728	Psy 729	Psy 896	Coun 827	SpEd 772	SpEd 793	SpEd 803	COUN 719	Psy 829	Bss 803	Psy 858	Psy 859	Psy 899
<b>Generic Standards</b>																				
.1 Program Design	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
.2 Growth and Development	*	*	*			*		*	*			*	*	*	*	*	*	*	*	
.3 Socio-cultural competence	*	*	*			*		*	*		*		*		*	*	*	*	*	
.4 Assessment	*	*			*		*				*		*		*	*	*	*	*	
.5 Prevent, & Early Intervent.	*	*				*		*	*		*	*			*		*	*	*	
.6 Prof. Ethics & legal Mandates	*	*		*			*	*			*						*		*	
.7 Family-School Collaboration	*	*				*		*	*		*	*			*	*		*	*	
.8 Self-esteem & Personal	*	*	*	*				*	*						*	*	*	*	*	
.9 School Safety and Violence Prev.						*	*	*		*					*	*	*	*	*	
.10 Consultation						*		*	*		*	*	*	*	*	*	*	*	*	
.11 Learning Theory and Ed.Psych	*	*		*			*	*			*	*	*	*	*	*	*	*	*	
.12 Professional Leadership							*	*	*	*						*	*	*	*	
.13 Collaboration & Coordination	*	*					*	*	*	*	*	*			*	*	*	*	*	
.14 Human Relations	*	*		*			*	*	*	*	*			*	*	*	*	*	*	
.15 Technological Literacy	*	*		*	*			*	*				*	*	*	*	*	*	*	
.16 Supervision & Mentoring							*	*	*	*					*	*	*	*	*	
<b>CCTC Specialization Standards and Courses</b>																				
CCTC Standards	First Graduate Year								Second Graduate Year								Third Grad.Yr.			
	Primary Didactic Seminars							Didact Integr.	Field						Didact. Integr.	Field				
	Psy 721	Psy 722	PSY 753	SpEd 702	Psy 770	PSY 754	Psy 855	Psy 728	Psy 729	Psy 896	Coun 827	SpEd 772	SpEd 793	SpEd 803	COUN 719	Psy 829	Bss 803	Psy 858	Psy 859	Psy 899
<b>Specialization Standards</b>																				
<b>Core Knowl.Base &amp; Foundation</b>																				
.17 Psychological Foundations	*	*	*			*	*	*	*	*		*	*	*	*	*	*	*	*	*
.18 Educational Foundations				*		*	*	*	*			*		*	*	*	*	*	*	
.19 Legal, Ethical & Professional	*	*		*			*	*	*	*	*		*	*	*	*	*	*	*	
<b>Professional Skills and Training</b>																			*	
.20 Collaborative Consultation	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	
.21 Wellness, Crisis Interv. & Coun	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	
.22 Individual Evaluation & Assess.	*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	
.23 Program Plan & Evaluation					*		*	*	*	*	*	*	*	*	*	*	*	*	*	
.24 Research, Meas. & Tech.					*			*	*					*	*	*	*	*	*	
<b>Field Experience and Practica</b>																				
.25 Practica							*	*	*	*	*	*	*	*	*	*	*	*	*	
.26 Culminating Field Exp.(Internship)																*	*	*	*	
.27 Candidate Competence	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

3

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49

## 7.2 Advising

Academic advising occurs at several stages throughout the students' tenure in our program. All concentrations offer first year graduate students an orientation in which the coursework, culminating experience, and major deadlines are introduced. Students are assigned an advisor from their particular concentration. We also participate in the university-wide orientation for incoming graduate students at the beginning of fall semester. Acceptance letters typically outline the curriculum for at least the first semester, and in some cases for the entire program. Additionally, we provide a variety of communications and resources to guide our graduate students through their program. Among the resources are those listed below. Copies of paper materials are included as Appendix D; web materials can be accessed through our department web portal at <http://bss.sfsu.edu/psych/>.

### *Psychology Department*

- Department brochure describing our programs and concentrations.
- Website
  - Descriptions of programs and concentrations
  - FAQ sheet
  - GRE codes
  - Department application in PDF and MS Word
  - Links to Division of Graduate Studies
  - Department contact information

### *Concentration in Developmental Psychology*

- Developmental Psychology Graduate Student Handbook
- Student Theses 1970-2007
- Concentration website
  - Listing of Brown Bag meetings (announcements are also sent to students weekly)
  - Research opportunities with Developmental Psychology faculty members
  - Information on Child Study Center
  - Description of M.A. curriculum
  - Listing student theses
  - Pictures and information about students and faculty members
  - Contact information
- Handout describing concentration curriculum
- Sample acceptance letter with course information

### *Concentration in Social Psychology*

- Social Psychology Graduate Student Handbook
- Concentration website
  - Description of curriculum
  - Faculty member profiles
  - Description of research laboratories and ongoing studies
  - FAQs for Social Psychology concentration
- Handout describing curriculum
- Sample acceptance letter

### *Concentration in Psychological Research*

- Concentration website
  - Description of curriculum and faculty members

- 1 • Handout describing curriculum
- 2 • Sample acceptance letter with course information
- 3
- 4 *Concentration in Clinical Psychology*
- 5 • Concentration website
  - 6 ○ FAQs
  - 7 ○ Listing and information on concentration faculty
  - 8 ○ Description of curriculum
  - 9 ○ Information on Psychology Training Clinic
  - 10 ○ Information on SFSU Psychology Clinic and Test Library
  - 11 ○ Clinical psychology links
- 12 • Handout describing concentration curriculum
- 13 • Sample registration information
- 14 • Student Intern Handbook
- 15
- 16 *Concentration in School Psychology*
- 17 • School Psychology Graduate Program Handbook
- 18 • Concentration website
  - 19 ○ Announcements and picture of current students
  - 20 ○ Description of curriculum
  - 21 ○ Concentration FAQs
  - 22 ○ Program overview and information on faculty members
  - 23 ○ Link to psychology department faculty, lecturer, and staff list including office hours
- 24 • Handout describing concentration curriculum
- 25 • Sample acceptance and mid-program letters
- 26 • Sample agenda for orientation meeting
- 27 • Pupil Personnel Service Credential website
  - 28 ○ Overview of credential requirements and application information
- 29
- 30 *Concentration in Industrial/Organizational Psychology*
- 31 • Program brochure (Advisors also have electronic version to respond to email requests)
- 32 • I/O Graduate Student Handbook
- 33 • Concentration website
  - 34 ○ Program description and admissions information
  - 35 ○ Listing and descriptions of program coursework
  - 36 ○ Pictures and information on concentration faculty
  - 37 ○ Information on program costs, housing resources, transportation, and contact numbers
- 38 Current student pages containing:
  - 39 ○ Information on internship possibilities
  - 40 ○ Information on the culminating experience options with sample thesis topics
  - 41 ○ Information on the Applied Psychology Research Laboratory
  - 42 ○ Partial list of positions held by program graduates
  - 43 ○ I/O Psychology links
  - 44 ○ Pictures and contact information for current and former students
- 45 Employer/Alumni pages containing:
  - 46 • List of organizations providing program internships
  - 47 • Program description
  - 48 • Partial list of students and alumni
- 49 • Handout describing concentration curriculum

- Sample acceptance letter with course information
- Survival guidebook compiled by students

In the past year, we have created web sites for each concentration, and put the Psychology Department application on line. In addition to the communications listed above, our graduate students have many opportunities for face-to-face advising during their time at SFSU. Most graduate courses are taught by T/TT faculty members, who hold regular office hours. Electives require approval of faculty advisors. Most of our graduate students are full-time attendees and so have ample access to advisors.

### 7.3 Writing Proficiency

The Psychology Department considers writing proficiency to be of the utmost importance for our graduate students. All of the concentrations utilize the GRE analytical writing exam as the Level 1 proficiency indicator. M.A. and I/O M.S. candidates who do not achieve a 4.0 or better in this exam are required to pass the Graduate Essay Test or the associated writing course. The Clinical Psychology and School Psychology concentrations also require the GRE analytical writing exam, but currently remedy deficiencies in the Level 1 requirement via their first Clinical Methods course (PSY 721).

With few exceptions, all of our graduate courses include a significant writing component (the exceptions are some internship, practicum, and fieldwork courses). An examination of the sample syllabi included in Appendix E illustrates that writing assignments include **APA style literature reviews, proposals, or papers** (e.g., PSY 730, PSY 737/739, PSY 740, PSY 742, PSY 751, PSY 760, PSY 761, PSY 770, PSY 771, PSY 777, PSY 828, PSY 837<sup>2</sup>, PSY 891), **testing or assessment reports** (e.g., PSY 721, PSY 722, PSY 762, PSY 765, PSY 772), **grant proposals** (e.g., PSY 770), **individual or organizational case studies** (e.g., PSY 737/739, PSY 753, PSY 753, PSY 760, PSY 765, PSY 767, PSY 822, PSY 855), **personal responses to or critiques of theories, methodologies, or readings** (e.g., PSY 753, PSY 728, PSY 730, PSY 735, PSY 751, PSY 753, PSY 754, PSY 760, PSY 761, PSY 822, PSY 855, PSY 858, PSY 891), **theoretical presentations** (e.g., PSY 728, PSY 753), and **take-home exams** (e.g., PSY 730, PSY 735, PSY 760, PSY 766).

Because there are so many forms of writing required across courses, no single rubric is used in the evaluation process. Most instructors provide detailed guidelines for each assignment, describing how they should be structured and what they should contain. Samples of instructions, evaluation guidelines, and feedback are included with the syllabi in Appendix E). Some assignments, such as response or reaction papers, are considered “low-stakes” writing, as their primary purpose is to encourage students to think creatively and/or analytically and the quality of the writing per se is not evaluated. Other assignments are evaluated against rubrics provided by instructors, or against the standard style of our discipline, APA style.

The most intensive training on writing in APA style, that is, according to the *Publication Manual of the American Psychological Association*, takes place in the core methodology courses (PSY 739, PSY 770 and PSY 721). This is the style that will be utilized in masters theses, and the writing is evaluated according to the APA manual rules and guidelines. In fact, many students build on the writing in this course to create their thesis proposals. PSY 770 is used in the majority of our concentrations, and we have recently taken steps to standardize the content and format of this course. It is also the course for which assessment rubrics are most likely to be available (see Appendix E).

---

<sup>2</sup> Course currently replaced by PSY 770

#### 7.4 The Culminating Experience

All the M.A. concentrations require completion of a master's thesis (PSY 898). The thesis process varies somewhat across M.A. concentrations, but students in each concentration receive extensive help and evaluative feedback throughout the process. Because almost all theses entail the use of data from human subjects, students typically must go through IRB approval before they are permitted to enroll in PSY 898 and/or collect data. For students in the Concentration in Developmental Psychology, the minimum criteria prior to enrolling in PSY 898 are a written thesis proposal (including literature review, hypotheses, methods, measures, and proposed analyses) and a committee meeting in which committee members critique and discuss the proposal with the student. These meetings are intended to ensure that what one faculty member requires for a thesis is comparable to what the other faculty member requires. Once the student receives committee approval, s/he submits an IRB protocol for their study. The minimum criteria for 898 is a completed, written thesis and meeting with the thesis committee. The process for students in the Concentrations in Social Psychology and Psychological Research are slightly different. Students enroll in PSY 798, *Research Colloquium*, and in this course that they receive guidance as a group for creating a thesis proposal.

Graduate student theses are evaluated according to APA Publication Manual standards. This provides a comprehensive rubric for evaluating content and writing, and provides a measure for standardizing requirements across concentrations and faculty members. The manual is the primary resource for the review of scholarly manuscripts, and defines high-quality writing and content. A confirmatory indicator of the quality of our theses is that many of them are presented at professional meetings or published in journals. Almost every publication or presentation that lists a student as first author (see Appendix F) is the product of a master's thesis.

The students in the M.S. program concentrations have the option to do either a master's thesis or masters paper (an in-depth literature review, written exam, or case study; PSY 896). The criteria for these are not as well standardized as with the thesis, but rather they are tailored to a specific concentration.

Most I/O Psychology students complete a master's thesis, but the comprehensive exam option is usually taken by 2-5 students each year. For this option, a reading list of relevant, current literature is developed by the I/O faculty for each of the topics. The list contains a thorough set of references (approximately 15-20 books, chapters and/or articles per topic) that include the essential sources of information for each topic. Two topics are "I" related (e.g., personnel, selection, human resources, performance appraisal), two are "O" related (e.g., decision making, leadership, organizational culture and climate, job satisfaction), and one is a bridge topic that has both "I" and "O" elements (e.g., training). Most students attend study sessions with the faculty and/or other students taking the comprehensive exam.

The I/O faculty members prepare one essay question on each topic. (See syllabi for PSY 896, I/O Psychology, Appendix E for sample reading list and questions.) The examination takes place in early May, typically in a computer lab that provides commonly used word processing programs. Approximately 8 hours are allotted to complete the exam. Students answer all five of the essay questions. They are expected to apply the information/theory in the readings to specific organizational cases. Each response is graded by at least two faculty members and the bridge question is graded by all faculty members involved in the process. This ensures consistency in grading and agreement between faculty members. Only grades of B or better are acceptable for each question.

Possible outcomes of this exam are "pass," "fail," and "conditional pass," based on the evaluation or judgment of faculty members. Students who fail the comprehensive exam are given one opportunity to repeat the exam at the next regularly scheduled examination. New reading lists and examination questions are prepared in this instance. Students who conditionally pass are given one opportunity, in a



1 special re-examination, to “repair” one or more of their answers to bring a borderline evaluation up to a  
 2 “pass.” Arrangements for the re-examination must be made with the committee chair. If the re-  
 3 examination is not evaluated as passing, then the student has the same opportunity for retaking the exam  
 4 as a student who initially failed the exam.  
 5

6 Students in the Concentration in Clinical Psychology have the option to do either a master’s thesis or a  
 7 master’s paper. They are provided with instructions and a timeline for completion, and are guided in the  
 8 process by CE committee chairs. The Concentration in School Psychology has a specific assessment  
 9 rubric for evaluation of the Master’s Paper in PSY 896. This corresponds to certification agency  
 10 standards and criteria for topics and treatment (See syllabi for PSY 896, School Psychology, Appendix  
 11 E). Students in this concentration formulate a research question that has theoretical, clinical and  
 12 educational implications. They then develop a professional paper that contains a literature review, an  
 13 application of theory to clinical practice in the schools (e.g., a case study) and a critical examination of  
 14 the topic in relation to educational intervention. During the process of completing the project and paper,  
 15 the student meets several times with a designated advisor/reader and submits several drafts which are  
 16 discussed and modified. Final papers are completed in APA style and evaluated by the advisor.  
 17

18 Although we feel that we are doing a pretty good job of ensuring that our students produce high-quality  
 19 CEs, we could do more in terms of standardizing the process for all CEs, as well as standardizing  
 20 evaluation rubrics for the non-thesis options. This would be of benefit to our students and would enhance  
 21 continuity and consistency as new faculty members are hired. Feedback from our internal assessment of  
 22 graduate programs indicates that students value additional advising and mentoring during the CE process.  
 23 (see Assessment Reports for 2004-2005, 2005-2006)  
 24

25 **7.5 Overview of Student Quality Indicators**

26 In general, Psychology graduate students experience their time at SFSU as positive and valuable.  
 27 Students’ academic curriculum is enhanced by opportunities to become involved in research laboratories,  
 28 to attend brown-bag discussions (see Section \_\_), and to participate in internships or practicum courses.  
 29 The extensive list of publications and presentations with student co-authors (see Appendix F) is an  
 30 indicator of the richness of the research culture and the mentoring of our faculty.  
 31

32 Because we select our students carefully, probation or disqualification is not really an issue in any of the  
 33 concentrations. The spreadsheets in Appendix G demonstrate that grades range from A to B-, with rare  
 34 exceptions (1% or less each semester). The major reasons that students do not finish the curriculum are  
 35 that they leave to enter a PhD program or they get a job offer (often from their internship organization)  
 36 before they finish their CE. (The latter is particularly an issue for the I/O Psychology Concentration.) A  
 37 partial list of student outcomes is provided in Table 8G below (note: we do not have outcome  
 38 information for all of our students. Some concentrations do not track this; others have only partial lists).  
 39 It is apparent from the list that our students are successful in pursuing further degrees (go on to PhD or  
 40 MBA programs), participating in an academic career (e.g., teaching at SFSU or in a community college),  
 41 securing jobs in their field of study, and/or becoming leaders in their respective fields.  
 42

43 **Table 8G**  
 44 **Sample of student outcomes 2001-2007**

45 **Master of Arts Concentrations**

Student	Program	School	Working
Melike Acar	PhD	University of California, Berkeley	
Zahra Amanpour	MBA	Golden Gate University	
Jennifer Arter	PhD	University of California, Berkeley	

Tiffany Barber			Research assistant, Centerforce non-profit
Rachel Bayard-Cooks	PhD	Wright University	
Nicole Beaubien	MSW	UCLA	
Jennifer Becnel	PhD	Arizona State University	
Todd Bell			lecturer at SFSU
Vivian Bergamotto			President, TraberTec Solutions LLC
Gregory Bonn	PhD	University of Toronto	
Kimberlee Bonnet		In Japan as an international student	
Kendra Brewster	PhD	CUNY	
Rochelle Burnaford	PhD	Univeristy of South Florida	
Julia Busso	PhD	John Jay University in NY	
Violet Cheung	PhD	University of California, Berkeley	
Renay Cleary	PhD	University of Washington	
Manveen Dhindsa	PhD	University of California, Davis	
Andrea Finlay	PhD	Penn State	
Chad Forbes	PhD	University of Arizona	
Cheryl Gordon	PhD	University of Washington, Seattle	
Kristine Gould	PhD	University of Hawaii	
Kevin Harral			Director, Fin. Aid & Scholarships, Foothill Comm. College
Kate Herold	PhD	University of California, Santa Cruz	
Rebecca Heverly			program evaluation for a community college
Hyi-sung Hwang			Researcher, Culture and Emotion Research Lab, SFSU
Caroline Jones	PhD	applying	
Carlise King			Research Director, California Child Care Resource and Referral Network
Vincent LaRussa			Research Analyst, Koski Research
Richard Le	MA, Library Science	San Jose State University	Administrative Assistant for Project Read (SF Library)
Joelle Lemoult	PhD	University of Miami	
Kara Manatt			Research Director, Dynamic Logic
Cindy Murphy			lecturer at community college
Ana Nunes	PhD	University of Colorado at Boulder	
Jessie Park	Clinical PhD		
Norma Perez-Brena	PhD	University of Arizona	
Julia Pezzella			working in human resources
Jessica Polsky			Research Analyst, EMC Research Inc.
Kelly Ryan	PhD	Auburn	
Lisa Sandberg	PhD	Loyola University, Chicago IL	
Tanya Soohoo		SFSU Joint Doctoral program	
Carly Stair			lecturer at community college & SFSU
Benjamin Stefanik			lecturer at community college
Moin Syed	PhD	University of California, Santa Cruz	
Monica Tobin			Training and Facilitation Specialist, Robert Half International
Saba Torabian	PhD	Applying, UC Davis	

Shirley Truong	PhD	University of California, Santa Cruz	
Diane Weston			lecturer at SFSU and SJSU

1  
2

**M. S. Concentrations in Clinical and Industrial/Organizational Psychology**

<b>Student</b>	<b>Program</b>	<b>School</b>	<b>Working</b>
Nora Abdoun			Rose City Research Consultants, Glendale, CA
Julene Allen			United Behavioral Health
Jamie Babin			UCSF Human Resources
Hagit Bachrach			self employed
Erin Bowe			Google
Tiffany Boykin			self employed--independent consultant
Jayne Castro			Taos Mountain Inc
Michael Cerles			California Public Utilities Commission
Richard Chan	PhD	University of Washington	
Eric Childers			Aerojet
Julie Creagh			City of Anaheim - Human Resources
Donald Currier			Kronos (formerly known as Unicru)
Denise Detorre			Genentech
Aaron Estrada	PhD	U. C. Santa Cruz	
Laura Ghannadan			UCSF - Human Resources
Jessica Godinez			Union Bank of California
Angeline Goh			The Permanente Medical Group, Inc.
Heather Graham			Tri Counties Bank, Human Resources Dept.
Armineh Gurjian (Aghajanian)			Pasadena Unified School District, Personnel Commission
Jeremy Hannah			Koff & Associates
Sommer Harvey			CPUC
Claire Joseph			Right Management
Julie Kairis			Parker Staffing Solutions
Llew Keller			AC Transit District
Madhur Khulkarni	PhD	University of Michigan	
Joni Kuroyama			Lamorinda Consulting
Allison Lamazor			American Express
Cecilia Lo			SFSU Human Resources Dept.
Shane McCauley			Google
Rabia Mehta			Vajra Systems, Inc.
Nils Moe	MBA	Presidio – Sustainable Business MBA Program	Senior Surf, Inc and Pinch Me Films, Inc.; also a lecturer at SFSU
Eos Ngan			Hewitt Associates (Hong Kong)
Jennifer Numainville (LaVaque)			Contra Costa ARC
Ryan Olson			California Public Utilities Commission
Richard Oppenheim			California Public Utilities Commission
Steven Oshiro			Renne Sloan Holtzman Sakai, LLP
Allia Ramahi			Advent Software
Jason Richards			CFI Group -Michigan
Nikita Sethi			Johnson & Johnson
Shawn Sherburne			Dublin San Ramon Services District
Jason Sbordone			Right Management
Tina Sprouse			City of Santa Clara
Vivian Takach			Dynamic Logic

Milana Targan			Koff & Associates
Elizabeth West			AC Transit District
Sarah Wilson (Kenney)			Ca Public Utilities Commission
Audrey Wong			Mapi Values, Boston
Josie Wu			City of Santa Clara
Marisa Yee			Safeway Inc.

- 1
- 2 The Concentration in School Psychology provided outcome information in its accreditation report.
- 3 Recent graduates of this program have been highly successful in procuring School Psychologist positions
- 4 in districts including: Belmont/Redwood Shores, Longview (Washington), Sunnyvale, Burbank, Oakland,
- 5 Monrovia, Rowland Unified, Berkeley Unified, Mt. Diablo, Cupertino Unified, Fremont Unified,
- 6 Burlingame, Liberty Union, San Francisco Unified, Newport, Newark, Mill Valley, San Mateo, Marin,
- 7 Mount Pleasant, Stockton, and Jefferson.

Table 8H. Culminating Experience Supervision

Faculty	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		Total Chair	Total Reader
	Chair	Reader	Chair	Reader	Chair	Reader	Chair	Reader	Chair	Reader	Chair	Reader		
Abalakina							0	0	0	0	2	1	2	1
Ben-Zeev	0	1	2	1	2	1	2	1	1	0	0	0	7	4
Berry	2	6	1	4	3	3	2	2	1	2	0	1	9	18
Bunge	4	2	4	1	2	0	1	2	3	6	2	2	16	13
Colvin	3	1	4	2	2	3	1	3	0	0	0	1	10	10
Cookston			1	1	1	2	2	4	3	4	5	4	12	15
Gard		1		1					2	1	2	1	4	4
Geisler	2	2	1	3	3	3	4	1	2	3	3	0	15	12
Gutkin	0	0	0	0	0	0	0	6	0	0	0	0	0	6
Harris	9	5	11	0	9	0	13	4	10	0	7	1	59	10
Heinstein	0	1	1	0									1	1
Hellenga											2	0	2	0
Howell													0	0
Juang	2	0	1	2	2	3	3	3	3	2	3	3	14	13
Kim	2	1	0	2	0	0	1	3	1	1	0	1	4	8
Kroeker	6	0	2	2	4	3	1	1	0	0	0	0	13	6
Lewis	3	0	2	7	4	6	11	2	4	5	2	5	26	25
Loewy	0	0	0	1										1
Matsumoto	0	0	2	0	1	0	0	0	3	0	0	1	6	1
Mayer	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McCoy	1	0	0	0	0	0	0	0					1	0
Miller	1	0	4	0	2	4	0	4	0	0	0	0	7	8
Monteiro	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Morsella													0	0
Mosier	9	3	5	3	7	3	4	4	3	2	1	1	29	16
Newton	0	3	2	4	2	1	1	6	0	3	0	1	5	18
Paik											1	0	1	0
Piontkowski	0	0	0	1									0	1
Saunders	1	1	0	1	1	1	0	2	0	0	0	1	2	6
Smith							1	1	4	2	3	1	8	4
Spencer	1	2	3	1	2	1	2	0	2	0	3	2	13	6
Steiner	0	1	0	0	0	1	1	0	0	0	0	1	1	3
Terrell	3	3	2	2	2	0	1	0	2	0	3	0	13	5
Velez			2	0	1	5	7	2	5	7	1	3	16	17
Wright					1	3	3	9	7	6	6	0	17	18

1 Note: Empty cells represent years before faculty members were hired or after they retired.

1  
2 The biggest detracting factors in the quality of graduate students' experience are 1) very limited resources  
3 for financial assistance; and 2) very stretched faculty resources for individualized CE supervision. There  
4 are far too few grants and fellowships available for graduate student assistance, particularly for out-of-  
5 state and international students. We offer limited GTA positions for statistics and research methods  
6 courses, but these are not sufficient to meet student needs. With respect to CE – particularly thesis –  
7 supervision, data in Table 8H document the large number of CEs that are initiated each year and the  
8 involvement of all of our faculty members in CE supervision. The Psychology Department does not have  
9 the resources to compensate faculty members for this supervision – it is typically handled on top of a  
10 faculty member's standard course load. This puts a strain on faculty resources, and also practically limits  
11 the amount of individualized attention that a faculty member can provide to students.  
12

## 13 **8.0 THE PROGRAM AND THE COMMUNITY**

### 14 **8.1 Professional Engagement of Students and Alumni**

15 Our graduate students are very active professionally as well as academically. Research opportunities are  
16 plentiful, as many faculty members have active research labs and rely on graduate student participation.  
17 Students are encouraged to participate in research conferences, both university wide (such as the annual  
18 SFSU Graduate Showcase), CSU wide (CSU Research Competition) and national and international  
19 conferences. Faculty routinely encourage and support students to present their work at these conferences.  
20 Department-wide there are also venues such as Brown Bag presentations for research dissemination, in  
21 which graduate students and faculty come together on a weekly basis to hear research presentations from  
22 faculty and graduate students from SFSU and other universities. Below is a list of publications and  
23 presentations with student co-authors over the past 5 years. It is evident from this list that student  
24 engagement in research and scholarly activities is fostered and achieved to a great extent.  
25

26 Students in the M.S. concentrations are introduced to professional practice during their graduate  
27 education. Students in the I/O concentration complete a required 300-hour internship during fall semester  
28 of their second year. Internships are arranged in consultation with local public and private organizations,  
29 and students are supervised by an on-site I/O psychologist as well as by a faculty advisor. Students in the  
30 Clinical concentration have practicum courses in both years. First-year students work within a SFSU  
31 Head Start/Early Head Start Practicum Collaborative as well as in the Psychology Department Training  
32 Clinic. Second-year students work under faculty supervision at agencies outside of campus. School  
33 Psychology students also have practicum experiences in both years. The first-year clinical practicum  
34 consists of 16 hours per week in a school setting. Second-year students are placed in a school setting for  
35 20 hours/week (a total of 576 hours in the AY), and are supervised by an on-site School Psychologist as  
36 well as a faculty advisor.  
37

### 38 **8.2 Civic Engagement**

39 Psychology is by nature a discipline of civic engagement. Our graduate programs include several  
40 formalized components of community service. For example, Clinical Psychology students work in Head  
41 Start centers, in the Psychology Department Training Clinic, and in agencies throughout the SF Bay Area.  
42 School Psychology students work in local schools and school districts.  
43

44 We also manifest civic engagement in less formalized ways. For example, some faculty and students  
45 participate in research projects to examine health effects of long-term exposure to toxins, health  
46 disparities issues, or psychological issues of juveniles in detention. New faculty members with interests in  
47 psychology and law (Drs. Amy Smith and Kate Hellenga) have extended our community outreach to the  
48 justice system and involved students in various projects. For example, under Dr. Smith's supervision, one  
49 student is conducting an evaluation of violence in SF jails in relation to architectural design of the jail.

1 Another is currently engaged in an evaluation of the SF Behavioral Health Courts, with the support of the  
2 judge and head of the alternative courts division. A third is currently engaged in a study of collective  
3 action and activism in relation to the juvenile justice system, working through the Ella Baker Center for  
4 Human Rights and their program, Books Not Bars. All three of these projects were designed to provide  
5 direct feedback and information to the community agency to help advance their goals/mission, and all  
6 projects were designed with the input/ in direct conversation with the community agencies. Drs. Smith  
7 and Hellenga are also involved in Project Rebound, a program designed to facilitate the return of ex-  
8 offenders to college.

### 10 8.3 Equity and Social Justice

11 Again, themes of faculty and student work manifest involvement in equity and social justice issues. A  
12 course in the Psychology of Social Justice was offered in 2005 as a graduate seminar (it is also offered as  
13 an undergraduate course). Dr. Amy Smith has projects at the California Center on Juvenile Crime and  
14 Justice as well as at San Quentin. Two graduate students are working with her on the "Death Row  
15 Teaching" project, communicating with an inmate on death row who is participating in an Introductory  
16 Psychology course they have developed.

17  
18 Other faculty members (e.g., Dr. Avi Ben-Zeev) involve students in the investigation of the phenomenon  
19 *stereotype threat* and remediation possibilities. The underlying goal of these projects is to eliminate the  
20 adverse effects of stereotype threat on performance of females and members of stereotyped minorities in  
21 the classroom setting as well as in the process of job selection (Dr. Chris Wright).

22  
23 A small sample of master's thesis titles over the past several years communicates Psychology Department  
24 faculty and student commitment to civic engagement, equity, and social justice issues:

- 25
- 26 - *Perceptions of the U.S. prison system : Reasons and relationships*
- 27 - *Motivation and Political Participation in Emerging Adulthood*
- 28 - *Positive Body Images in Media*
- 29 - *Linguistic Intergroup Bias Effects on Implicit Stereotypical Associations*
- 30 - *The Effects of Jail Architectural Design on Aggressive Behavior in Inmates*
- 31 - *Perceptions of Police Interrogations: The Impact of Suspect Race*
- 32 - *Ethnicity and Sense of Community as Moderators of Civic Development*
- 33 - *The Effects of Death Qualification During A Capital Murder Case:*
- 34 - *Does the Death Qualification Process Affect Memory of Evidence?*
- 35 - *Utilization of Social Norms to Renew CSU (environmental activism)*
- 36 - *Stereotyping Transgender Queer Women: A Minority within a Minority within a Minority*
- 37 - *Juvenile Diversion and Delinquent History: Is there a Link?*
- 38 - *Considering the Role of Stereotyping and Empathy in Capital Juror Decision Making*
- 39 - *The Influence of Dispositional Characteristics and Death Qualification on the Interpretation of*
- 40 *Aggravating and Mitigating Circumstances in Capital Cases*
- 41 - *The Role of Dehumanizing Language in Victim Impact Statements*
- 42 - *More Conservative or More Polarized? The Effects of Mortality Salience on Voting Behavior*
- 43 - *For better or for worse: An analysis of California Instructional Revision (in death penalty cases)*
- 44 - *Ethnicity and Sense of Community as Moderators of Civic Development*
- 45

### 46 8.4 Internationalization

47 Our graduate programs exhibit internationalization in three primary ways: 1) through faculty diversity; 2)  
48 through the admittance of international students, and 3) through teaching and research that takes an  
49 international perspective. Our department includes faculty members from Russia, Israel, Argentina, and

1 Korea. We regularly host Visiting Scholars from Japan, we currently have a Visiting Scholar from  
 2 University of Haifa, Israel, and another from McGill University, Canada.

3  
 4 Table 8I below shows our international graduate student enrollment over the past 5 years. Our  
 5 international enrollment was steadily increasing during the late 1990s and into 2000 until we had about a  
 6 dozen international students. One of the consequences of events on 9/11 was that it became much more  
 7 difficult for international students to receive visas for study in the U.S., and our enrollment decreased. It  
 8 is on the rise again and we expect it to continue to grow. International students provide a necessary  
 9 perspective in our global environment.

10  
 11 Our faculty members also encourage and conduct research in areas that emphasize cross-cultural and/or  
 12 international issues. Dr. David Matsumoto, for example, is a prolific researcher and publisher in cross-  
 13 cultural and cross-national issues in emotion, and is the Editor in Chief of the *Journal of Cross-Cultural*  
 14 *Psychology*. He travels regularly to Japan and focuses on U.S.-Japan differences in the experience of  
 15 emotion and implications of these differences. Dr. Matsumoto often hosts Visiting Scholars from Japan  
 16 or other Asian countries. Dr. Jae Paik has examined differences in the development of fraction concepts  
 17 between U.S., Taiwanese and Korean children, and recently received funding to include a comparison  
 18 sample of French children. Dr. Linda Juang examines cultural differences in U.S. and Asian parent-child  
 19 relationships. The College of BSS is supportive of an international focus for the department, providing  
 20 funding for presentations at international conferences as well as for outreach.

21  
 22 **Table 8I. International Student Enrollments by Year**

BSS	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	F 00	Sp 01	F 01	Sp 02	F 02	Sp 03	F 03	Sp 04	F 04	Sp 05	F 05	Sp 06	F 06	Sp 07
Psychology (Clinical)	1	1	4	4	3	3	1	1	1	1	0	0	2	2
Psychology (Developmental)	0	1	1	1	1	2	1	1	0	0	0	0	0	0
Psychology (Industrial)	3	3	3	2	5	5	3	3	0	0	0	0	2	2
Psychology (Physiological)	0	0	0	0	1	1	1	0	0	0	0	0	0	0
Psychology (Research)	1	2	1	1	0	0	1	1	3	3	3	3	1	1
Psychology (School)	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Psychology (Social)	2	2	2	2	0	1	0	0	0	0	1	1	1	1
Totals	7	9	11	10	10	12	7	6	4	4	4	5	7	7

23  
 24 **9.0 THE FACULTY EXPERIENCE**

25 **9.1 Faculty statistics**

26 Tables 9-13 below give a sense of the characteristics of our department.



1  
2

**Table 9**  
**Faculty distribution by Rank and Gender as of December, 2007**

<b>Rank</b>	
Professor	6 female, 7 male
Associate Professor	1 female, 3 male
Assistant Professor	5 Female, 4 male
Adjunct Professor	0 Female, 1 male
	Total: 12 female, 15 male

3  
4  
5

**Table 10**  
**Faculty Distribution by Age**

<b>Age</b>	<b>Number of Faculty</b>
<30	0
30-34	2
35-39	5
40-44	3
45-49	1
50-54	3
55-59	1
60-64	1
65-69	4
70-74	2
75-79	1
80+	0

6  
7  
8

**Table 11**  
**Faculty Distribution by Ethnicity**

<b>Ethnicity</b>	<b>Number of Faculty (Total N = 26)</b>
<b>African American</b>	3
<b>Chicano, Mexican American</b>	1
<b>All Other Latino</b>	0
<b>Asian</b>	4
<b>White Non-Latino</b>	18
<b>All Other</b>	0

9  
10

11 Table 12, the Faculty Workload Matrix, demonstrates that almost all of our faculty teach in the graduate  
12 programs on a regular basis. Our course coverage changes each year, and faculty members rotate the  
13 teaching of graduate courses.

Table 12. Faculty Workload Matrix																							
	Abalakina	Ben-Zeev	Bunge	Colvin	Cookston	Gard	Geisler	Harris	Hellenga	Juang	Kim	Kroeker	Lewis	Matsumoto	Mosier	Newton	Paik	Smith	Spencer	Steiner	Terrell	Velez	Wright
GRADUATE COURSES																							
COURSES USED ACROSS CONCENTRATIONS																							
PSY 770 RESEARCH METHODS + TECHNIQS				S(3)	F(1), S(2)		F(3)				F(1)				S(1)			F(1), S(1)				S(1)	
PSY 771 ANALYSIS VAR&EXPMNTL DSGN											F(2)			F(1)						F(2), S(6)			
PSY 772 APPL MULT REGR PSY RSRCH																							S(6)
PSY 777 STAT ANLYSIS MULTVAR DATA														S(3)									
MA COURSEWORK																							
PSY 730 SEM-CUR ISSUES DEVMTL PSY					F(5)																		
PSY 735 ADOLESCENCE + YOUNG ADULT											F(1), S(3)												
PSY 735 EARLY PRNT-CHILD RELATNS											F(2), S(3)												
PSY 735 IDIV DIFF IN COG DEVEL																							
PSY 735 SOC+PERSONALITY DEVELOPMENT			F(1)														S(1)						
PSY 735 LOVE + LIFE SPAN					S(1)																		
PSY 737 LAB-OBSERVTN CHILDREN BEHV																				F(6)			
PSY 739 TECH WRITING FOR PSY JOUR																				F(6)			
PSY 740 SEM-SOCIAL PSYCHOLOGY																	F(6)						
PSY 741 SEM-GROUP DYNAMICS																							
PSY 742 SEM-SURVEY RESEARCH																						F(5)	
PSY 748 SEM-ACC FLD PROBS PSY												F(1)					S(6)						
PSY 749 FIELD PROBLEMS-SOCIAL PSY												F(1), S(1)					S(5)						
PSY 751 CURRENT TRENDS+ISSUES*	S(2)												S(3)									S(1)	
PSY 792 PROSEM-CONTEMP PSY RSRCH		F(3)					F(4)														F(1)		
PSY 798 RESEARCH COLLOQUIUM							F(2)				S(3)										F(1)		
PSY 839 FIELD EXP-DEVELOPMENTAL PSY																				F(18), S(18)			
PSY 865 ETHICS+PROFESSNL RESPON*												F(5), S(1)											
PSY 891 SEM-SELECTED PROBLEMS*		S(1)										F(2), S(1)	F(1), S(1)									F(1)	
MS COURSEWORK																							
PSY 721 CLINICAL METHODS-TESTING									F(1)				F(1)										
PSY 722 CLINICAL METHODS - PERSNLTY									S(1)														
PSY 728 CONF-ACCOMPANY PSY PRCTCM						F(5), S(5)	F(5), S(3)	F(7), S(7)	F(1), S(1)													F(1), S(1)	
PSY 729 PSYCHOLOGY PRACTICUM						F(3), S(3)																F(1), S(1)	
PSY 753 PSYCHOTHERAP DEV CHANG I			S(4)																				
PSY 754 PSYCHOTHERAP DEV CHANG II			S(5)																				
PSY 760 SEM-ORGANIZATIONAL BEHAV																S(2)						S(1)	
PSY 761 SEM-INDUSTRIAL-ORG PSY																						F(2)	
PSY 762 SEM: INDUSTRIAL PSYCH																							S(3)
PSY 765 INDUS TRAINING PROG DEVEL																							F(5)
PSY 766 PSY FOUNDATIONS ORG CHANGE																							
PSY 767 EMERGING ISSUES I/O PSY*																						F(1)	
PSY 768 SEM-ACC FLD EXP IND/ORG																F(3)							F(2)
PSY 769 FIELD EXP-INDUSTRIAL PSY															F(3)								F(2)
PSY 821 CLIN METH DIAG ADV PATHGY																							
PSY 822 CLIN METH MAR/FAM THERAPY						S(1)																	
PSY 828 CONF-ACCOM PSY FIELDWORK								F(1)						F(3), S(3)								F(3), S(3)	
PSY 829 PSYCHOLOGY FIELDWORK								F(3), S(6)						F(8), S(11)								F(2), S(2)	

1  
2

1  
2

**Table 13**  
Faculty Honors, Grants and Awards

Year		Grants	Fellowships	Awards*	Total
2001	Local/regional	3		2	5
	Statewide				
2002	Nat'l/Internat'l	5		2	7
	Local/regional	4		4	8
	Statewide				
2003	Nat'l/Internat'l	5			5
	Local/regional			2	2
	Statewide				
2004	Nat'l/Internat'l	5	1	1	7
	Local/regional	1		4	5
	Statewide	1			1
2005	Nat'l/Internat'l	3	1	2	6
	Local/regional	1		4	3
	Statewide	1			1
2006	Nat'l/Internat'l	3		1	4
	Local/regional	1		2	3
	Statewide	1			1
2007	Nat'l/Internat'l	3			3
	Local/regional	2		4	6
	Statewide				
	Nat'l/Internat'l	7		1	8

3  
4  
5  
6

\*Note: Many awards have a monetary component

**Table 13A**  
Faculty Honors, Grants and Awards by Faculty Member

Year	Title	Grant	Fellowships	Awards	Type/Scope
2001	Army Research Laboratory	Abalakina			Government
2001	SFSU Mini Grant	Ben-Zeev			Local
2001-2007	Career Opportunities in Research Program	Bunge			National
2001	Breaking the Cycle of abuse: Understanding the discontinuity of victimizing behavior	Bunge			National
2001	Psi Chi, Award of Appreciation, Faculty Advisor, SFSU			Geisler	Local
2001	SFSU Mini-Grant	Geisler			Local
2001-2002	Pilot Grant to study the electrophysiological effects of music on learning	Geisler			National
2001	SFSU Mini-Grant	Juang			Local
2001	Individual Investigator MRISP award	Juang			National
2001	Outstanding Poster Presentation, APA			Matsumoto	National
2001	Inspiring General Education Instructor			Matsumoto	National

2001	Presidential Award for Probationary Faculty			Mosier	Local
2002	SFSU Mini Grant	Ben-Zeev			Local
2002-2004	National Science Foundation ROLE Grant	Ben-Zeev			National
2002-2005	First Tracks	Bunge			National
2002	Breaking the Cycle of abuse: Understanding the discontinuity of victimizing behavior	Bunge			National
2002	NIMH/SFSU MRISP Award	Cookston			National
2002	SFSU Mini-Grant	Cookston			Local
2002	Psi Chi, Award of Appreciation, Faculty Advisor, SFSU			Geisler	Local
2002	SFSU Mini-Grant			Geisler	Local
2002	Individual Investigator MRISP Award	Juang			National
2002	Psi Chi Regional Outstanding Presentation			Matsumoto	Local/Regional
2002	SFSU Mini- Grant	Matsumoto			Local
2002	Summer Stipend Award			Velez	Local
2002	Vice President's Assigned Time Award			Velez	Local
2003	SFSU Summer Stipend			Cookston	Local
2003	Individual Investigator MRISP Award	Juang			National
2003	M-RISP Faculty Scholar		Juang		National
2003	Alexander von Humbolt Foundation	Juang			National
2003	Misumi Award			Matsumoto	National
2003	Best Practices in Assessment			Velez	Local
2004	Presidential Award for Probationary Faculty			Ben-Zeev	Local
2004	Summer Stipend Award			Ben-Zeev	Local
2004	RIMI Summer Scholar		Cookston		National
2004	Psi Chi, Award of Appreciation, Faculty Advisor, SFSU			Geisler	Local
2004	SFSU Mini Grant	Juang			Local
2004	NIMH/SFSU M-RISP Faculty Research Dev. Award			Juang	National
2004	Affirmative Action Award			Velez	Local
2004	MRISP Faculty Research Development Award			Velez	National
2004-2006	CPUC Job Analysis & Validation	Wright			State
2005-2006	Increasing minority participation on Spanish/English Internet Stop Smoking Trials	Bunge			National
2005	SFSU Mini-Grant	Cookston			Local

2005	Hewlett Foundation Award			Cookston	National
2005	Psi Chi, Award of Appreciation, Faculty Advisor, SFSU			Geisler	Local
2005	BSS Curriculum Development Diversity Award			Smith	Local
2005	SFSU Summer Stipend			Smith	Local
2005	Vice President's Assigned Time Award			Wright	Local
2006	SFSU Mini-grant	Cookston			Local
2006	SFSU Summer Stipend Award			Gard	Local
2006	Psi Chi, Award of Appreciation, Faculty Advisor, SFSU			Geisler	Local
2006	MRISP Faculty Research Development Award	Harris			National
2007	SFSU Vice President's Assigned Time Award			Gard	Local
2007	SFSU -Summer Stipend Award			Gard	Local
2007	Psi Chi, Award of Appreciation, Faculty Advisor, SFSU			Geisler	Local
2007	Vice President's Assigned Time Award, SFSU			Hellenga	Local
2007	"Health, wealth, and subjective well-being: A meta-analysis and path model"	Howell			National
2007	Positive Psych. Micro-grant, Positive Psychology Network	Howell			National
2007	Carasoft Technology Corporation Micro-Expression Training Tool Products	Matsumoto			National
2007	ITT Cross-Cultural Replication of Deception & Intent Paradigms	Matsumoto			National
2007	Helmut E. Adler & Leonore Loeb			Matsumoto	National
2007	SFSU Faculty Dev. Research	Mayer			Local
2007	Effects of Language on Learning Fraction concepts	Paik			National
2007	Korean & U.S. Children's Use of Fraction Concepts	Paik			Local
2007	Young Children's Understanding of Fraction Concepts	Paik			National

## 9.2 Research and Professional Engagement of the Faculty

Psychology faculty members are very active in research and professional engagement as evidenced by the number of papers published (many in top journals), conference presentations, grants applied for and obtained, and participation in professional societies. It is a faculty priority to include students in their research, and they do so by involving students as co-authors in journal papers, book chapters, and as conference co-participants and presenters. Appendix F lists professional publications and presentations that include SFSU students as co-authors. Those that have students as first authors are typically products of masters theses. In addition to work with students, faculty members are highly prolific with respect to their own independent or collaborative publications and presentations. This can be seen in the updated CVs included in Section 12.0 .

## 9.3 Supervision of Culminating Experiences

As mentioned above, data in Table 8H document the large number of CEs that are initiated each year and the involvement of all of our faculty members in CE supervision. It is apparent from this list that CE supervision imposes a significant overload, particularly for faculty in concentrations with fewer faculty members. Currently, we do not have a process or resources for tracking CE workload and compensating faculty members for this supervision. One of the recommendations generated by this self study is to create a process for tracking CE supervision. The SFSU Graduate Council has recommended that faculty earn three units of assigned time for every six CE projects they chair, but the university does not provide any additional resources for accomplishing this, so the practical implications of following the recommendation (i.e., lost courses that these faculty members would teach) make it unfeasible at this time. As we add more faculty members to meet curricular needs, we may be able to institute a compensation system.

## 9.4 Discipline-Specific Standards for Teaching Graduate Courses

We require instructors to hold a Ph.D. in Psychology or related fields. On occasion we employ temporary faculty for graduate courses. These lecturers are required to have a Ph.D. Rare exceptions to this policy occur in the School Psychology and Clinical Psychology concentrations, which sometimes employ lecturers who have extensive experience in the field but do not have a Ph.D. This substitution is based on the notion that experience as an alternative to the terminal degree is appropriate for the supervisory courses the lecturers handle. Students benefit from the professional experience of these lecturers. Our graduate coordinator is always a T/TT faculty member.

## 9.5 Interdisciplinarity

We do not consider our programs to be highly interdisciplinary; however, we do encourage collaboration between our faculty and SFSU faculty members of other departments. For example, our faculty collaborate with faculty in other departments (e.g., Dr. Amy Smith with Criminal Justice, Dr. David Gard with Dr. Sophia Vinogradov at UCSF, Dr. Mark Geisler with R. Nardo of the SFSU Music Department) and have published with faculty in other departments (such as Counseling). As part of the COR program, we mentor students from other departments (e.g., Sociology, Human Sexuality) that are interested in pursuing graduate studies in mental health research.

Our faculty members contribute their expertise to disciplines across the campus. Developmental Psychology faculty members are regularly invited to talk to students in BECA classes concerning TV and children (e.g., Dr. Jeffrey Cookston, Dr. Linda Juang). Dr. Pauline Velez co-facilitated the Health Disparities Speaker Series and was a speaker for BSS275: *Social Justice and Social Change*. Additionally, we have contributed to interdisciplinary on-campus searches. Dr. Avi Ben-Zeev, for example, wrote the proposal for a joint hire specializing in MidEast and Islamic culture and served on the search committee. Dr. Mark Geisler served on the search committee for the UCSF/SFSU Biobehavioral

1 Director.

## 3 9.6 Overview of Faculty Quality Indicators

4 The culture of the Psychology Department fosters a balance of teaching, professional development, and  
5 service. More than half of our department faculty have been hired in the last 10 years, and these relatively  
6 new people are diverse and dynamic in terms of professional development, dedicated to graduate students,  
7 active in the bay area and in professional communities, and committed to excellence in teaching graduate  
8 as well as undergraduate students. All of our full-time faculty members teach in the graduate programs,  
9 and all are actively engaged in research and/or professional practice. Their professional accomplishments  
10 are well documented in previous sections of this report. Most of our faculty members have taken  
11 advantage of internal opportunities for professional development such as mini-grants, release time, and  
12 summer stipends, and many have also received external support such as M-RISP awards, and private  
13 foundation or government grants (see Tables 13 and 13A).

14  
15 Because involvement in graduate programs is intrinsically rewarding to faculty members, they are  
16 willing to take on the tasks of mentoring and supervising graduate students without much external  
17 compensation. Our ability to couple one large undergraduate section with a graduate seminar keeps our  
18 course load manageable, and we have taken steps to share graduate courses across concentrations.  
19 However, it is clear that our faculty resources are not adequate to meet the needs of 1650+ undergraduates  
20 and 120-150 graduate students. It is unlikely that we will be able to increase the number of faculty  
21 members significantly in the near future – CSU and campus budget constraints have resulted in a  
22 ‘replacement only’ hiring strategy in most cases (with a few exceptions). We are currently preparing a  
23 proposal to declare impaction for the Psychology major, a move that would be very difficult for us  
24 philosophically but that may be effective in managing our enrollment.

## 26 10.0 RESOURCE SUPPORT FOR THE PROGRAM

### 27 10.1 Internal Support

28 The Psychology Department is at a turning point in many respects. We have enough laboratory space to  
29 accommodate current faculty members, but we will be unable to accommodate future requirements as our  
30 FERPS (who did not require much lab space) retire and are replaced with new faculty members (who  
31 have high demands for lab space). We are in fairly good shape with respect to computers (numbers), but  
32 at the edge with respect to technical support. Our computer and technical support is centralized in the  
33 College of BSS, and our department needs tax this (excellent quality) resource to the limit. We have 2.5  
34 fully equipped computer labs for our statistics and research methods courses, and faculty members  
35 typically have several research lab computers in addition to the one(s) in their office. BSS Computing  
36 personnel are attentive and responsive to our needs, but must stretch their resources to deal with the entire  
37 college. Our general funds have been cut severely over the past several years, but we make up some of  
38 the deficit with payments from CEL (for our College of Extended Learning offerings). We use the CEL  
39 funds for many of our support needs - computers, supplies, subject pool software, parscore grading  
40 system, copiers, etc.

41  
42 Internal support in terms of providing faculty members is very limited. The university is in a status quo  
43 mode for faculty replacements, which means that, with rare exceptions, we are authorized to hire new  
44 faculty only as current faculty members leave or retire. The status quo for the Psychology Department  
45 was determined at a time when we were already at a deficit due to faculty members taking administrative  
46 assignments. Four SFSU administrators (Ken Monteiro, Dean of Ethnic Studies; John Kim, Acting AVP  
47 of Academic Resources; Caran Colvin, Associate Dean of Business; and Dawn Terrell, Associate Dean of  
48 the College of Behavioral and Social Sciences) are Psychology Department faculty members. We cannot  
49 mount our undergraduate and graduate programs without heavy reliance on lecturers, and funding for

1 lecturers is decreasing each AY.  
2

3 On the positive side, we have excellent support staff in the Psychology Office, and they do an amazing  
4 job of handling faculty and student issues and needs. The Psychology Department accounts for a large  
5 percentage of the FTES in the College of BSS, and we have support from Dean Kassiola. As shown in  
6 Table 13A above, most of our faculty members take advantage of internal support mechanisms such as  
7 SFSU Mini-Grants, SFSU Summer Stipends, and Assigned Time Awards. Two of our faculty members  
8 (Dr. Kathleen Mosier and Dr. Avi Ben-Zeev) have received the SFSU Presidential Award for  
9 Probationary Faculty over the past 5 years, and Dr. David Gard has just been awarded this competitive  
10 half-year sabbatical award for 2008-2009.  
11

## 12 10.2 External Support

13 Our faculty members have been successful in acquiring external awards and grants to support their  
14 teaching and research work. We take advantage of national grant programs on campus, such as RIMI  
15 (Health Disparities Research - Research Infrastructure to Minority Institutions), and MRISP (Minority  
16 Research Infrastructure Program), We also have a multi-million dollar COR grant (Career Opportunities  
17 in Research), coordinated by Dr. Sacha Bunge, and associated First Tracks funding. Within this program,  
18 we mentor a group of minority undergraduate students who are interested in graduate study in the field of  
19 mental health research.  
20

21 External funding has not been essential for Psychology Department members, but may become more so as  
22 CSU budgets shrink. Our members – especially junior faculty - take advantage of on-campus training in  
23 and resources for grant-writing, and we anticipate that our external support will increase in the future.  
24

## 25 11.0 PROGRAMS WITH OUTSIDE ACCREDITATION

26  
27 The Concentration in School Psychology is accredited by NCATE/CCTC in the state of California.  
28 Because there is so much overlap among the M.S. concentrations, we have discussed School Psychology  
29 in our narrative. As discussed in previous sections, the concentration's biggest problem at this time is the  
30 lack of sufficient faculty members. Largely because of this, the program's national accreditation was not  
31 renewed in 2007. State of California agencies, however, approved re-accreditation in 2007. We are in  
32 the midst of a search for a tenure-track hire in School Psychology, and hope to get authorization to hire a  
33 second faculty member next year.



