

MS IN PSYCHOLOGICAL RESEARCH



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Mon, 13 Mar 2023 22:05:27 GMT
Becky Penrod (penrodb): Rollback to Initiator
2. Mon, 10 Apr 2023 21:27:12 GMT
Becky Penrod (penrodb): Rollback to Initiator
3. Wed, 12 Apr 2023 05:14:36 GMT
Becky Penrod (penrodb): Rollback to Initiator
4. Wed, 12 Apr 2023 22:15:21 GMT
Becky Penrod (penrodb): Approved for PSYC Committee Chair
5. Thu, 11 May 2023 18:17:59 GMT
Rebecca Cameron (cameron): Approved for PSYC Chair
6. Mon, 16 Oct 2023 04:10:55 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
7. Mon, 16 Oct 2023 22:08:21 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
8. Tue, 07 Nov 2023 18:53:16 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Program Proposal

Date Submitted: Wed, 12 Apr 2023 16:13:21 GMT

Viewing: MS in Psychological Research

Last edit: Tue, 07 Nov 2023 18:53:13 GMT

Changes proposed by: Erin Rose Ellison (219699234)

Academic Group: (College)

Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Psychology

Catalog Year Effective:

2024-2025 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Erin Rose Ellison	ellison@csus.edu	732-245-7410

Type of Program Proposal:

Major

Is this a pilot program?

No

Delivery Format:

Fully Face to Face

Does this major plan to include any formal options, concentrations, or special emphases?

No

Title of the Program:

MS in Psychological Research

Designation: (degree terminology)

Master of Science

Abstract of the proposal:

Two of the three concentrations were elevated from the MA Psychology to stand alone degrees as part on EO 1071 compliance, and the concentrations have engaged in the process of teaching-out and discontinuing, per CSU policy. Policy also required faculty to restructure the remaining concentration, MA Psychology with a concentration in General, into a degree with no concentrations. Through this work the faculty found that what remained was more aligned with a MS designation and the CIP/Title Psychological Research than more general MA Psychology in the CSU system.

Program Learning Outcomes (PLOs) were updated to more accurately communicate and assess student learning. This program is designed to provide an excellent graduate education to qualified students from the local community and beyond. Our program accommodates students with a wide range of goals, provides breadth in coursework, and develops specialization through faculty-supervised research experiences. The proposed program seeks to recognize the amount of research typically conducted in preparation for the culminating project (i.e., prior to advancement to candidacy), provide coursework that supports the career goals of our students, along with appropriate breadth of methodologies, and benefit from the increased breadth of expertise of our faculty in the context of recent hiring. The coursework requirements of the program are structured for our students to engage with advanced knowledge in a variety of sub-disciplines within the broad field of psychology. This is complemented by the development of advanced knowledge and expertise in a specific sub-discipline of psychology, which students gain under the tutelage of a faculty advisor and via enrollment in credit-bearing research courses. Students combine enrollment in experiential research and content-based courses each semester in order to build expertise by engaging in directed literature review, research design, experimental implementation, naturalistic inquiry, or other appropriate data collection methods and data analysis under the supervision of a designated faculty advisor. By the time students have completed the degree, we expect that they are able to effectively conduct and communicate about psychological research, apply a critical lens to the evaluation of research processes and products, and possess professional skills that contribute to the Sacramento region and beyond.

Minor curricular tweaks were made as a result of the concentration elevations. Required units were increased from 30 to 31-33. The increase accounts for supervised research in a new category called Research (6 units, previously only 2 units of research were in the core), and the range reflects the culminating experience sequence: some students may complete the thesis with the requirement of 500A only, and others may need an additional semester and take 500B.

Briefly describe the program proposal (new or change) and provide a justification:

Two of the three concentrations were elevated from the MA Psychology to stand alone degrees as part on EO 1071 compliance, and the concentrations were discontinued per CSU policy. Policy also required faculty to restructure the remaining concentration, MA Psychology with a concentration in General, into a degree with no concentrations. The restructured degree program will seek a designation and CIP/Title change.

The MS degree designation aligns with the Sacramento State Policy on Undergraduate and Graduate Degree Programs, Section IIC, which suggests that Master of Science programs are "grounded in liberal traditions, scientific methodology, and is directed toward the mastery or application of scientific or technological principles in specific content areas" (<https://www.csus.edu/umannual/acadaff/fsu00010.htm>). Our curriculum focuses on research methodologies used in psychological science and provides opportunities for the application of such methodologies to specific content areas, thus the change to an MS is logical. Moreover, the name-change to Psychological Research, together with the degree designation change, more accurately reflects the research-intensive nature of our program. Program faculty have found that (post-EO 1071 compliance) our program focus is on research and have incorporated this into the curriculum. Thus, MS in Psychological Research better communicates the focus of the program to potential applicants and those who may be in the position to hire students or accept them into doctoral training post-Master's degree.

Current MA students will have the opportunity to transition to the MS program if they choose. The MA program will proceed with a teach-out, that will continue until all students have graduated or have switched into the MS program, after which the MA program will be discontinued.

Regarding minor curricular tweaks in the restructuring process, this proposal changes the amount of research credit required in the MS degree. Previously students only had the option of using 2 units of directed research coursework (PSYC 294 or PSYC 299) toward their degree. Analysis of credit units from our students indicated students on average took between roughly three to four times this amount of credits in directed research coursework. One of our program strengths is the specialized research training that students receive leading to their thesis project, a hallmark of our required program curriculum. Here, we are recognizing the amount of research our students engage in by allowing them to use 6 units of directed toward their degree of research coursework prior to enrolling in PSYC 500A, which is their culminating experience (thesis research). Coursework in the new research category includes any of the following: PSYC 294, PSYC 297A, PSYC 297B or PSYC 299. Advanced Methods category (3 units) and Teaching of Psychology (PSYC 283) were moved out of the core but still available for students to complete. These shifts allow students to choose a content course to prepare for culminating experience or explore interests.

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
 Communication
 Critical thinking/analysis
 Information literacy
 Professionalism
 Intercultural/Global perspectives
 Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Integrate and apply psychological knowledge to explain affect, behavior, and cognition.
2. Explain psychological research in professional writing, oral presentations, and discussions.
3. Use psychological perspectives, theories, and frameworks to interpret and evaluate psychological research.
4. Obtain, assess, and analyze valid and relevant scholarly sources.
5. Evaluate and apply ethical practices in professional activities.
6. Examine and contextualize issues related to sociocultural diversity and equity in psychology.
7. Produce scientific research about psychological topics using appropriate data analytic techniques.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Please attach a Comprehensive Program Assessment Plan (required)

Psychology Assessment Plan AY 19-20 thru 24-25.pdf

Please attach a Curriculum Map Matrix (required)

MS PSYC Research NEW PLOs course map(1).docx

Catalog Description:

Program Description

The MS program in Psychological Research is designed to provide both broad and specialized education in the field. With an MS in Psychology, one can prepare for employment in positions similar to those associated with a Bachelor's, although at a higher level of responsibility. Completing a MS may also prepare the student for doctoral studies in Psychology. Applicants to the MS program should first determine their sub-disciplinary area(s) of interest represented among our faculty and identify desired mentors based on match in research interests to serve as their faculty advisor before submitting an application. The Graduate Brochure contains the department application procedures.

In our MS program, students complete a culminating project; this is typically a thesis which is an original research paper of publishable quality. Students are matched with a faculty advisor that supervises their research and provides professional development opportunities. Advisors play an active role in students' planning and research process from the start. Students are strongly encouraged to consult with their faculty advisor on a continual and intensive basis as soon as they begin their studies in the program. Through this relationship and cooperative research units, students can prepare for employment or doctoral study in any area of psychology related to/represented within our program faculty's areas of expertise.

Although the program is based on a core set of requirements through coursework, the structure of the program allows for specialization through research experience and research-based coursework. MS students progress through the program as a cohort formed from all students admitted in the same academic year. The program is planned for all students in a cohort to take coursework together throughout the program. Students engage in breadth requirements through formal classroom education, enrolling in coursework across the discipline of psychology. Although specific graduate course offerings vary year to year, courses satisfying each of the program requirements are offered on a regular basis allowing timely progression to degree. The Department recognizes that specialized study and the development of certain types of skills must take place on a one-to-one student-instructor basis. Thus, students engage in depth requirements by developing expertise in collaboration with and under the supervision of their faculty advisor. This includes research activities in the laboratory, field, or library. In addition, under faculty guidance, students may have an opportunity to participate in teaching and teaching related experiences and/or engage with community mental health agencies, government agencies, schools, non-profit organizations, and/or businesses. Academic credit under individualized study, cooperative research, and fieldwork designations are available for these purposes. Students should discuss career goals, time-to-degree plans, and financial aid requirements when enrolling in courses with these designations.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission to graduate study in Psychology is selective. An overall Grade Point Average (GPA) of 3.0 is recommended and minimally qualified applicants will have a 2.5 GPA or above. When making admissions decisions, the Department takes into consideration the candidate's cumulative GPA, relevant coursework, letters of recommendation, previous (research and/or practical) experience, the curriculum vitae, a scientific writing sample (i.e., sole authored research report, research proposal, and/or literature review), a personal statement that includes the candidate's interest in a particular faculty member's (or multiple members') research agenda. During the admission process an interview may be requested and additional information from the interview helps guide the decision of admissions.

Applicants are required to have completed upper division undergraduate psychology courses in statistics and research methods, with at least "C" grades in those courses, as well as a balanced and academically strong group of at least five upper division courses in substantive topic areas in Psychology, such as, but not limited to: Abnormal Psychology, Cognitive Psychology, Developmental Psychology, Behavioral Neuroscience, Perception, or Social Psychology.

The upper division psychological research methods/statistics requirement is met by PSYC 121 and PSYC 102 taken at Sacramento State, or their equivalents at other universities. Upper division research methods/statistics courses from other four-year universities must be reviewed and approved for equivalency by the Department's Graduate Coordinator. PSYC 102 can be remediated in the first year of graduate school.

Admission Procedures

All applicants, including Sacramento State graduates, must apply to both the University and the Psychology Department. Please submit the following:

- two sets of official transcripts from all colleges and universities attended, other than Sacramento State, should be sent to:

California State University, Sacramento
Office of Graduate Studies
River Front Center 215
6000 J Street
Sacramento, CA 95819-6112

- a completed application for admission—via CalState Apply (<https://www2.calstate.edu/apply/>)
- one set of unofficial transcripts from all colleges and universities attended, including Sacramento State transcripts;
- three letters of recommendation, from individuals who can evaluate the applicant's potential for successful graduate study. At least two letters from faculty are preferred. The link to send requests to referees can be found in the CalState Apply process;
- curriculum vitae;
- writing sample (i.e., sole authored research report, research proposal, and/or literature review);
- personal statement that includes the applicant's research interests and professional goals, and outlines their interest in a particular faculty member's (or multiple members') research agenda.

Minimum Units and Grade Requirement for the Degree

Units required for the MS: 31-33

Minimum Cumulative GPA: 3.0. All units must be completed with a grade of "B" or better.

Advancement to Candidacy

Students must be advanced to candidacy in the semester prior to enrolling in at PSYC 500A. Advancing to candidacy means that the University permits students to register for the culminating requirement (thesis or project) units; it also makes students eligible for special library privileges. In order to advance to candidacy students must:

- Remove any deficiencies in admission requirements
- Complete the University Graduation Writing Assessment Requirement (GWAR) for graduate students or successfully completed a Graduate Writing Intensive (GWI) course
- Have completed at least 12 units of graduate (200-series) psychology courses with a minimum GPA of 3.0
- Have decided upon all of the courses to be applied toward the degree
- Submitted a summary and signed Approval of Thesis or Project Proposal form to the Psychology Department (available on the Graduate Student Canvas).

Once students have completed the above, they must file an Application for Advancement to Candidacy with the Office of Graduate Studies. Deadlines: every October 1 for Fall Semester (to advance for Spring semester) and February 1 (to advance for Fall semester). The application for advancement to candidacy form and instructions are available from the Graduate Studies website.

Number of units to record on the petition

The petition asks for a list of courses the student has taken, is taking, and plans to take to fulfill University graduation requirements. It also asks students to specify whether they are doing a thesis or a project (although this changes from time to time). MS students should specify only the minimum 31 units required for the degree even though they may have taken many more courses.

Changes in Plans after Filing the Advancement to Candidacy Petition

If a student needs to change their Advancement to Candidacy plan in any way (e.g., not taking a course listed on the petition, changing from thesis to project or the other way around) they must submit a Petition for Exception. This petition must be approved by both the Department and the Office of Graduate Studies. Failure to file this petition (if a difference exists between the student's record and the Advancement to Candidacy form) will cause the University to withhold the granting of the degree.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

REQUIRED CORE COURSES (6 UNITS)

PSYC 200 Methods in Empirical Psychology

PSYC 202 Survey of Contemporary Statistical Methods in Psychological Research

INDIVIDUAL/SOCIAL SEMINAR (3 UNITS)

Complete one of the following:

PSYC 209 Seminar in Systems of Psychology

PSYC 210 Theories of Personality

PSYC 217 Seminar in Social Psychology

PSYC 235 Psychology of Culture, Race, and Ethnicity

PSYC 251 Developmental Processes

PSYC 268 Advanced Psychopathology

BIOLOGICAL/COGNITIVE SEMINAR (3 UNITS)

Complete one of the following:

PSYC 240 Seminar in Behavioral Neuroscience

PSYC 241 Seminar in Cognitive Psychology

PSYC 242 Seminar in Learning and Behavior

ADDITIONAL COURSES (9 UNITS)

Complete three courses in any combination from the list below that have not been used to fulfill another category:

PSYC 204 Advanced Topics in Statistical Methods for Psychological Research

PSYC 205 Measurement Methods for Psychological Research and Practice

PSYC 206 Tests and Measurement

PSYC 209 Seminar in Systems of Psychology

PSYC 210 Theories of Personality

PSYC 217 Seminar in Social Psychology

PSYC 235 Psychology of Culture, Race, and Ethnicity

PSYC 240 Seminar in Behavioral Neuroscience

PSYC 241 Seminar in Cognitive Psychology

PSYC 242 Seminar in Learning and Behavior
PSYC 251 Developmental Processes
PSYC 268 Advanced Psychopathology
PSYC 272 Research Methods in Behavior Analysis
PSYC 277 Special Topics Graduate Seminar in Psychology
PSYC 283 Teaching Of Psychology

RESEARCH (6 UNITS)

Complete two of the following:

PSYC 294 Cooperative Research
PSYC 297A Advanced Graduate Research I
PSYC 297B Advanced Graduate Research II
PSYC 299 Special Problems

CULMINATING EXPERIENCE (4-6 UNITS)

PSYC 500A Culminating Experience
PSYC 500B Culminating Experience¹

TOTAL UNITS 31-33¹

¹Students must enroll in PSYC 500B if thesis/ project is not satisfactorily completed while enrolled in PSYC 500A.

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

Units required for the MS: 31-33, including core courses in methods, breadth courses in individual/social and biological/cognitive, research courses including courses prior to advancement to candidacy and after candidacy. Importantly, students take on specialized training in their area of focus with their faculty mentor through these research units. Students also complete additional courses which can include additional methods/methodology courses, content area courses, and teaching courses.

Will this program require specialized accreditation?

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?

No

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?

Yes

List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, current offering the proposed degree major program:

Yes

This program is already being offered. EO1071 required it to be restructured, and needs to be realigned to like programs in the system.

20992 Psychological Research 42.9999

Differences between the proposed program and the programs listed above:

N/A

List of other curricula currently offered by Sac State which are closely related to the proposed program:

N/A

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

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Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

N/A

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

N/A

Professional uses of the proposed degree major program:

With an MS in Psychology, one can prepare for employment in positions similar to those associated with a Bachelor's, although at a higher level of responsibility. Completing a MS may also prepare the student for doctoral studies in Psychology. Professional pathways may be influenced by one's area of focus (i.e., a student who specializes in neuroscience may pursue a vastly different path than a student who specializes in community psychology), yet broadly speaking MS graduates will be prepared for research positions, program development and management positions, program evaluation positions, among others, in laboratory, state and local governmental agency, non-profit, and business settings. Some students may pursue positions in teaching at the community college level.

The expected number of majors in:

1st Year Enrollment:

16

3rd Year Enrollment:

32

5th Year Enrollment:

32

1st Year Graduates:

0

3rd Year Graduates:

16

5th Year Graduates:

16

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Itzel Aceves-Azuara	Assistant Professor	Full Time	Doctorate	2021	<p>Dayton, A., Aceves-Azuara, I., & Rogoff, B. (2022). Collaboration at a microscale: Cultural differences in family interactions. <i>British Journal of Developmental Psychology</i>, 00, 1–26.</p> <p>Aceves-Azuara, I. & Rogoff, B. (Forthcoming). Mothers' Reflections on Generational Changes in Childhood in a Mayan Town: Globalization Challenges to Convivencia/ Togetherness. K. Wells, T. Abebe, A. Dar, & L.A. Lopez (Eds.), <i>Handbook on Childhood and Global Development</i>, Routledge.</p> <p>Rogoff, B. & Aceves-Azuara, I. (Forthcoming) Transformations in family collaboration across a generation in a Mayan community. <i>Child Development</i>.</p> <p>Mejía Arauz, R., Dexter, A.L.D., Rogoff, B., & Aceves-Azuara, I. (2019). Children's management of attention as cultural practice. In T. Tulviste, D.L. Best, & J.L. Gibbons (Eds.), <i>Children's social worlds in cultural context</i> (pp. 23-39). Cham, Switzerland: Springer.</p> <p>Rogoff, B., Coppens, A. D., Alcalá, L., Aceves-Azuara, I., Ruvalcaba, O., López, A., & Dayton, A. (2017). Noticing Learners' Strengths Through Cultural Research. <i>Perspectives on Psychological Science</i>, 12(5), 876–888.</p>

Phillip Akutsu	Professor	Full Time	Doctorate	1993	<p>Chu, J., Lin, M., Akutsu, P. D., Joshi, S. V., & Yang, L. H. (2018). Hidden suicidal ideation or intent among Asian American Pacific Islanders: A cultural phenomenon associated with greater suicide severity. <i>Asian American Journal of Psychology</i>, 9(4), 262.</p> <p>Akutsu, P. D., & Chu, J. P. (2006). Clinical problems that initiate professional help-seeking behaviors from Asian Americans. <i>Professional Psychology: Research and Practice</i>, 37(4), 407.</p>
Lisa Bohon	Professor	Full Time	Doctorate	1990	<p>Bohon, L. M., Lancaster, C., Sullivan, T. P., Medeiros, R. R., & Hawley, L. (2021). The effects of manipulated and biographical parent disengagement on the sexually risky attitudes and intentions of college women. <i>Evolutionary Psychological Science</i>, 7(2), 151-164.</p> <p>Bohon, L.M, Cotter, K. A., Kravitz, R. L., Cello Jr., P. C., & Fernandez y Garcia, E. (2017). The theory of planned behavior as it predicts potential intention to seek mental health services for depression among college students. <i>Journal of American College Health</i>.</p> <p>Hendon, C., & Bohon, L. M. (2007, April). Hospitalized children's mood differences during play and music therapy. <i>Child: Care, Health, and Development</i>, 34(2), 141-144.</p> <p>Davies, J., & Bohon, L.M. (2007). Re-imagining public enforcement of Title IX. <i>Brigham Young University Education and Law Journal</i>, 2007(1), 25-82</p> <p>Massa, L. J., Mayer, R. E., & Bohon, L.M. (2005). Individual differences in gender-role beliefs influence spatial ability test performance. <i>Learning and Individual Differences</i>, 15(2), 99-111.</p>

Jeffrey Calton	Professor	Full Time	Doctorate	1995	<p>Pastor, I. A., Hurtado, M. Y., Gibson, C. R., Fitzgerald, C., and Calton, J. L. (2020). Disruption of the anterior thalamic head direction signal following reduction of the hippocampal theta rhythm. <i>Behavior Neuroscience</i>, 134, 577-594.</p> <p>Berkowitz, L. E., Ybarra, I., Jones, J. A., Amato, M. E., Rodriguez, A. M., and Calton, J. L. (2015). NMDA blockade inhibits experience-dependent modification of anterior thalamic head direction cells. <i>Behavioral Neuroscience</i>, 129, 113-128.</p> <p>Housh, A. A., Berkowitz, L. E., Ybarra, I., Kim, E. U., Lee, B. R., and Calton, J. L. (2014). Impairment of the anterior thalamic head direction cell network following administration of the NMDA antagonist MK-801. <i>Brain Research Bulletin</i>, 109, 77-87.</p> <p>Tryon, V. L., Kim, E. U., Zafar, T. J., Unruh, A. M., Staley, S. R., and Calton, J. L. (2012). Magnetic field polarity fails to influence the directional signal carried by the head direction cell network and the behavior of rats in a task requiring magnetic field orientation. <i>Behavioral Neuroscience</i>, 126, 835-844.</p> <p>Calton, J.L. and Taube, J.S. (2009). Where am I and how will I get there from here? A role for posterior parietal cortex in the integration of spatial information and route planning. <i>Neurobiology of Learning and Memory</i>, 91, 179-196.</p>
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Melikşah Demir	Assistant Professor	Full Time	Doctorate	2007	<p>Demir, M. (2015). <i>Friendship and happiness: Across the life-span and cultures</i>. Dordrecht, the Netherlands: Springer.</p> <p>Demir, M., Vento, I., Boyd, R., & Hanks, E. (2018). My relationships are my estate: Relationships with kin and voluntary bonds as predictors of happiness among emerging adults. In M. Demir, and S. Nebi (Eds.), <i>Close relationships and happiness across cultures</i> (pp. 105-129). Dordrecht, the Netherlands: Springer.</p> <p>Dogan, A., Vural, D., & Demir, M. (2016). The Transition to Adulthood in Turkey: Views from College Students and Working Individuals. In Zukauskiene, R. (ed.), <i>Emerging adults in Europe</i> (pp. 94-114). Routledge: Psychology Press.</p> <p>Demir, M. (2021). Perceived playfulness in same-sex friendships and happiness. <i>Current Psychology</i>, 40, 2052-2066.</p> <p>Demir, M., Tyra, A., Özen-Çıplak, A. (2019). Be there for me and I will be there for you: Friendship maintenance mediates the relationship between capitalization and happiness. <i>Journal of Happiness Studies</i>, 20, 449-469.</p>
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Erin Rose Ellison	Assistant Professor	Full Time	Doctorate	2017	<p>Ellison, E.R. & Langhout, R.D. (2022). Critical realism methodology as a guiding framework for interdisciplinary theory enrichment: Reflections on a study of empowerment. <i>Journal of Community Psychology</i>.</p> <p>Ellison, E.R., & Langhout, R.D. (2020). Embodied relational praxis in intersectional organizing: Addressing complicity with oppression. <i>Journal of Social Issues</i>.</p> <p>Ellison, E.R., & Langhout, R.D. (2017). Sensitive topics, missing data and refusal in network studies: An ethical examination. <i>American Journal of Community Psychology</i>.</p> <p>Ellison, E.R., & Langhout, R.D. (2016). Collaboration across difference: An auto-ethnographic examination of power and whiteness in the higher education anti-cuts movement. <i>Race, Ethnicity and Education</i>.</p> <p>Langhout, R. D., Collins, C., & Ellison, E. R. (2014). Examining relational empowerment for elementary school students in a yPAR program. <i>American Journal of Community Psychology</i>.</p>
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Sharon Flicker	Assistant Professor Full Time	Doctorate	2004	<p>Flicker, S. M., & Sancier-Barbosa, F. (2022). Personality predictors of attitudes, willingness to engage, and actual engagement in consensual non-monogamy. <i>Archives of Sexual Behavior</i>.</p> <p>Flicker, S. M., Thouin, M., & Vaughan, M. D. (2022). Factors that facilitate and hinder the experience of compersion among individuals in consensually non-monogamous relationships. <i>Archives of Sexual Behavior</i>, 51, 3035-3048.</p> <p>Flicker, S. M., Sancier-Barbosa, F., Browne, L., & Moors, A. C. (2021). Relationship satisfaction and attachment security in polyamorous individuals who do and do not endorse partner hierarchy. <i>Archives of Sexual Behavior</i>, 50(4), 1401-1417.</p> <p>Moors, A. C., Schechinger, H. A., Balzarini, R., & Flicker, S. M. (2021). Internalized consensual non-monogamy negativity and relationship quality among people engaged in consensual non-monogamy. <i>Archives of Sexual Behavior</i>, 50(4), 1389-1400.</p> <p>Flicker, S. M., Vaughan, M. D., & Meyers, L. S. (2021). Feeling good about your partners' relationships: Compersion in consensually non-monogamous relationships. <i>Archives of Sexual Behavior</i>, 50(4), 1569-1585.</p>
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Sharon Furtak	Professor	Full Time	Doctorate	2006	<p>Bartley T.D. and Furtak S.C. (2021) Perirhinal damage produces modality-dependent deficits in fear learning. <i>Neurobio Learning & Memory</i> 181: 107427.</p> <p>Potter N.M., Calub C.A., and Furtak S.C. (2020) Perirhinal cortex inactivation produces retrieval deficits in fear extinction to a discontinuous visual stimulus. <i>Behav Neurosci</i> 134: 144-152.</p> <p>Calub C.A., Furtak S.C., and Brown T.H. (2018) Revisiting the autoconditioning hypothesis for acquired reactivity to ultrasonic alarm calls. <i>Physiology & Behavior</i> 194: 380-386.</p> <p>Raij T., Nummenmaa A., Marin M-F, Porter D., Furtak S., Setsompop K., and Milad M. (2018) Prefrontal cortex stimulation enhances fear extinction memory in humans. <i>Biological Psychiatry</i> 84: 129-137.</p> <p>Milad M.R., Furtak S.C., Greenberg J., Diniz J.B., Falkenstein M., Rauch S., and Wilhelm S. (2013) Deficits in conditioned fear extinction in obsessive-compulsive disorder correlate to neurobiological changes in the fear circuit. <i>JAMA Psychiatry</i> 70(6): 608-618.</p>
Paulette Garcia Peraza	Assistant Professor	Full Time	Doctorate	2022	<p>Takimoto, A.G., Garcia Peraza, P.D. & Azmitia, M. "We Belong Here": Identities, Family, Sense of Belonging, and Persistence in Latinx First-Generation College Students' Educational Journeys. <i>ADV RES SCI</i> 2, 303–314 (2021).</p> <p>Garcia Peraza, P. D., Nguyen, A.-M. D., Corona, J., & Amini, S. S. (2021). Biculturalism and Self-Esteem: Differential Associations Based on Cultural Domain. <i>Hispanic Journal of Behavioral Sciences</i>, 43(4), 335–352.</p>

David Giguere	Assistant Professor	Full Time	Doctorate	2019	<p>Giguere, D., & Hoff, E. (in press). Bilingual children's vocabulary skills at 5 years predict reading comprehension development within, not across, languages. <i>International Journal of Bilingual Education and Bilingualism</i>.</p> <p>Giguere, D. & Hoff, E. (2023). Bilingual Development in the Receptive and Expressive Domains: They Differ. <i>International Journal of Bilingual Education and Bilingualism</i>.</p> <p>Huey, M. & Giguere, D. (2022). The Impact of Smartphone Use on Course Comprehension and Psychological Well-Being in the College Classroom. <i>Innovative Higher Education</i>.</p> <p>Giguere, D., Dickson D.J., Tulloch, M.K., & Hoff, E. (2022) Majority Language Skill, not Measures of Bilingualism, Predicts Executive Attention in Bilingual Children. <i>Journal of Experimental Child Psychology</i>, 211, 105256.</p> <p>Giguere, D., & Hoff, E. (2020). Home Language and Societal Language Skills in Second Generation Bilingual Adults. <i>International Journal of Bilingualism</i>, 24, 1017-1087.</p>
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Lisa Harrison	Professor	Full Time	Doctorate	2001	<p>Harrison, L. A., & Secarea, A. M. (2010). College students' attitudes toward the sexualization of professional women athletes. <i>Journal of Sport Behavior</i>, 33, 403- 426.</p> <p>Harrison, L. A., Howerton, D., Secarea, A. M., & Nguyen, C. Q. (2008). Effects of ingroup bias and gender role violations on acquaintance rape attributions. <i>Sex Roles</i>, 59, 713- 725.</p> <p>Harrison, L. A., & Abrishami, G. (2004). Dating violence attributions: Do they differ for ingroup and outgroup members who have a history of dating violence? <i>Sex Roles</i>, 51, 542- 550.</p> <p>Harrison, L. A., & Lynch, A. B. (2005). Social role theory and the perceived gender-role orientation of athletes. <i>Sex Roles</i>, 52, 227- 236.</p> <p>Harrison, L. A. & Willis Esqueda, C. (2000). Effects of race and victim drinking on domestic violence attributions. <i>Sex Roles</i>, 42, 1043-1057.</p>
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Gregory Kim-Ju	Professor	Full Time	Doctorate	2002	<p data-bbox="1170 197 1528 407">Kim-Ju, G. M., Graham, A. R., Krmpotich, E. A., & Hong, J. (in press). Self, ethnicity, and ethnic composition: Variations in self among Asian Americans and White Americans. <i>Asian American Journal of Psychology</i>, 1-10.</p> <p data-bbox="1170 443 1528 575">Bolu-Steve, F. N., Adegoke, A. A., & Kim-Ju, G. M. (2020) Cultural beliefs and infant mortality in Nigeria, <i>Education Research International</i>, 1-10.</p> <p data-bbox="1170 611 1528 898">Dimberg, S. K., Sandoval, R., & Kim-Ju, G. M. (2020). Developing Cultural Competence and Civic Responsibility through Service-Learning. In D. Maramba & T. Fong (Eds.), <i>Models of Practice: Asian American, Native American and Pacific Islander Institutions (AANAPISIs) in Action</i>.</p> <p data-bbox="1170 934 1528 1222">Haro, J., Goodman, Z. T., & Kim-Ju, G. M. (2020). Promising Outcomes in a Higher Education Intervention Program: Academic and Social Shifts with Students in the Full Circle Project. In D. Maramba & T. Fong (Eds.), <i>Models of Practice: Asian American, Native American and Pacific Islander Institutions (AANAPISIs) in Action</i>.</p> <p data-bbox="1170 1257 1528 1499">Lewis, J. A., Cameron, R. P., Kim-Ju, G. M., & Meyers, L. S. (2020). Examining the Association between Racial Identity Attitudes and Coping With Racism#Related Stress. <i>Journal of Multicultural Counseling and Development</i>, 48(2), 108-119.</p>
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Casey Knifsend	Associate Professor	Full Time	Doctorate	2014	<p>Knifsend, C. A., & Juvonen, J. (2022). Type and breadth of high school extracurricular activity involvement and postsecondary psychosocial well-being among diverse youth. <i>Journal of Youth and Adolescence</i>.</p> <p>Knifsend, C. A., & Choe-Smith, C. U. (2022). Developing equitable and mutually beneficial virtual community-engaged learning opportunities. <i>Metropolitan Universities Journal</i>.</p> <p>Knifsend, C. A., Powell, L. A., & Clifford, K. L. (2020). Extracurricular participation, collective self-esteem, and academic outcomes among college students. <i>Psi Chi Journal</i>, 25.4, 318-326.</p> <p>Haghighat, M. D., & Knifsend, C. A. (2019). The longitudinal influence of 10th grade extracurricular activity involvement: Implications for 12th grade academic practices and future educational attainment. <i>Journal of Youth and Adolescence</i>, 48, 609-619.</p> <p>Knifsend, C. A., Camacho-Thompson, D. E., Juvonen, J., & Graham, S. (2018). Friends in activities, school-related affect, and academic outcomes in diverse middle schools. <i>Journal of Youth and Adolescence</i>, 47, 1208-1220.</p>
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Alexandra Morrison	Associate Professor	Full Time	Doctorate	2012	<p>Samper, J. R., Morrison, A.B., & Chein, J. (2021). Doubts about the role of rehearsal in the irrelevant sound effect. <i>Experimental Psychology</i>, 68(5), 229-242.</p> <p>Richmond, L. L., Burnett, L. B., Morrison, A. B., & Ball, B. H. (2021). Performance on the processing portion of complex working memory span tasks is related to working memory capacity estimates. <i>Behavior Research Methods</i>.</p> <p>Morrison, A. B., & Richmond, L. (2020). Offloading items from memory: individual differences in cognitive offloading in a short-term memory task. <i>Cognitive Research: Principles and Implications</i>, 5(1), 1.</p> <p>Zanesco, A. P., Witkin, J. E., Morrison, A. B., Denkova, E., & Jha, A. P. (2020). Memory load, distracter interference, and dynamic adjustments in cognitive control influence working memory performance across the lifespan. <i>Psychology and Aging</i>, 35(5), 614.</p> <p>Morrison, A. B., Rosenbaum, G.M., Fair, D., & Chein, J.M. (2016). Variation in strategy use across measures of verbal working memory, <i>Memory & Cognition</i>, 44(6), 922-936.</p>
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Jianjian (J.J.) Qin	Professor	Full Time	Doctorate	1999	<p>Goldfarb, D., Goodman, G. S., Wang, Y., Fisher, R. P., Vidales, D., Gonzalves, L. C., Wu, Y., Hartman, D., Qin, J., & Eisen, M. L. (2023). Adults' memory for a maltreatment-related childhood experience: Interview protocols. <i>Clinical Psychological Science, 11</i>(1), 164-182.</p> <p>Qin, J., Mitchell, K. J., Johnson, M. K., Krystal, J. H., Southwick, S. M., Rasmusson, A. M., & Allen, E. S. (2003). Reactions to and Memories for the September 11, 2001 Terrorist Attacks in Adults with Posttraumatic Stress Disorder. <i>Applied Cognitive Psychology, 17</i>(9), 1081-1097.</p> <p>Qin, J., Ogle, C. M., & Goodman, G. S. (2008). Adults' memories of childhood: True and false reports. <i>Journal of Experimental Psychology: Applied, 14</i>(4), 373-391.</p> <p>Qin, J., Raye, C. L., Johnson, M. K., & Mitchell, K. J. (2001). Source ROCs are (typically) curvilinear: Comment on Yonelinas (1999). <i>Journal of Experimental Psychology: Learning, Memory, and Cognition, 27</i>(4), 1110-1115.</p> <p>Wu, Y., Goodman, G. S., Goldfarb, D., Wang, Y., Vidales, D., Brown, L., Eisen, M. L., & Qin, J. (2023). Memory accuracy after 20 years for interviews about child maltreatment. <i>Child Maltreatment, 28</i>(1), 85-96.</p>
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Zach Schudson	Assistant Professor	Full Time	Doctorate	2020	<p>Schudson, Z. C., & Gelman, S. A. (2023). Social constructionist and essentialist beliefs about gender and race. <i>Group Processes & Intergroup Relations</i>, 26(2), 406-430.</p> <p>Schudson, Z. C., & Morgenroth, T. (2022). Non-binary gender/sex identities. <i>Current Opinion in Psychology</i>, 101499.</p> <p>Schudson, Z. C., & van Anders, S. M. (2022). Gender/sex diversity beliefs: Scale construction, validation, and links to prejudice. <i>Group Processes & Intergroup Relations</i>, 25(4), 1011-1036.</p> <p>Troncoso, S. C., Schudson, Z. C., & Gelman, S. A. (2022). Women versus females: Gender essentialism in everyday language. <i>Journal of Psycholinguistic Research</i>, 1-21.</p> <p>Schudson, Z. C. (2021). Psychology's stewardship of gender/sex. <i>Perspectives on Psychological Science</i>, 16(6), 1105-1112.</p>
Emily Wickelgren	Professor	Full Time	Doctorate	2001	<p>Wickelgren, E. A., Blair, N. J., & Blair, J. P. (2012). University Governance and Common Pool Resources. <i>The Department Chair. A Resource for Academic Administrators</i>, 22(4),5-7.</p> <p>Wickelgren, E. A. (2011). Coping With Budget Reductions: Switching Exam Layouts Reduces University Costs With No Impact on Student Grades. <i>Journal of Academic Administration in Higher Education</i>, 7(2), 13-16.</p> <p>Wickelgren, E. A. (2011). Eight ways to reduce your department's operating expenses. <i>The Department Chair. A Resource for Academic Administrators</i>, 22(1), 26.</p> <p>Wickelgren, E. A. & Bingham, G. P. (2008). Trajectory forms as information for visual event recognition: 3D perspectives on path shape and speed profile. <i>Perception & Psychophysics</i>, 70(2), 266-278.</p>

Brittany Young	Assistant Professor	Full Time	Doctorate	2019	Young, B. D. (2019). Ethnic Racial Identity and the Perpetrator's Race and Status: Black Emerging Adults' Discriminatory Attributions to Racial Microaggressions (Doctoral dissertation, UC Santa Cruz).
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Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

N/A

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

N/A

Equipment and other specialized materials currently available:

N/A

Additional Support Resources Required

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

N/A

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

N/A

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

N/A

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

N/A

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

N/A

Please attach any additional files not requested above:

MS in Psych Research Example 2yr.docx

Reviewer Comments:

Amy Wallace (amy.wallace) (Mon, 13 Mar 2023 15:29:25 GMT): This is not an elevation. There is nothing to elevate. This is a title and designation change. Or if wanting to keep MA Psychology then this is a new degree.

Becky Penrod (penrodb) (Mon, 13 Mar 2023 22:05:27 GMT): Rollback: work on PLOs

Becky Penrod (penrodb) (Mon, 10 Apr 2023 21:27:12 GMT): Rollback: changes to justification needed

Becky Penrod (penrodb) (Wed, 12 Apr 2023 05:14:36 GMT): Rollback: correct typo

Key: 549