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Mission Statement

Revised August 8, 2013
The Master of Arts in Psychology offers access to high quality graduate education within the discipline of psychology. The MA program trains people to work with communities and organizations to help them develop, implement and evaluate innovative solutions to social problems (the program is not a clinically-oriented program or a licensure granting program). The MA program educates students in the systematic application of psychological theories, research and intervention methods to understand, prevent and ameliorate problems, such as violence, substance abuse, obesity, interpersonal conflict, toxic environments, political participation, bullying, safety and other relevant topics. Prevention (rather than treatment) is a primary focus in this program along with empowerment, health promotion, and community development. Emphasis is placed on interventions that are designed around the needs and strengths of the community, rooted in the wisdom and work of the members of each community, and validated by empirical research. The program strives to educate reflective scientist-practitioners who can integrate theory with practice and research skills to facilitate social change.

Objectives:
The goal of the master’s program is to provide students with the opportunity for both breadth and depth in an area of particular relevance to them. Students graduating from this program will have attained the following:

- An advanced understanding of the science and practice of psychology;
- An understanding of the intersection of race, class, sexual orientation, ability/disability, and gender issues and psychological theory;
- The ability to apply psychological principles to issues of concern in communities and organizations;
- Skills and knowledge to assist in their work with communities and groups to create and sustain healthy communities.
- The ability to assess the impact of interventions based in psychological principles;
- The ability to be critical consumers of the existing psychological literature;
- The ability to pursue an in-depth study of the topic and community of most interest to the students; and
- The ability to conduct relevant applied research in collaboration with members of the research setting.

Revised August 8, 2013
This unique program is designed for individuals who desire additional training in psychology that will allow them to apply psychological principles to their current work.

**Our Master's Program at a Glance:**

The goal of the Master of Arts in Psychology program is to provide students with the opportunity for both breadth and depth in an area of particular relevance to them. A minimum of 36 semester hours is required for the degree. This includes:

- PSYC 601: Psychology in the Public and Community Interest (4 credits)
- PSYC 603: Advanced Social Psychology (4 credits)
- PSYC 610: Applied Research Methods (4 credits)
- Thesis or Project (4 credits)
- 20 elective credits which could include a practicum, additional Psychology courses, courses in other Departments, and/or other approved learning experiences (including up to 9 graduate transfer credits).

Courses are most often held in the evening. Students who attend full time generally complete the core course requirement in their first year of graduate study. For more information about courses, visit the [http://www.metrostate.edu/msweb/explore/catalog/grad](http://www.metrostate.edu/msweb/explore/catalog/grad). Current offerings can be found at the online course schedule.

**Example of Full-Time Curriculum**

*First Year*

*16 semester credits*

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 601: Psychology in the Public and Community Interest (4 credits)</td>
<td>PSYC 610: Applied Research Methods (4 credits)</td>
</tr>
<tr>
<td>PSYC 603: Advanced Social Psychology (4 credits)</td>
<td>Elective Course (4 credits)</td>
</tr>
</tbody>
</table>
Summer

Psych. elective (4 credits)

Second Year
16 semester credits

<table>
<thead>
<tr>
<th>Psychology electives (8 credits)</th>
<th>SDIS: Thesis or Project (2 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDIS: Thesis or Project (2 credits)</td>
<td>Psychology electives (4 credits)</td>
</tr>
</tbody>
</table>

**Part-Time students** typically take one course per semester, but can alternate between part-and full-time. The required course sequence (12 Credits) for part-time students is: Year 1, Psyc 601 and 603; and Year 2 Psyc 610. Students elect additional credits, including thesis/project, to fulfill the 36 credit requirement.

**Course Descriptions**

**PSYC 560: Friday Forums (0.5 - 2 credits)**

Forums are on topics of current importance in the field of psychology and are offered in collaboration with the Minnesota Psychological Association. Students write papers summarizing the content and discussing the relevance of principles and practices presented to their own activities or within a specified hypothetical context.

**PSYC 562G: Working with Diverse Communities Seminar (1 credit)**

These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities. Pre-requisite: Graduate standing.

**PSYC 580G: Community Engagement Strategies**

This course provides group practicum opportunities for students who are interested in participating in a variety of community partnership and community service activities. The scope and purpose of this group practicum program is to provide opportunities for students to identify a specific community issue or problem and apply theories of community psychology in addressing this community problem.
Examples of issues that are relevant to group practicum community service activities include the development of cooperative vegetable gardens, refurbishing community homeless shelters, engaging in cooperative work with local community church programs, etc.

**PSYC 601: Psychology in the Public and Community Interest (4 credits)**

This course provides an advanced survey of theories, methods, and research relevant to community and psychology. Community psychology seek to understand social-psychological processes between people and their environments in order to better understand a diversity of social phenomena; facilitate psychological competence and empowerment; design and carry-out effective interventions and prevention programs; and promote social change. Along with an historical overview, issues such as social-ecological theory, social problem definition, diversity, ethics, and empowerment will be addressed. Prerequisite: Graduate Standing

**PSYC 602: Prevention Theories and Strategies (4 credits)**

This course provides an advanced survey of theories and approaches to preventive psychology. Students will develop knowledge and skills that can be used in helping individuals, communities and organizations work to prevent issues such as violence, HIV/AIDS, substance abuse, child abuse, obesity, and other behaviorally based social, mental health, and health issues. Emphasis is placed on developing knowledge and skills relevant to creating and adapting prevention programs for use in culturally diverse communities. Topics may include: stress and coping theory/research; social support and mutual help interventions; prevention theory, research, and strategies; health promotion and other community/social change strategies.

**PSYC603: Advanced Social Psychology (4 credits)**

An examination of the theoretical and empirical literature in social psychology focusing on social cognition, judgments and decision making, stereotyping and prejudice, interpersonal relationships, personality and the self, and social learning. Emphasis will be placed on how theories can be applied to issues and problems.

**PSYC 604: Attitudes and Social Influence (4 credits)**

This course examines theory, research and application in attitudes and social influence. Topics covered include attitude formation, attitude measurement, persuasion and attitude change, group and normative influences, cognitive consistency influences, attitude strength and resistance to influence.
PSYC 608: Mental Health and the Law (4 credits)

This course addresses some of the major issues arising from the interaction of law and the mental health system. Following a legal system overview, topics include civil commitment, legal and policy issues affecting the community mental health system, mental health considerations in the criminal justice process, and malpractice and other legal concerns affecting mental health professional practice.

PSYC 610: Applied Research Methods (4 credits)

The course will present a wide variety of research designs, analyses and conceptual approaches appropriate to improving our general understanding of behavior and social problems in communities. Methods such as experimental, quasi-experimental, survey research, interview and observational may be covered along with issues of sampling, measurement, reliability and validity. **Prerequisite:** Undergraduate courses in social/behavioral science methods and statistics; and admission to the Master of Arts in Psychology program or permission of instructor (for those who have a Master’s degree or are working on one in a relevant discipline).

PSYC 611: Advanced Lifespan Developmental Psychology (4 credits)

Developmental psychology reviews basic concepts, theories and principles of human development from conception and prenatal development through late adulthood. This course will emphasize the cognitive, physical and social aspects of development and review important theories introduced by Piaget, Vygotsky and Erikson. Other key topics that will be addressed include research design in developmental psychology, maturation, human growth experiences and the various stages of physical development as key components influencing human behaviors.

PSYC 614: Group Dynamics and Processes (4 credits)

Students learn the theory and practice of group membership skills, including group development, roles, norms and leadership responsibilities. Students also learn situational leadership styles and roles, interpersonal communication styles, conflict management, problem solving, feedback skills, and group activity planning, presentation and processing.

PSYC 615: Qualitative Research Methods (4 credits)

This course introduces students to classical and contemporary research within the qualitative (or interpretive) paradigm of social science. This course uses hands-on experience in the practicalities of a variety of methods for conducting qualitative and non-intrusive research.
PSYC 618: Program Evaluation (4 credits)

This course builds on the information in the core methods courses. Students learn how to focus their research skills in the applied area of program evaluation. The strengths and weaknesses of various quantitative and qualitative methods of program evaluation are discussed. Students engage in a community-based program evaluation hands-on project. **Prerequisite:** PSYC 610 and PSYC 615 or the equivalent.

PSYC 634: Peace Psychology (4 credits)

Can we manage the conflict in our personal life, our society and our world so it results in development and justice rather than oppression and destruction? We consider four paths towards peace: strength, negotiation, justice through nonviolent and political action, and personal transformation. Students are asked to develop their own stance towards achieving peace, to act on the basis of that stance and to report what they discover.

PSYC 643: Personnel and Industrial Psychology (4 credits)

This course focuses on principles and techniques of personnel and industrial psychology with an emphasis on applications of scientific psychology to business and organizational settings. Topics include: psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This graduate course is appropriate for psychology students interested in or working in human service and other organizational settings.

PSYC 646: Health Psychology (4 credits)

An advanced introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer).
PSYC 620: Grants in Community Based Practice (3 credits)

This course will provide an in-depth study and practice of effective grant writing principles. Students will gain an understanding of how to evaluate grant funding opportunities, how to partner with communities and collaborating agencies in the grant proposal process, how to assemble the grant proposal team and garner necessary resources, and how to prepare an effective proposal. This course will offer an opportunity for students to evaluate grant-funding opportunities and develop an actual grant proposal.

PSYC 655: Health Promotion and Health Policy (3 credits)

This course will offer an overview of innovative models that promote work with community leaders and policy makers to adopt positive health practices and effective health policies. Students will gain an understanding of the relationship of social factors to health, an understanding of health disparities among marginalized communities, and an understanding of community-based programs that are effective in influencing health behavior and health policy. Models for community organizing and community building for health will be presented and analyzed.

PSYC 670: Program Design and Community Intervention (4 credits)

This course is intended to enhance both practical and theoretical skills in program design and community intervention. Participants will examine the elements of design and practice from a 'bottom-up' lens, a community intervention practitioner lens, and from a broader socio-political lens. Fieldwork is incorporated into the course to nurture all participants' capacities as reflective practitioners. Prerequisite(s): PSYC 601 Principles of Community Psychology I and PSYC 602 Principles of Community Psychology II or instructor's permission.

PSYC 672: Political Psychology (4 credits)

This course offers an advanced overview of political psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand political processes, with a focus on the individual. Concepts from psychology, such as personality, cognition, the dynamics of social groups, attitudes, and the ways in which emotion affects decision making, are applied to concepts within politics, including the media and political advertising, race relations, the perceived legitimacy of government institutions, conflict and conflict resolution, and the formation of opinions and ideologies. In addition, by describing political psychology experimentation in detail, the course teaches about how the scientific method can be applied to the study of politics.
PSYC 682: Cross-Cultural Psychology (4 credits)

This course offers an advanced overview of cross-cultural psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand cultural effects on human psychology, with a focus on the individual. It will examine psychological diversity and the links between cultural norms and individual behavior. It will also examine the ways in which particular individual human activities are influenced by social and cultural forces. Concepts from psychology, such as cognition, intelligence, emotion, motivation and behavior will be investigated and applied to issues in human development, social perception, social interaction and psychological disorders. In addition, by describing cross-cultural psychology experimentation in detail, the course teaches about how the scientific method can be applied to comparative methods that establish psychological universals.

PSYC 687: Environmental Psychology (4 credits)

This course explores psychological perspectives and methods being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and designing spaces for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed.

Masters Thesis (4 credits)

Students work directly with a committee of faculty members to design and conduct an original piece of applied research. Students register for thesis credits through the Student Directed Independent Study (SDIS) process and form with their thesis advisor.

Community-Based Practicum/Internship (3-6 credits)

Practicums provide for supervised experiences and weekly seminars with course instructor. Students will be placed in a variety of community settings and will complete at least 40 hours per credit hour applying the knowledge they have gained in the program. Students work with their advisor to identify an appropriate practicum setting and register for the practicum through Metropolitan State University’s Institute for Community Engagement and Scholarship (651-793-1285). For more information about the Center’s Internship Program, visit their website at: http://www.metrostate.edu/msweb/community/ices/index.html. Pre-requisite: Completion of Core courses in program and advisor approval.
Student Directed Independent Study (SDIS) (variable credits)

Through the SDIS option, students may work with resident and community faculty members to explore and learn about topics of particular relevance to their interests and their career. For more information about the SDIS option and appropriate forms, visit the College of Individualized Studies website at:
http://www.metrostate.edu/msweb/explore/cls/independent/sdis.html

Transferring Credits into the Master's program

♦ Students cannot test out of a course.
♦ Graduate courses taken elsewhere may be transferred into the master's degree program for up to nine degree credits.
♦ Courses to be transferred must be the equivalent to courses in the Community Psychology Program or be relevant to the student’s plan of study, and are decided on a case-by-case basis by the student's graduate training advisor.

Computer Access

Owning a computer is not required, but access to a computer is necessary. Written assignments must be typed/word processed. E-mail is used for communicating with students and instructors, and for course and program announcements. Free e-mail accounts are available for all Metropolitan State University students. Internet access is necessary for many of the web-based course materials. Finally, computers are used to assist with quantitative and qualitative data analysis for the thesis. For more information about computer, internet, and e-mail access, visit the Information Technology Department’s website at
http://www.metrostate.edu/msweb/resources/depts_services/it/

Reasonable Accommodations and Response to the Americans with Disabilities Act

♦ Students are encouraged to provide written documentation of a disability and identify their needs as soon as possible.
♦ Academic advisors at the Disability Services Office (http://www.metrostate.edu/msweb/pathway/academic_success/disability/index.htm l) will assist students to identify any specific support needs. Contact them at 651-793-1549.
♦ As the student progresses through coursework, faculty will work with the student to identify any additional needs as they relate to class assignments and reasonable accommodations for class.
An Overview of Your Graduate Training

The Masters of Arts in Psychology degree can be completed in two to three years. The program comprises a demanding, full-time graduate curriculum. Many of our students have family responsibilities and/or full-time careers. We work with each student to individualize a degree program, and offer three-year and expanded degree track options. Many of our students continue to work and maintain their career positions while working toward their master’s degree.

Each semester-long graduate course meets weekly for one three and a half hour period for approximately 15 weeks. Courses are offered in the evening to allow for the schedules of working adults.

The First Year

The first year primarily consists of required coursework and community-based learning experiences associated with specific courses. In order to provide flexibility to meet the multiple interests of students in the program, students will be expected to devise a plan of study. When students enter the graduate program, they are assigned a faculty advisor (for most students this will be the program coordinator). The faculty advisor’s job is to guide students through the graduate program until they formally select a thesis advisor and committee.

One thing you will do with your faculty advisor in your second semester is determine a Graduate Study Plan (see GSP form in graduate handbook). The graduate study plan includes all the courses you will take, any deficiency courses you may need to take, and any transfer courses you may have. You should submit your plan of study to the Graduate Program Coordinator. If you want to complete the program in two years, you should have a good start on your thesis proposal (see section on the thesis process) by the end of your first year. The best strategy is to find a thesis advisor and begin developing your thesis topic during your second semester.

The Second and Third Year

During the second and third years, students complete their coursework, conduct their thesis research, and can elect to participate in a community-based practicum.
Thesis Process from Beginning to End

Evaluation and other types of applied research are increasingly a part of the unique marketable skills and responsibilities of psychologists, and are increasingly one of the many reasons psychologists are sought after in human service settings. The thesis provides hands-on training in applied social science research from beginning to end. For their thesis requirement, Master of Arts in Psychology Program students are encouraged to provide evaluations and needs assessments at local agencies focused on real world and applied questions with direct relevance to finding solutions to local issues and problems. We work closely with agencies to provide research settings. Faculty also have ongoing research programs within which students may elect to do their thesis research.

What is a Master’ Thesis?

A master’s thesis is a piece of original research, designed and carried out by the student with support from their thesis committee. The final document is typically 30-40 pages in length (not including appendices and bibliography) and is structured similarly to a professional journal article. The thesis research project will be community-based and have relevant application to a particular problem or issue facing a community or setting. The research will be representative of sound scientific design and procedures. The use of multiple methodologies is encouraged. Guidelines for appropriate documentation and ethics established by the American Psychological Association will be followed.

What is the process I need to follow to complete the thesis?

♦ **Select a Thesis Committee chair:** The first step in the thesis process is selecting a thesis committee chair. This person must be a faculty member of the psychology department. Thesis committee chairs are usually selected based on similarity in interests and expertise, although personal factors may also play a role. It is important that you be able to work with your thesis advisor in addition to receiving input on the technical aspects of your thesis. Often, the faculty advisor assigned to a student when they enter the program becomes their thesis chair, but not necessarily – do not feel that you have to stay with your advisor because you don’t want to hurt his or her feelings. Before approaching a faculty member about being your thesis committee chair, it is a good idea to have some general sense of what you might want to work on for your thesis project.

♦ **Develop a thesis topic:** The second step is to develop a thesis topic with input from your thesis chair. Although this is mainly your responsibility, your thesis chair will help you decide on a focus and direction and will help you select an appropriate methodology for your project. Every advisor/advisee relationship is different; the specific ways in which you work with your thesis chair will need to be agreed upon.
Select a thesis committee: When you have developed your thesis topic and methodology a bit you need to select two additional committee members. The selection of thesis committee members is made with advice from your thesis chair who may recommend specific people who have expertise in a particular area related to your thesis. Students typically choose their committees based upon training interests and personal preferences. Their committee is usually composed of at least one psychology faculty member who serves as chair of the committee. The second member can be a resident faculty of Metropolitan State University or other college/University, or a community faculty member of the psychology department. The third member of the committee is most likely to be someone who has specific expertise relevant to the student’s thesis topic and does not need to be a faculty member, but should have a Masters degree. It is a good idea to have a brief summary of your thesis topic to give to potential committee members.

Requirements of the Thesis Committee include:

♦ The thesis committee of Master's degree students must consist of a minimum of three members. Committee membership must be approved by the psychology department.
♦ Retired and/or Emeritus faculty of Metropolitan State University may serve on Master's thesis committees upon expressed approval of the psychology department.
♦ Faculty from other universities and other professionals who are not employed by Metropolitan State University may serve as either core or additional committee members on Master’s thesis committees upon expressed approval of the psychology department. They may not serve as the chair of a thesis committee, but may serve as the co-chair.

When you have three qualified members who are willing to serve on your committee, you need to fill out and submit the Appointment of Thesis Committee form (located in the appendix and handbook). It is your responsibility to collect all necessary signatures. The extent of involvement of your committee members depends on a number of factors, including their availability. While some committee members are actively involved in the development of the thesis proposal, many others only read the completed proposal and provide feedback and input during the committee meeting. You should ask each committee member in what ways he or she wants to be involved.

After appropriate forms have been filed with the department to formally appoint the committee, this committee becomes the student's advisory committee that approves the student's final training curriculum, annually reviews the student's progress, and approves the student's thesis research.
♦ Developing a thesis proposal: Before you can begin your thesis research you need to write a thesis proposal (or prospectus) that needs to be approved by your thesis chair (first) and thesis committee (the committee reviews the draft approved by your chair). The thesis proposal consists of two main sections: the introduction and the methods section. The introduction typically includes a brief description of the topic, a statement of purpose of the study, a literature review, and research questions and/or hypotheses. The methods section describes in detail how you will conduct the study, including a section on how you will analyze your data. The *Publication Manual of the American Psychological Association* is a required resource for writing style and structure for the document. Students should familiarize themselves with this manual BEFORE they begin to write their thesis proposal.

♦ The proposal meeting: When your advisor thinks that your thesis proposal is developed enough, you can schedule a committee meeting. During this meeting you will be asked to provide a brief description of your study. Most of the meeting will be spent discussing specific aspects of your study. Think of it as a working meeting during which you receive final instructions and recommendations. Your committee will determine whether or not you are ready to begin. Remember to bring the *Thesis Proposal Approval form* (in appendix) to this meeting. A completed form attached to the approved thesis must be submitted to the Psychology Department before research can commence.

♦ Research Involving Human Subjects: When your committee says you are ready to begin your research, you will need to submit your proposal to the Human Subjects Review Board (HSRB) to be reviewed in regard to the protection of human subjects in research. For information about the HSRB and research review application form, go to: [http://www.metrostate.edu/msweb/resources/depts_services/hsrb/](http://www.metrostate.edu/msweb/resources/depts_services/hsrb/). You cannot begin your research until your research project has been approved by the HSRB. Students should review the APA Ethical Code ([http://www.apa.org/ethics/code.html](http://www.apa.org/ethics/code.html)) as they design their research project. All researchers are expected to be sensitive to and minimize the potential physical, social, and psychological risks to human participants. Voluntary participation and informed consent are required. Violation of recognized research ethics might result in the rejection of the completed thesis. Appropriate, early review by the thesis committee and Metropolitan State University HSRB should prevent any problems. Give a copy of your HSRB approval letter to the Program Coordinator or your advisor who will put it in your student file. Keeping your student file up-to-date is essential and your responsibility.

♦ Implementing your research: Upon approval of your thesis committee and HSRB (where applicable), you are ready to carry-out your research. You should keep your thesis chair informed of your progress as well as any difficulties you encounter in carrying out your plan. You will work with your thesis committee members as their expertise becomes relevant. For example, you may work with one of your members...
who is knowledgeable of statistics on analyzing your data. After you have collected your data and transcribed it or otherwise coded it for analysis, you will need to use appropriate data analysis techniques to determine the results of your research.

♦ **Writing your thesis:** After you have collected and analyzed your data, you will work primarily with your thesis chair as you document your research. You will probably need to revise your introduction and methods section (e.g., in your proposal) to accurately reflect the research that you carried out. You will also need to accurately document the results of your research and develop some conclusions based upon a synthesis of the literature, theory and your findings. The final document should conform to APA publication standards and Metropolitan State University Guidelines (see below).

**Thesis Page Order**

- Signature page (no page number)
- Title page (no page number)
- Abstract (no page number)
- Dedication (not required, if included it is numbered with small roman numerals...probably page “iv”, in upper right hand corner of page)
- Acknowledgements (not required, if included it is numbered with small roman numerals)
- Table of Contents (numbered with small roman numerals, List of Tables—if relevant—is first item)
- List of Tables
- List of Figures
- Chapter 1 and the body of the thesis (begins a new page 1, Arabic numerals, upper right hand corner of the page)
- References (numbered with Arabic numerals)
- Appendices (including HSRB approval form, all measures, all recruitment materials, consent forms, etc.; numbered with Arabic numerals)

♦ **Presenting your thesis:** When you have finished documenting your thesis research you need to publicly present your thesis. When your thesis chair determines that you have adequately completed the thesis, you again schedule a meeting (one to one and a half hours) with your thesis committee. Give a copy of your thesis to your committee members at least one week before the meeting so that they may review it prior to the meeting. Also, when you have determined a date and time that your committee members can meet with you for your presentation, notify the Program Coordinator who will schedule a room and advertise the presentation at the University.

Revised August 8, 2013
The presentation is public and should be as professional as possible. Allow twenty minutes for the presentation after which you should expect to answer questions from the audience and your committee. If your thesis committee is satisfied with the quality of your study, they will sign the Report on Thesis Defense form (also found in the appendix). You should bring to the thesis presentation a copy of the Report on Thesis Defense form and two copies (printed on ‘final’ thesis paper) of the signature/approval page that will be bound with the completed thesis.

♦ Printing your thesis: The last step in the thesis process is to submit two bound copies of the completed and approved thesis to the Psychology Department (see final formatting issues below). You should also give copies to your committee members.

NOTE: Because the Masters Thesis is a published report, numerous revisions of the manuscript may be required.

Timeline for Thesis Completion

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the third week of classes in the semester you intend to graduate</td>
<td>Give draft of entire thesis (including literature review, methods, results, and discussion) to thesis committee chair for review and comments</td>
</tr>
<tr>
<td>No later than 5 weeks before the last class of semester</td>
<td>Give a ‘defense-ready’ draft of thesis to thesis chair for approval</td>
</tr>
<tr>
<td>Upon approval of thesis committee chair and no later than 3 weeks before the last class of semester</td>
<td>Schedule and present thesis to committee members (i.e., “defense”)</td>
</tr>
<tr>
<td>No later than one week prior to thesis committee meeting</td>
<td>Give copies of thesis to committee members</td>
</tr>
<tr>
<td>No later than two weeks before the last class of semester</td>
<td>Final version (post-defense) of thesis approved by thesis chair</td>
</tr>
<tr>
<td>As soon as possible after chair approves final draft of thesis</td>
<td>Have two copies of thesis bound according to guidelines in program handbook; submit copies to psychology department</td>
</tr>
<tr>
<td>By the last day of class</td>
<td>Submit two bound copies of thesis to Psychology Department; Program Coordinator signs off on graduation planning worksheet (assuming all other work has been completed) and submits to Graduation Office who then</td>
</tr>
</tbody>
</table>

Revised August 8, 2013
Final Format and Dispostion of the Thesis Document

Your thesis should be written in APA format (refer to the Publication Manual of the American Psychological Association). The appropriate table of contents, chapter headings, list of tables, and list of figures must be included in the final document. Appropriate headings and citations must be used. It is mandatory that the APA style be used consistently throughout the entire document. Note that some Metropolitan State University style requirements are more specific than those listed in the APA manual.

♦ **Margins** at the left of the page must be one and one-half inches. Margins at the right, top and bottom of the page must be one inch.

♦ **Page numbers** should be one inch from the top and one inch from the right side of the paper. Arabic numbers should be used for the main body and bibliography. Small Roman numerals are used to number the table of contents, list of tables and list of figures. The body of the paper begins one double space below the page number.

♦ The **initial page of each major division of the paper** (e.g., Table of Contents, List of Tables, List of Figures, Introduction, Methods, Results, Discussion, Bibliography) begins on a new page. The heading is centered ten spaces or 1.5 inches from the top of the page. The chapter number (e.g., Chapter I) is centered ten spaces or 1.5 inches from the top of the page and the chapter title is centered three spaces below it. The typing of the body of the paper begins three spaces below the heading.

♦ The final copies of the thesis (i.e., those to be bound) must be **printed, single sided on opaque, white 24 lb. paper of at least twenty-five percent rag content** (100% rag is preferred). No corrections with pen or pencil are acceptable. Neither correction fluid nor white correction tape may be used in any copy of the thesis. **Laser printing** is required. No dot matrix or jet printer should be used for the final bound copies. **Only one font style** (preferably 12 point Times Roman) should be used throughout the document.

♦ The **title page** shall contain the following information: complete statement of title (in capital letters), student’s name, identifying legend (e.g., Masters Thesis submitted in partial fulfillment of the requirements for the degree of Maser of Arts in Psychology at Metropolitan State University), location of the University, and date of graduation. An approval page with committee signatures immediately follows the title page. See examples in the appendix.

Revised August 8, 2013
♦ When **two bound copies are submitted to the Psychology Department**, each copy shall contain (immediately after the title page) a **signature/acceptance page** bearing the date of approval and signatures of the student’s examining committee (see example in appendix).

♦ It is the student’s responsibility to: 1) proofread and examine all copies of the thesis carefully, 2) make sure that margins, typing, printing, and neatness meet the requirements outlined above, and 3) have the pages of the text in correct order when it is submitted to the bindery.

♦ **Binding**: Metropolitan State University does not provide binding services. Final copies of the Thesis should be taken to Kinko’s Copy Center for binding. The Thesis must be sewn either on an oversewing machine or by hand whipstitching. Bound theses must not exceed two inches in thickness after binding (approximately 300 pages). If the report will be thicker, it must be bound in two or more volumes, each not to exceed two inches. The spine lettering on each volume must include the volume number, which must also appear on the title page of each volume. All masters’ theses are to be bound in **black heavy weight buckram**. Fabrikoid, leatherette, or similar cloths are not acceptable. Spine letter must be in white and must specify the degree awarded (MA), the year of degree award, volume number (if more than one), and student’s full name.

### Internship/Practicum

Students who are interested in developing their skills in community-based settings should work with the internship coordinator at the Institute for Community Engagement and Scholarship and their advisor to identify their interests and potential sites. The Institute for Community Engagement and Scholarship ([http://www.metrostate.edu/msweb/community/ices/index.html](http://www.metrostate.edu/msweb/community/ices/index.html)) maintains a consortium of ongoing, supervised settings. In addition, students are encouraged to be innovative, developing new sites with faculty assistance and support. Internship experiences are tailored to accommodate student interests and training needs.

♦ The purpose of the practicum is to provide **new** learning through a hands-on, applied practice experience.

♦ The Master of Arts in Psychology program recognizes that working adults require a great deal of flexibility in arranging a practicum. We are flexible about practicum experiences within one's own agency, when the content of the training experience is significantly different from one's current work and work experience. This is subject to approval of the student’s advisor on a case-by-case basis.

♦ If you are interested in taking advantage of practicum opportunities, pick up an Internship Handbook from the Institute for Community Engagement and Scholarship and make an appointment to talk over this option with your advisor.
All approved internships must:

- include at least 40 hours at the internship site for each semester credit earned;
- involve the student in new, professional-level learning in community psychology;
- offer theoretical as well as practical learning;
- be approved by the Psychology Department resident faculty member serving as graduate internship liaison and evaluator;
- be supervised by a qualified onsite supervisor. The supervisor must have a Master’s degree in psychology or related field and/or relevant expertise in the internship topic areas;
- be graded on an S/N; and
- include attendance at one of the Graduate Internship Group Meetings held each semester.

Student Learning Outcomes

All practicum/internships must offer students the opportunity to gain the following outcomes.

The student will learn:

- the mission, structure, goals and programs of the internship organization or project;
- the role and function of the agency/internship site in the community;
- the student’s role in the agency/internship setting;
- the ethical issues related to her/his internship roles and responsibilities;

The student will be able to:

- successfully perform internship responsibilities;
- have awareness of self and others, including issues of race, class, gender, sexual orientation and ability;
- apply theories and principles of community psychology to an analysis of the internship experience;
- communicate effectively (written and oral) including interpersonal skills; and
- assess her/his own learning in the internship.

The student will:

- participate in the Graduate Internship Group Meetings;
- complete a brief evaluation of the internship experience.
Approval Process

• Students complete the Internship Agreement form, in consultation with their onsite supervisor, and submit it to the Institute for Community Engagement and Scholarship Internship Office (along with the onsite supervisor’s resume). The Internship Office staff will secure the appropriate Psychology Department internship liaison/evaluator’s signature. The approval process takes approximately two weeks (longer during summer months and semester breaks) after the student submits the Internship Agreement to the Internship Office. The internship must be approved before the start of the internship.

• The student cannot be related to the onsite supervisor or the Metropolitan State faculty liaison/evaluator.

• Internships are typically 3-4 credits a semester, depending upon the number of hours engaged (40 hours per credit hour) at the site. A student can do up to two graduate level internships for a total of 6 credits applied to their graduate degree. However, each internship must be at a different site. Also, there must be new, professional-level learning in community psychology and an approved Internship Agreement for each.

• It is not appropriate for students to spend their internship completing “clerical” type functions (e.g. filing or answering phones). While these tasks may be a minimal part of the duties of an intern, the majority of time must be spent in educationally appropriate activities. Ideally, the intern can also observe others at work and attend meetings in which consultation occurs.

• M.A. in Psychology internships will be graded on an S/N basis only.

Evaluation

• All internships are graded on an S/N basis.

• Evaluation of the student’s learning must include a written component in the form of an internship report. Students will prepare a 4-5 page report summarizing and integrating their internship experience. The report should address the following questions:

  1. What skills were utilized during this internship? What new skills were developed?
  2. What were the strengths and weaknesses of your internship experience?
  3. What was the most significant learning experience for you in the internship?
  4. How did your experience strengthen your skills and/or knowledge related to community psychology?

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5. What principles and/or theories of community psychology were most relevant to your internship experience? Why?

6. Do you recommend this internship to other Master of Arts in Psychology Program students? If “yes”, why?

The report is filed in the student’s graduate portfolio for future department and student reference.

- Evaluation of the onsite work component of the internship will be done by the faculty liaison/evaluator in consultation with the onsite supervisor.

- The student will not receive academic credit until the student has participated in the graduate internship group meetings, and the supervisor’s evaluation and the student’s internship report are reviewed and approved by the appropriate Psychology Department internship liaison/evaluator.

**Important note:** The Internship Agreement must be submitted and approved before you begin your internship. You may not register for the internship until you have received written approval notification from the Internship Office. Students must register within the semester of the Internship agreement approval date or they may be required to reapply for the internship. Check current Class Schedule for last day to register for the semester.

---

**Program Policy in regard to Evaluation of Student Progress and Achievement**

Students are evaluated by a variety of means. In addition to papers, presentations, and exams, evaluation will include simulations, role-plays, written exercises, case study write-ups, community interventions, group projects, and class participation. Evaluation will also include research skills exemplified by the thesis and practicum supervisor evaluations. Academic Policies and Procedures for Graduate level training at Metropolitan State University are documented in the Graduate Catalog at http://www.metrostate.edu/msweb/explore/catalog/grad/index.cfm?lvl=G. Additional policies and standards of the M.A. in Psychology Program, some of which are more stringent than those listed in the catalog, are listed below. When the policies differ, those listed in this program handbook supersede those in the catalog.

**Grading Policy**

You will receive a grade in every course you take. To stay in compliance with the Masters of Arts in Psychology academic standards you need to receive a grade of B

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(or pass for internship) or better in every course. If you receive lower than a B in a course, you will have to repeat the course. If you receive more than one grade that is below a B (or not a pass), you may be asked to leave the program (see Academic Standards section). For courses that are sequenced (one is prerequisite for the other), you must pass the first class (i.e., with an A or B grade) before you can take the second class.

No grade lower than a “B” is counted for graduation credit, but all grades earned are counted in determining the grade point average. Graduate courses may be repeated, but credit for the course is applicable toward the degree only once. However, all grades for that course shall be used in calculating the grade point average.

**Attendance Policy**

Attendance in all classes, training sessions, and program meetings is required for all students. In the case of extreme circumstances, students may be excused by the class instructor, through prior permission whenever reasonably possible, for up to seven contact hours (equivalent to two class meetings). Any student missing more class time will seriously jeopardize his or her ability to complete the training requirements of the course. Students must notify and negotiate with faculty any arrangements prior to the assignment due date to make up assignments or to make up information, skills, and competencies covered in missed classes. Students are responsible for all material missed in a class session.

**Academic Standards**

To remain in good standing, all graduate students must maintain a GPA of 3.00 and earn at least a B (3.0) or “pass” in all courses. If you receive lower than a B or “pass” in a course, you will have to repeat the course. If you receive more than one grade that is below a B, you may be asked to leave the program. The Master of Arts in Psychology Program Coordinator will monitor the academic progress of all graduate students each semester and take the following actions on the review of the students’ grades and attendance. A student who fails to meet the academic standards may be required by the Coordinator or Department Chair to withdraw from the program.

- An **Academic Warning** letter will be sent at the end of each semester to students who receive an incomplete in any two graduate courses, or who receive a C or lower in a course, or who have a cumulative grade point average of less than 3.00.

- **Probation**: Students who have been sent an academic warning letter will be placed on probation at the end of their next semester of enrollment if they have failed to demonstrate significant improvement in their academic record.

Revised August 8, 2013
♦ **Dismissal** letters will be sent to all students who were placed on probation the previous semester and have failed to demonstrate significant improvement in their academic record, have received a semester GPA of less than 3.00; or earned a cumulative GPA less than 3.00.

**Course Completion**

A student who fails to achieve the objectives of the course during the first attempt (i.e., C or lower) may be given an opportunity at the instructor’s prerogative to repeat unsatisfactory work. A student may repeat a course they received less than a B one time only. Students may repeat no more than two graduate courses.

**Time Limit on Completion of Degree**

All requirements for the Masters of Arts in Psychology degree must be completed within five years of the first semester of enrollment in the community psychology program.

Student requests for a one-time extension of up to one year may be considered if, prior to expiration of the initial five years, the student makes a written request to the Master of Arts in Psychology Program Coordinator. The request should include rationale for the request, a detailed plan regarding completion of degree requirements, and a target completion date.

**Maintaining Active Student Status**

All students must be registered for at least one course (3 or 4 credits) each semester to maintain “active” status in the program. Students who fail to enroll for two consecutive semesters (excluding summer) will be considered inactive. Such students must petition the program for re-entry prior to registering for any additional classes. Such petitions will be considered individually depending on the student’s previous academic standing and are contingent upon space availability.

Students who fail to enroll for three consecutive semesters (excluding summer) will be dropped from the program and must reapply during the annual admission period.

Students who expect to be absent from their academic work can avoid the petition process by filing an “Application for Temporary Leave of Absence” form (see appendix). The form must be completed before the first day of classes for the semester that the student intends to take leave. This form is valid for up to one year only.

**Graduation Eligibility**

In order to graduate, the student must have completed all degree requirements as outlined in their Graduate Study Plan with a 3.0 cumulative.

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Students must apply for graduation in accordance with Metropolitan State University procedures and must have a Graduation Planning meeting with their advisor. The diploma will be released when all graduation requirements have been met.

**Notification of Intention to Graduate Deadlines**

<table>
<thead>
<tr>
<th>Before the first day of classes</th>
<th>Notify Program Coordinator of intention to graduate that semester, register for “Graduation Workshop”</th>
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<tr>
<td>Before the end of the second week of the semester</td>
<td>Register for the graduation workshop (if not already registered) and meet with advisor to complete Graduation Planning Worksheet</td>
</tr>
<tr>
<td>By end of the third week of semester</td>
<td>Graduation Planning Worksheet submitted to Graduation office indicating advisor’s approval of graduation plans</td>
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**Student Appeals Process**

Recommendations of discontinuance in a graduate program, oversight of the appeals process, and consideration of changes in the appeal process are decisions made by the entire tenure-track faculty of the Department of Psychology. When a decision is made to recommend that a graduate student not continue in a program, the Department utilizes a uniform procedure that is designed to assure that students will be given a fair review and that the Faculty receive all pertinent information.

The appeal procedure of the Department of Psychology consists of a meeting of the tenure-track faculty with the student. Faculty hear a presentation from the student at which time the student describes a proposal for continuation in the program and delineates the conditions under which this continuation would proceed. After this brief presentation, faculty may ask questions to clarify the nature of the student’s proposal. Following this meeting, the faculty committee will make a decision, which is then communicated in writing to the student by the Coordinator of the Community Psychology Program.

Students who believe they have been unfairly treated may appeal such treatment in accordance with the Metropolitan State University’s Academic Appeals Procedures.
Appendix

✓ Appointment of Thesis Committee Form;

✓ Thesis Proposal Approval Form;

✓ Final Thesis Presentation Form;

✓ Graduate Study Plan;

✓ Thesis Signature Page (example);

✓ Thesis Title Page (example);

✓ Application for Temporary Leave of Absence Form
Appointment of Thesis Committee
(also to be used for Change of Committee)

Date: __________________________

Please Check one:  □ Appointment of Committee  □ Change of Committee

Name: __________________________  Student ID#: __________________________

Phone number: __________________________  Email address: __________________________

Committee Membership Signatures

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<th>Thesis Chair:</th>
<th>Please Print Name:</th>
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Student’s Signature  Date: __________________________

*Advisor’s Signature  Date: __________________________

Master of Arts in Psychology Program Coordinator’s Signature  Date: __________________________

For each committee member who is not a regular or community faculty member at Metropolitan State University, please attach a current resume (with mailing address and contact information) and Social Security Number for payment purposes. Return original to the Psychology Department.

*Please get your current advisor’s signature to indicate that they are aware of any changes in their advising load. Upon submittal of this form, the Thesis Chair becomes the advisor for the student.

08/03

Revised August 8, 2013
Thesis Proposal Approval Form

Date: ________________________

Student’s Name: ___________________________ Student ID#: ______________________

Email address: ___________________________ Phone #: ______________________

Decision of Committee:

PASS: Student may begin their research after IRB approval

FAIL: Student is not ready to begin their research and may not submit their proposal to IRB

CONDITIONAL PASS (indicate requirements for passing below). When conditions have been met, a new Thesis Approval form should be filed which indicates "pass."

Signatures of Examining Committee:

Chair:

__________________________

__________________________

__________________________

Master of Arts in Psychology Program Coordinator:

__________________________

Return Original attached to a copy of the approved Thesis Proposal to the Psychology Department.

08/03
Report on Final Thesis Presentation

Date: __________________________

Student’s Name: __________________________ Student ID#: __________________________

Email address: __________________________ Phone #: __________________________

Decision of Committee:

☐ PASS

☐ FAIL: Student has not satisfactorily completed the thesis assignment

☐ CONDITIONAL PASS (indicate requirements for passing below). When conditions have been met, a new Report on Exam form should be filed which indicates "pass."

Approval Signatures of Examining Committee:

Chair: __________________________________________________________

______________________________________________________________

______________________________________________________________

Master of Arts in Psychology Program Coordinator:

______________________________________________________________

Return Original to the Psychology Department.

18/03
GRADUATE STUDY PLAN (GSP)

Date: ________________________________

This is a working document subject to revision as work on your degree progresses. If attending full-time, a copy of this completed form should be submitted to the Psychology Department before the end of the student’s second semester at Metropolitan State University.

Name: ___________________________ SID#(student ID#)

Phone #: __________________________ Email: __________________________

Mailing Address ________________________________

CREDITS TO BE INCLUDED IN DEGREE PROGRAM

METROPOLITAN STATE UNIVERSITY credits (coursework, practicum, and thesis)

600-level (including all SDIS, thesis and practicum credits):

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<th>Semester</th>
<th>Course Dept. &amp; No.</th>
<th>Title</th>
<th># Credits</th>
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1 of 2
Name________________________

500 level:

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<th>Course Dept. &amp; No.</th>
<th>Title</th>
<th># Credits</th>
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**TRANSFER COURSES:** Graduate degree credit will be transferable from any accredited institution for courses where the student has received a grade of B or better with the following stipulations: up to 9 credits may be transferred. All transfer credits must have been taken within the appropriate time limit for the degree.

<table>
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<th>Date taken</th>
<th>Course Dept. &amp; No.</th>
<th>Title</th>
<th># Credits</th>
<th>Where taken</th>
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**MINIMUM CREDITS REQUIRED FOR DEGREE PROGRAM = 36**

YOUR TOTAL PROGRAM CREDITS:

- 600 level ______________
- 500 level ______________
- Total ______________

**Signatures:**

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date:</th>
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<tr>
<td>Advisor’s Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Master of Arts in Psychology Program Coordinator’s Signature</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Return Original to the Psychology Department.
08/03

Revised August 8, 2013
METROPOLITAN STATE UNIVERSITY

This is to certify that the Masters Thesis entitled

REPLACE THIS TEXT WITH YOUR DISSERTATION TITLE

presented by

REPLACE THIS TEXT WITH YOUR NAME

has been accepted toward the fulfillment of the requirements for the degree of Master of Arts in Psychology

Thesis Committee Chair: Name

Thesis Committee Member: Name

Thesis Committee Member: Name

Date

Revised August 8, 2013
THIS IS THE TITLE OF YOUR THESIS:
IT IS BRIEF AND CONVEYS NECESSARY INFORMATION

presented by
MARY J. DOE (your name)

A MASTERS THESIS

submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Psychology
at
METROPOLITAN STATE UNIVERSITY
St. Paul, Minnesota

2004 (year of graduation)
Application for Temporary Leave of Absence

Must be submitted to the Psychology Department by the first day of classes in the requested semester of leave.

Name: ___________________________ Student ID#: ___________________________

e-mail: ___________________________

Address where you can be reached while on leave: ___________________________

Contact Phone number: ___________________________

Last semester enrolled at Metropolitan State University: ___________________________

For the following reasons, I request a temporary leave of absence from my graduate studies:

I will not be registered during the semester(s) indicated:

<table>
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<tr>
<th>Semester</th>
<th>Fall 20</th>
<th>Spring 20</th>
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I plan to return to my studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 20</th>
<th>Spring 20</th>
<th>Summer 20</th>
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If you fail to register in the semester indicated or extend your leave, it will be necessary for you to request reinstatement into your graduate program.

Revised August 8, 2013
Application for Temporary Leave of Absence

<table>
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<th>Student's Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Advisor's Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Master of Arts in Psychology Program Coordinator's Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Return Original to the Psychology Department.
08/03