



SAN FRANCISCO
STATE UNIVERSITY

DEVELOPMENTAL PSYCHOLOGY CONCENTRATION GRADUATE HANDBOOK

DEPARTMENT OF PSYCHOLOGY

SAN FRANCISCO STATE UNIVERSITY

UPDATED 12/2022

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DEVELOPMENTAL PSYCHOLOGY CONCENTRATION

The Master of Arts program concentration in developmental psychology at SFSU focuses on growth and development across the lifespan. It is designed for students with major interests in areas of social and emotional development, parent-child relationships, sex differences, development across cultures and ethnic minority groups, learning, cognition, and psycholinguistics. The program prepares students for academic, research, and applied careers in the field of child and developmental psychology.

PREREQUISITES

Students entering the graduate program in Developmental Psychology should have a background in intermediate statistics, psychological research methods, and lifespan development.

PROGRAM RATIONALE

San Francisco State University operates on a semester system and new graduate students customarily are admitted at the beginning of the fall semester. The program and course offerings, therefore, are designed for students who have completed all prerequisites (i.e., statistics, research, theoretical backgrounds, and life-span development) prior to entering the program at the beginning of the academic year. Students admitted in mid-year and students admitted on a conditional basis may experience some difficulty adjusting their schedules to achieve the appropriate ordering of courses. Students admitted on a conditional basis must meet all conditions of admission by the end of their second semester in residence.

The Developmental Psychology Graduate Program has been designed as a 2 year (36 units) course of study. (A four-semester schedule is included below as a sample plan and guideline for students.) However, it is important that students work out their individual program schedules with faculty advisors.

FOUR SEMESTER PROGRAM

| | FALL SEMESTER (FIRST YEAR) | Units |
|---------------------------|--|-------|
| PSY 730 | Seminar in Current Issues | 3 |
| PSY 737 | Observation of Children's Behavior | 3 |
| PSY 739 | Technical Writing | 1 |
| PSY 839 | Field Experience | 1 |
| | SPRING SEMESTER (FIRST YEAR) | Units |
| PSY 770 | Research Methods | 3 |
| PSY 771 or PSY 772 | Analysis of Variance/Regression | 4 |
| PSY 891 | Seminar (Variant Topic) | 3 |
| PSY 839 | Field Experience | 1 |
| PSY 799 | Special Study | 1 |
| | FALL SEMESTER (SECOND YEAR) | |
| PSY 839 | Field Experience | 1 |
| PSY 799 | Special Study | 1 |
| PSY 771 or PSY 772 | Analysis of Variance/Regression | 4 |
| PSY 891 | Seminar (variant topic) | 3 |
| | SPRING SEMESTER (SECOND YEAR) | |
| PSY 898 | Thesis | 3 |
| PSY 839 | Field Experience | 1 |
| PSY 792 | Proseminar in Foundations of Contemporary Psychological Research | 3 |

The first three courses to be taken are Psychology **730** (Current Issues), Psychology **737** (Observation), and Psychology **739** (Technical Writing). These courses have been designed to complement each other and are to be taken concurrently. They are offered in the Fall semester only.

Most students would be expected to complete Psychology **770** (Research Methods) and Psychology **771** (Analysis of Variance) in the second semester (Spring) of the program. If a student's background in statistics needs strengthening, it would be appropriate to take Psychology **571** (Intermediate Statistics) prior to enrolling in these courses.

Students must register for two Special Topic Seminars (Psychology **891**). These can be taken at any time in the student's training but should be completed prior to beginning thesis work (Psychology **898** and **799**). Topics and instructors in the **891s** are continually changing. In past semesters, seminars have been offered in social development, cognitive development, child-rearing practices, child therapy, infancy, adolescence, and aging.

Students must complete four units of Field Experience (PSY 839). This experience can involve supervised work on campus (e.g., in the Children's Campus or as a teaching or research assistant in the academic program of the university) or in an agency or institution off campus (with various populations of any age). This handbook includes a separate section describing the Field Experience courses.

The last courses to be taken are related to the thesis. Psychology 799 (Special Study) should be taken first and is completed when the student has undertaken a thorough review of the literature in a specific area and has designed and written a thesis proposal. Registration in Psychology 898 (Thesis) permits the student to gather data, analyze results, and write the thesis. (Specifics of the thesis process are described later in this handbook.)

FIELD EXPERIENCES

All students are required to complete four units of Field Experience (PSY 839). In most cases, field experience will occur through contributions to a faculty research laboratory. All field experience placements must be approved by the Coordinator of the Developmental concentration prior to registration. Field experiences must be completed under qualified supervision and involve four hours of work per unit, per week for the semester (60 hours per unit). On-site supervisors will be asked to provide written evaluations of the student's work. Grading will be on a Credit/No Credit basis.

Although students may satisfy the three-unit requirement in a single placement during one semester, students might wish to consider working in two or three different settings for one or two units in any one semester. Students will submit a final paper to the Coordinator of the Developmental program summarizing and evaluating the semester's experiences. This brief report is due the final week of classes.

TEACHING/RESEARCH EXPERIENCES ON CAMPUS

Field experience credit may be received for participation in supervised research experiences on campus (e.g., working as a research assistant in a faculty member's laboratory) or participating as a teaching intern under the direction of a faculty member (i.e., co-teaching an undergraduate class). Prior to registration for experience credit in one of these settings, students must develop a written contract with the supervising faculty member describing the exact nature of the work for which credit will be received. This contract must be filed with the Coordinator of the Developmental program at the time of registration for the course.

OFF-CAMPUS EXPERIENCES

Students may wish to acquire their field experience credits by participating in an off-campus experience. These experiences can be in research or teaching settings or in a facility devoted to caring for or helping people. The type of setting should be one which has the potential to broaden existing skills and understanding of the student or expose him/her to areas which are not adequately represented in previous training. As with other placements, students must submit a written contract at the time of registration describing the work to be accomplished for the credit. At the conclusion of the semester, the on-site supervisor will be asked to submit an evaluation of the student's work and document the number of hours the student has worked on the project.

If a student is working as a paid employee or as a volunteer in a setting that might qualify for field experience credit, the student must demonstrate involvement in an independent project that is separate from the on-going work. The Coordinator of the Developmental program must approve the nature of this special project at the time of registration.

THESIS PROCESS

[These](#) are the Master of Arts student theses that were submitted between 1970 and 2021.

THESIS COMMITTEE

The thesis committee must consist of a minimum of two tenured/tenure-track faculty members selected from the Psychology department faculty.

The process is usually initiated by the student who is responsible for selecting a member of the faculty to Chair his/her committee. Students should feel free to invite any member of the developmental faculty to serve in this position. In consultation with the Thesis Chair, the student will select at least one additional faculty member from the Developmental Psychology faculty.

Beyond the two members of the developmental faculty (the minimum number required by the University), additional members may be selected from inside or outside of the major department or from outside the university. Lecturers may serve as additional members. The developmental faculty has traditionally encouraged three or four member committees.

COMMITTEE MEETINGS

Students meet with the entire thesis committee at least twice. Meetings should be scheduled two weeks in advance and copies of proposals and thesis drafts submitted to each committee member one week in advance. Meetings are usually scheduled during the regular spring and fall semesters. Normally there are no committee meetings held during the summer months.

PROPOSAL MEETINGS

The first required meeting allows the student to present the critical details of his/her research proposal. The written proposal shall not exceed 25 pages and will include the following:

- a) theoretical rationale
- b) review of the relevant literature
- c) hypotheses to be tested
- d) design of the study
- e) data collection techniques
- f) methods of data analyses

The proposal will follow APA format (Seventh Edition) and include full references.

NO DATA ARE TO BE COLLECTED PRIOR TO THE APPROVAL OF THE RESEARCH PROPOSAL BY THE THESIS COMMITTEE AND BY THE UNIVERSITY HUMAN SUBJECTS RESEARCH COMMITTEE.

ORAL DEFENSE OF THE THESIS MEETINGS

The second required meeting involves an oral defense of the thesis. At least two weeks prior to this meeting, all committee members shall have received copies of a final draft of the thesis. The thesis must not be typed in final form for submission to the Graduate School until after this meeting since changes in the content may be suggested by committee members.

Between the two required committee meetings, the student is advised to keep the Thesis Chair informed of the research progress.

THESIS CREDIT

The **898** and **799** courses are designed to give the student 5 units of credit for thesis work. A special form is required to register for **898**. One unit of **799** should be taken the second and third semesters of the program work to develop the thesis proposal. The **898** course registration permits the student to collect and analyze data and write the final draft.

It is important to note that University policy requires students to complete their graduate work in seven years. Extensions are granted only under extreme and exceptional circumstances.

ADDITIONAL REQUIREMENTS

All graduate students should familiarize themselves with additional requirements which the Program the Department, and the University may have regarding the number of copies of the thesis to be submitted, format of the thesis, binding fees, etc.

THESIS TIMELINE

SAMPLE THESIS TIMELINE NOTES

The sample Four Semester Thesis Timeline below is a **suggestion**. Each thesis timeline will vary by student, advisor, and type of thesis. Your primary advisor will be your point person for all thesis questions and final decisions.

Familiarize yourself with the [Division of Graduate Studies – Grad Forms](#) website where **all** key forms are stored.

IRB REVIEW PROCESS NOTES

The IRB at SFSU only meets to review submitted protocols **once** at the **beginning** of each month from **September and May**. Students **must** plan ahead to avoid delaying their IRB approval and subsequent thesis research activities.

To guarantee that your protocol will be reviewed by one of specified [IRB review dates](#), your protocol should be submitted to the IRB **at least 10 days beforehand**.

FOUR SEMESTER SAMPLE THESIS TIMELINE

| FALL SEMESTER (FIRST YEAR) | KEY DATES/ FORMS |
|---|---|
| Brainstorm thesis topic area | <ul style="list-style-type: none"> • Optional - Review the Steps to Graduation Checklist |
| Complete ' Planned Course of Graduate Study Form ' with advisor | |
| SPRING SEMESTER (FIRST YEAR) | |
| Develop thesis topic area | <ul style="list-style-type: none"> • Optional - Review the Culminating Experience Checklist Form |
| Draft rough timeline for thesis data collection, analysis, and write-up | |
| Identify possible thesis committee members | |
| Identify intended IRB submission date | |
| SUMMER (FIRST YEAR) | |
| Prepare for IRB protocol submission | |
| Prepare thesis proposal for thesis proposal meeting with committee | |
| FALL SEMESTER (SECOND YEAR) | |
| Pending advisor approval - Share thesis proposal with committee | <ul style="list-style-type: none"> • Oct. 1 – Advancement to Candidacy (ATC) Form • Nov 1 – Proposal for Culminating Experience (PCE) Form |
| Schedule and complete thesis proposal meeting with committee | |
| Submit IRB protocol (typically 4-8 weeks for approval) | |
| Pending committee and IRB approval – Begin data collection | |
| Data cleaning and preparation for analysis | |
| SPRING SEMESTER (SECOND YEAR) | |
| Finalize analysis | <ul style="list-style-type: none"> • Feb. 15 – Application for Award of Graduate Degree • Submit Report of Completion form (issued electronically by Division of Graduate Studies once you have submitted your graduation application) |
| Finalize thesis write-up and conduct preliminary format check | |
| Attend a ' Thesis Formatting and Submission O&A Session ' | |
| Pending advisor approval - Share thesis with committee | |
| Schedule and complete final thesis defense meeting with committee | |
| Incorporate committee feedback and conduct final format check | |
| Complete Certificate of Approval and obtain electronic signatures from committee via DocuSign | |
| Submit approved thesis to the library | |

ADVISING AND EVALUATION

All tenured/tenure-track faculty in the Developmental Psychology program serve as advisors and are available to students for consultation on any matters important to the student. Each student's progress will be reviewed by the faculty on a semester basis. Students are expected to progress through the program as follows.

- Maintain an overall B average each semester.
- Receive no more than one incomplete grade in a given semester and make up the grade during the following semester.
- Register for and complete a minimum of 6 units of work per semester.
- The faculty will keep students informed of any deficiencies in a student's progress. If significant deficiencies occur, the student and the faculty advisor should discuss any appropriate remediation.

STUDENT GENERATED SURVIVAL STRATEGIES

Get to know your professors - This is good to do in and of itself because creating a network of support is important for your well-being. Also, for those of you planning to continue your education or apply for certain jobs, they are also sources for letters of recommendation. Visit them during [office hours](#) and/or join a [research lab](#) and work with them.

Try not to work full time – It will be difficult to work full time and attend this program full time. This program is very demanding and requires a great deal of effort and time in order to succeed. Working part time is more feasible, but approaching full time may create stress.

Get to know the second-year students - They have lots of valuable information to pass on to you. Make an effort to connect with a second-year buddy in the beginning of the semester. They can relate to what you're experiencing and will serve as a good contact throughout the program.

Join a [research lab](#) - This is a great way to get to know a professor and other students. This is also an opportunity to find out what topics interest you, strengthen your research skills, and earn field research units.

Financial aid - Make sure that you check the FAFSA website (www.fafsa.ed.gov) for important deadlines. Remember, Financial Aid Applications are usually due at the beginning of March for the following year. NOTE: Financial Aid is not disbursed until you meet all the requirements of registration, so keep up on registration deadlines.

Stay on top of your reading - The developmental professors love to facilitate in-depth discussions, so come ready to engage! Make sure you do all of the assigned reading before class. Manage your time strategically so that everything that needs to be done, is completed. Attend all classes, and take excellent notes.

Participate in class discussion - Not only do most professors require this in order to receive an A in their course, but it will also help you communicate with your peers and professors.

Practice your presentation skills - Presentations and public speaking are a large part of the developmental program. Practice alternating between speaking, reading from note cards, and making eye contact with an audience. And above all, learn PowerPoint if you don't already know it. Professors love PowerPoint presentations.

Socialize with your classmates outside of class - Going out to dinner or a movie after class is a great way to unwind after a hard week at school. Also, you will get to see a different, more relaxed, side of your classmates. Exchange phone number and email addresses early on! You will want to contact each other with questions, concerns, issues, and just to say hi!

Explore San Francisco - Even if you don't live in San Francisco, you will be spending a lot of time there, so you should find out what fun things the City has to offer.

Join a professional academic organization - Organizations like the [Society for Research in Child Development](#) (SRCD), [Society for Research on Adolescence](#) (SRA), [American Educational Research Association](#) (AERA), and [American Psychological Association](#) (APA) are great opportunities to network with professionals and students in your field and learn about the latest research. Students can usually join and subscribe to journals at a discounted rate.

Elective Courses - You will have the opportunity to take 2 elective courses during the program. Many faculty members recommend taking additional statistics and methods courses to get a grasp of the diverse techniques in the field.

Get help with writing - Practice analytical and academic writing skills. Composition is hard at the graduate level, so find people to assist you, such as tutors in the [Tutoring and Academic Support Center](#) (TASC), your classmates, and your professors.

Added Tips for International Students from International Students -

- Be ready to encounter numerous culture shocks. No matter where you come from, be prepared to learn new things every day.
- Don't be afraid to speak up. We have tons of discussions, group meetings, and presentations in class. We value your insights and experiences.

- Don't worry if English is not your first language. Use every chance to speak in class as practice, even if you feel embarrassed. Don't be shy, this is a safe space to practice!
- Join the student association of your country at SFSU. Find friends of the same culture who speak your language, this will lessen your anxiety. Having someone who understands your culture, and can give you help with survival skills, will make the journey here a little easier.
- Keep contact with your friends and relatives in your country. Most times you'll find that they understand you best and comfort you when you need it most.

DEVELOPMENTAL FACULTY

[Jeffrey T. Cookston, Ph.D.](#)

Jeff Cookston's research addresses the family system with specialized attention to the role of marital conflict, fathering, and divorce. He is currently analyzing a 12-year longitudinal dataset on fathering and preparing grants to study the causes and consequences of divorce. Visit his [website](#) to learn more. cookston@sfsu.edu

[Juliana Karras, Ph.D.](#)

Juliana Karras' work straddles both developmental and social research areas by focusing on the social development of children and adolescents in context. Specifically: the intersection of race, inequality, and civic development; attitudes towards and conceptions of children's human rights; and ethnic/racial inequality across contexts. The goal of her work is to advance the human rights of children through actionable science by generating empirical knowledge that researchers, practitioners, and policymakers can use to identify and rectify social systems that reproduce inequality in development. Visit her [website](#) to learn more. jkarras@sfsu.edu

[Jae Paik, Ph.D.](#)

Jae Paik's research focuses on the development of early cognitive and social cognitive skills. She is particularly interested in the intricate relation between language, culture, and conceptual development. She is currently conducting various studies examining the cross-cultural differences between English, Korean, and Chinese speaking children's cognitive and socio-cognitive development. She is particularly interested in translating research findings in educational settings while engaging all stakeholders (e.g., children, educators, family, researchers) within the learning community both at the local and international level. Visit her [website](#) to learn more. jaepaik@sfsu.edu

AFFILIATED FACULTY

Note. Affiliated faculty may serve as Primary Thesis Supervisor and mentor students as they complete the Developmental Psychology Program.

[David E. Gard, Ph.D.](#)

Dr. Gard is in the Clinical Concentration. His research focuses on severe psychopathology including schizophrenia and major depression. online.sfsu.edu/dgard/

[Melissa Hagan, Ph.D.](#)

Dr. Hagan is in the Clinical Concentration. Her research focuses on early life adversity, post-traumatic stress disorder, early childhood, parenting, chronic stress, and psychophysiology. <http://www.sfsustarlab.com/> mjhagan@sfsu.edu

[Sarah Holley, Ph.D.](#)

Dr. Holley is in the Clinical Concentration. Her research focuses on Intimate relationship processes, emotional functioning, and mental and physical health.

Web: <http://www.rehlab.sfsu.com/>

Email: sholley@sfsu.edu

[Ryan Howell, Ph.D.](#)

Dr. Howell is in the Mind, Brain, and Behavior concentration. His research explores how "development, personality, motivation, values, beliefs, forecasts, and community interact with a person's economic conditions and financial decision-making to influence experienced quality of life--from suffering to flourishing."

Web: <https://sites.google.com/site/howellhappinsslab/home>

Email: rhowell@sfsu.edu

Shasta Ihorn, Ph.D.

Dr. Ihorn is in the School Psychologist concentration, and her work examines cultural competence, interpersonal relationships, and resilience.

Email: sihorn@tamu.edu

[Ezequiel Morsella, Ph.D.](#)

Dr. Morsella is in the Mind, Brain, and Behavior concentration. His research explores the neural and cognitive mechanisms responsible for conscious states.

Web: <http://online.sfsu.edu/morsella/>

Email: morsella@sfsu.edu

[Zena R. Mello, Ph.D.](#)

Dr. Mello is in the Social, Personality and Affective Sciences concentration, and her research examines time perspective and perceptions of group membership.

Web: <http://faculty.sfsu.edu/~zmello/home>

Email: zmello@sfsu.edu

[Diana Sanchez, Ph.D.](#)

Dr. Sanchez is in the Industrial/Organizational concentration, and her work examines the uses of various forms of technology in the workplace.

Web: https://psychology.sfsu.edu/iopsych/workplace_technology_research_lab

Email: sanchezdianar@sfsu.edu

Amy Smith, Ph.D.

Dr. Smith's research focuses on legal psychology, legal decision making, effects of incarceration, and social justice.

Email: smithae@sfsu.edu

[Gaurav Suri, Ph.D.](#)

Dr. Suri's research studies the brain mechanisms that shape motivated actions and decision making.

Website: <https://www.suriradlab.com/>

Email: suri@sfsu.edu

ADDENDUM

SAMPLE ATC (ADVANCEMENT TO CANDIDACY) FORM

| Course Number | Course Title | Units Required | Units (to be) completed | Semester & Year | Institution (not SFSU) (transfer units only)* | Grade | In Progress Or To Do |
|---------------|---|----------------|-------------------------|-----------------|---|-------|----------------------|
| PSY 730 | Sem: Current Issues in Develop Psych | 3 | 3 | FA '21 | | | IN PROG. |
| PSY 737 | Lab: Observation of Children's Behavior | 3 | 3 | SP '21 | | A | |
| PSY 739 | Technical Writing for Psychology Journals | 1 | 1 | SP '21 | | A | |
| PSY 770 | Research Methods and Techniques | 3 | 3 | FA '20 | | A | |
| PSY 771 | Analysis of Variance and Experimental Design | 4 | 4 | FA '21 | | | IN PROG. |
| PSY 772 | Applications of Multiple Regression to Psychological Research | 4 | 4 | SP '21 | | B+ | |
| PSY 792 | Sem: Foundations of Cont. Psy. Research | 3 | 3 | SP' 22 | | | TO DO |
| PSY 799 | Supervised Selected Research | 2 | 2 | SP/FA 21 | | A | IN PROG. |
| PSY 839 | Field Experience in Developmental Psy. | 4 | | | | | |
| | | | 2 | F20/S21 | | CR | |
| | | | 1 | FA '21 | | | IN PROG. |
| | | | 1 | SP '22 | | | TO DO |
| PSY 891 | Seminar in Selected Problems | 3 | 3 | FA '20 | | A | |
| PSY 891 | Seminar in Selected Problems | 3 | 3 | FA' 21 | | | IN PROG. |
| | Culminating Experience | | | | | | |
| PSY 898 | Master's Thesis and Oral Defense | 3 | 3 | SP '22 | | | TO DO |
| | Minimum Total Units | 36 | | | | | |

SAMPLE PCE (PROPOSAL FOR CULMINATING EXPERIENCE) FORM

5. **Title (Limit 12 words):** (Report any title change to the Division of Graduate Studies prior to filing completed work.)

The Impact of COVID 19 and Parenting Behavior on Adolescent Mental Health.

6. **Brief statement of project and research methods (must fit in space allotted):**

This project will examine the COVID 19 pandemic as a traumatic event and how parenting behaviors during this pandemic effect the mental health of adolescents. I will examine the traumatic effects COVID 19 has had on both parents and their children. I will examine parent's perceptions of their parenting behaviors, their response to COVID, and their child's mental health.

7. **Projected timeline for completion of culminating experience**

Complete in detail with your advisor. Indicate dates when sections/specific work will be due to faculty for review.

| PLAN FOR COMPLETION OF CULMINATING EXPERIENCE | |
|--|---|
| LIST COMPONENTS OR SECTIONS FOR COMPLETION | DATES TO BE SUBMITTED TO FACULTY FOR REVIEW |
| First draft of intro and method | 11/30/2020 |
| Recieve IRB approval | 12/14/2020 |
| Data Collection completion | 2/8/2021 |
| Data analysis and first draft of results section | 3/03/2021 |
| Meet with thesis committee members for review and feedback | 3/22/2021 |
| First draft discussion and second draft of results section | 4/5/2021 |
| Final review of thesis | 5/3/2021 |
| I PLAN TO COMPLETE MY DEGREE IN: <input type="checkbox"/> FALL <input checked="" type="checkbox"/> SPRING <input type="checkbox"/> SUMMER YEAR <u>2021</u> | |

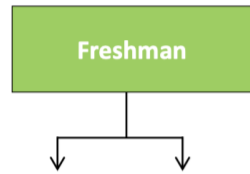
SF STATE SCHOLARS ROADMAP (BLENDED BA/MA PROGRAM)

Bold= must take courses & pass before applying

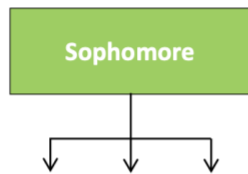
Green= Undergraduate courses
Orange= Graduate Courses

SF State Scholars *Tentative* Psychology Roadmap

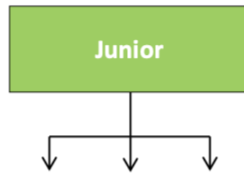
**Students must meet with their advisor prior to registering for courses. This roadmap is designed for general planning ONLY! Roadmaps for more than 5 years plan may vary please consult with your department.



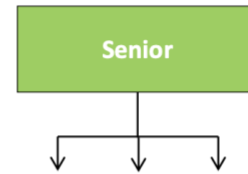
| Fall | Spring |
|-------------------------------|-------------------------------------|
| ENG 114 | Area A |
| Area A | Area B1+B3 |
| Area B4 | Area D |
| Area C | Area E |
| SF Elective | SF Elective |
| 15 Units (15 total) | 15-16 Units (30-31 total) |



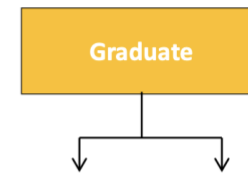
| Fall | Spring | Summer |
|-------------------------------------|----------------------------------|---------------------------------|
| PSY 200 | Area C | SF Elective |
| Area B2+B3 | SF Elective | |
| Area C | SF Elective | |
| Area D | SF Elective | |
| SF Elective | SF Elective | |
| 15-16 Units (45-47 total) | 15 Units (60-62 total) | 4 Units (64-66 total) |



| Fall | Spring | Summer |
|-----------------------------------|----------------------------------|-----------------------------------|
| PSY 303 | PSY 400 | SF Elective |
| PSY 371 | PSY 305 | Major Elective (PSY 571) |
| UD-B | Area I Course | |
| UD-C | Area I Course | |
| UD-D | Area II Course | |
| SF Elective | Area III Course | |
| 16 Units (80-82 total) | 15 Units (95-97 total) | 6 Units (101-103 total) |
| Apply to SF Scholars | | |
| 80 Units (GE Requirements) | | 3.0 GPA |



| Fall | Spring | Summer |
|---|---|-----------------------------------|
| Major Elective | PSY 690 | SF Elective |
| Area II Course | Major Elective | SF Elective |
| Area III Course | PSY 772 | |
| PSY 730 | PSY 891 | |
| PSY 770 | PSY 839 | |
| PSY 839 | PSY 799 | |
| 16 Units 7 Grad (117-119 total) | 14 Units 7 Grad level (131-133 total) | 6 Units (137-139 total) |



| Fall | Spring |
|-----------------------------------|------------------------------------|
| PSY 737 | PSY 891 |
| PSY 739 | PSY 792 |
| PSY 839 | PSY 839 |
| PSY 799 | PSY 898 |
| PSY 771 | |
| 9 Units (146-148 total) | 10 Units (156-158 total) |

Minimum Units required for Bachelors =120
Minimum Units required for Masters = 36