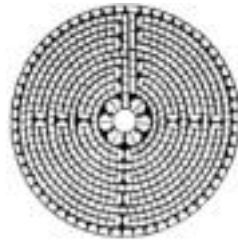




Student Handbook 2018-19



**Master of Arts In Psychology
Depth Psychology Emphasis**

Sonoma State University

2018-19 Academic Calendar

Check the Academic Calendar online for the most current dates and deadlines:
web.sonoma.edu/academics/calendar

Aug 19	Opening Orientation, 1 – 4 pm, Stevenson Hall 3042
Aug 23	Classes begin
Sept 3	Labor Day holiday (campus closed)
Sept 8	APA workshop, 1 st and 2 nd year students
Sept 15	Graduation Application deadline for December graduation
Nov 12	Veteran's Day observed (campus closed)
Nov 21 - 23	Thanksgiving holiday
Dec 7	GSO2 Thesis Deadline for December graduation
Dec 7	End-of-Year Potluck Celebration
Dec 14	Last day of classes
Dec 24 – 31	Winter Holiday (campus closed)
Jan 4	GSO2 Article Deadline for December graduation
Jan 21	Martin Luther King Day (campus closed)
Jan 22	Classes begin
Feb 1	Graduation Application deadline for May and August graduation
Mar 18 - 22	Spring Break
Apr 1	Cesar Chavez Day (campus closed)
May 3	GSO2 Thesis Deadline for May graduation
May 10	Last day of classes
May 16	Article Evening
May 17	GSO2 Article Deadline for May graduation
May 18-19	Commencement
July 12	GSO2 Thesis Deadline for August graduation
Aug 2	GSO2 Article Deadline for August graduation

M.A. in Psychology, Depth Psychology Directory

Depth Psychology emphasis

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Psychology Department & Sonoma State University Information

The Psychology department is located in Stevenson Hall 3092, and the Master's classes will usually be close to this office. The office of the program Coordinator, Laurel McCabe, is in Stevenson 3087. You can direct questions about coursework, academic expectations and requirements, classes, and program content to her. Stevenson 3092 also houses the Psychology Department Chair, Dr. Elisa Velasquez, and the undergraduate administrative staff headed by Cara Stevens.

The Master's Program in Psychology is run by the Psychology Department and is administered through Special Sessions in the School of Extended Education. This arrangement enables the Psychology Department to offer its graduate program despite the financial constraints of the California State University (CSU) System. Questions about registration are addressed to the Special Sessions Program Coordinator in the office of Extended Education, Stevenson 1012, 664-2682.

Registration

For registration information, deadlines and procedures, visit this webpage <https://web.sonoma.edu/exed/registration/registration-basics.html> .

SSU Email and Login / Password

Once you're matriculated and in the system go to the PIN Master page at <https://ldaps.sonoma.edu/password/> and register as a new user. You'll receive your username and set your password.

To login: go to www.sonoma.edu and click LogIn. Enter your login and password. This takes you to a page where you can access your class schedule, email, Moodle, buy a parking pass, etc.

Depth Psychology program announcements about academic deadlines, program information, speakers, etc. are sent via emails that the Coordinator and faculty have for you. In addition, make sure that Extended Ed has your current email address (these don't need to be seawolf.sonoma.edu accounts).

Please note that Depth Psychology program emails and University emails are run through separate departments, and that you may thus have two different accounts for your email: your personal one for Depth program announcements, and a seawolf.sonoma.edu account for University announcements. *Make sure to check them regularly.*

Student ID

Once you've paid your registration (<https://web.sonoma.edu/exed/registration/registration-basics.html>) and are entered into the system as a student (usually takes 1-2 days), go to Customer Services on the first floor of Salazar Hall for your Student ID. You'll need a photo ID such as a driver's license (photo credit cards are not acceptable). They'll take your picture and give you your ID immediately.

Library Card

Your student ID is your library card. Your online SSU login and password are your online library logins.

Moodle / Canvas

Moodle and Canvas are online systems for courses; the university is moving out of Moodle and into Canvas the 2018-19 year. Your instructors may post your course syllabus and assignments online on either of them. To access, login to your Seawolf account and click on Moodle / Canvas. If your class teacher has posted articles, syllabus, and assignments online and has opened the site, the class name and number appears on the webpage. Click on your class to bring you to the class page.

Depth Alumni Listserv

All current students and current and past faculty are members of the Depth Alumni listserv. New students are placed on it in the first few weeks of classes. Notices of events, discussions, and information are provided on the listserv. Send an email to the listserv by typing depth-alumni@lists.sonoma.edu in the To line of your email. If this doesn't work, send your email address to the program coordinator; your specific email address must be entered on the list in order for you to send emails to the list.

Computer Protection

Make sure that you have an anti-virus program installed on your computer, and that you run weekly or even daily virus checks. This protects your computer from being infected by viruses that run through the university system. See the IT pages at www.sonoma.edu/it/students/.

Schulz Library

Hours 7:30am-midnight Mon-Thu, 7:30am-5pm Fri, 10am-5pm Sat, noon-9pm Sun.

Services <http://library.sonoma.edu/services/>

Library Printers locations and directions <http://library.sonoma.edu/services/computers/printing>

Tech Help Desk Ground floor South wing, Library 664-help

Digital Lab 8 Scanners, 5 computers with photoshop, & powerpoint, in the Library Teaching Center, 2d floor south near 2016 and 2019. <http://library.sonoma.edu/services/computers>

Graduate Student Study Room Schulz 3065 A quiet study room with 12 chairs, couches, 3 tables. No reservation needed. <http://library.sonoma.edu/spaces/graduateroom>

Student Presentation Room Schulz 2014B Conference table, seats 12, MacMini, software, 32" LCD TV display. Reserve online for 30 minutes, maximum 4 hours

<http://library.sonoma.edu/spaces/presentationroom>. Use your Sonoma email, room will be confirmed via email. Key from front desk.

Group Study Rooms 3d floor. Table and chairs. No computers. Reserve online for 30 minute periods 2 hour limit/ day. <http://sonoma.libcal.com/booking/studyrooms> Use Sonoma email, room confirmed via email.

Group Media Viewing Room. 2015A seats 15, 38" TV VCR DVD. 2015B seats 30, 65" TV DVD. Reserve online <http://library.sonoma.edu/spaces/mediarooms> 2 hour limit. Use Sonoma email, room confirmed via email.

Printing & Xeroxing

Printing is 10 cents/ page, \$1/ color page, <http://library.sonoma.edu/services/computers/printing> .

There are 3 copiers on the 2nd floor, and 1 each on the 1st and 3rd floors. Print jobs can be sent to the 24-hour lab (Schulz, 1st floor south) or Library Information Commons (Schulz, 1st floor north).

Borrowing a Laptop

You may borrow a mac laptop first-come-first-served for 4 hours with your student library card and a photo ID from the 2nd floor Check-Out desk. Bring a flash drive so you can transfer or save your data. You must renew in person, possible only if no one else needs the laptop. Overdue charges are \$1/hour, no grace period. <http://library.sonoma.edu/services/computers/laptops>

Computing

The University has 145 computers and several computer labs for your use in the library, Schulz Information Center. Log in to a computer using your seawolf login and password.

There's a 24-hour computer lab in Schulz 1058 next to the IT Help Desk on the ground floor south wing. Schulz computer labs are in Schulz 1014 and Schulz 2010. Stevenson's computer labs are in

Stevenson 2044 and 2055. This website has info on the computer labs:
<http://web.sonoma.edu/it/students/labs.html>

Digital Lab

The Digital Lab in the south end of Schulz has 5 workstations with scanners, for scanning, image editing, web graphics, movie editing, music software, Adobe software. Bring a flash drive to store your material, or email it to yourself.

Makerspace

Makerspace in 2012H Schulz 2nd floor has a 3D printer and scanner, heat press, sublimation printer, cutting engraving & milling tools, electronic equipment, sewing machines, and virtual reality headset system. <http://library.sonoma.edu/makerspace> Mon-Th 12-5pm. Workshops and orientations for using equipment <http://library.sonoma.edu/makerspace/workshops> .

Parking Permits

\$5 / day in lots, \$8 in reserved lots. Most students get a semester pass. Log in to your SSU account and click on Parking for information on rates and payment.

Campus Food & Coffee

Charlie Browns in ground floor of library, sandwiches, salads, smoothies, coffee 7am-7pm M-Th, 7am-5 F, closed weekends and summer.

Toast in Stevenson-Darwin courtyard coffee, donuts, sandwiches, fruit 7:30am-3pm M-F. Closed weekends and summer.

Lobos campus pub, first floor Student Center. 11am-11pm M-Th, 11am-10pm F, 11:30am-8pm weekends. Menus http://web.sonoma.edu/culinaryservices/dining_on_campus/lobos.html

Overlook Nice restaurant 3rd floor Student Center lunch only, closed summer.

http://web.sonoma.edu/culinaryservices/dining_on_campus/overlook.html

Sip Coffee espresso drinks, 7am-8pm M-Th, 7am-5pm F, 9am-5pm Sat, closed Sunday.

http://web.sonoma.edu/culinaryservices/dining_on_campus/sip.html

Weyden & Brewster takeout lunch 11:30-2pm closed weekends.

http://web.sonoma.edu/culinaryservices/dining_on_campus/weyden-brewster.html

Kitchens Meal plans, 1st floor Student Center

http://web.sonoma.edu/culinaryservices/dining_on_campus/kitchens.html

Across the Road on E. Cotati, Wolf Den Plaza

Starbucks

Juice Shack

McDonalds

Shangri-La Nepalese

Honey Cuisine Korean BBQ

Swirl Time Frozen Yogurt

Los Gallos Taqueria

Taco Bell

Student Services

Campus Rec Center www.sonoma.edu/campusrec

The campus Rec Center offers these facilities: fitness center and cardio-alley equipment, game room games and equipment, ring-of-fire running track, large and small gyms, two studios, locker room and daily locker rentals, tide pool spa, indoor climbing wall, basketball, volleyball, indoor soccer ball, ping pong check-out, bike rentals, and yoga classes.

In order to use the facility, Depth students must purchase a Campus Rec Center membership at the Rec Center. Memberships are in the Extended Ed Student category. See <http://www.sonoma.edu/campusrec/facilities/membership/fees.html> for rates. Special rates for family, spouses and sponsored adults are available. Rec Center hours are 6am-midnight Mon-Thu, 6am-

10pm Fri, 9am-10pm Sat, 10am-midnight Sun.

Swimming Pool

Lap swimming lunch time during week and weekends.

<http://web.sonoma.edu/campusrec/facilities/pool/> Depth students purchase a pool membership pass at the Rec Center. Free locker use, \$5 for towel service.

Theater and Dance <http://web.sonoma.edu/theatreanddance/productions/index.html>

Discount tickets for Performing Arts Events can be obtained at the Evert Person Theater box office by showing your student ID card at the time of ticket purchase. The phone number for the box office is 707-664-2353. Be sure to call ahead to find out when the box office is open. For ticket information see <http://www.sonoma.edu/theatreanddance/productions/get-tix.html>

Green Music Center <http://gmc.sonoma.edu/>

Weill Hall and Schroeder Hall at the Green Music Center offers symphonic, classical, chamber, jazz, bluegrass, opera, vocal and new music. Student and student rush rates are available.

Performance Ensembles <http://www.sonoma.edu/music/majors-programs/opera.html>

Art Gallery <http://www.sonoma.edu/artgallery/exhibitions/index.html>

The SSU Art Gallery, located in the Art Buildings, is open Tues-Fri 11am – 4pm, Sat & Sun noon – 4pm; closed Monday and holidays. The Gallery presents exhibitions, public lectures, and educational outreach programs and also publishes catalogues and brochures on contemporary artists of regional, national, and international significance. Phone: 707-664-2295

University Library Art Gallery <http://library.sonoma.edu/about/gallery>

The library has an art gallery opposite the 2d floor main entrance.

Sonoma Film Institute <http://www.sonoma.edu/sfi/schedule/>

Throughout the year the Sonoma Film Institute presents a variety of fine films, commercial and underground efforts, classics and recent releases. Films are usually Friday evenings at 7pm and Sundays at 4pm in Warren Auditorium in Ives Hall. Admission is free for students with ID.

Campus MovieFest <http://www.sonoma.edu/calendar/campus-moviefest-launch>

Make a movie with a small team, all materials provided, every fall. A national program.

Bookstores

- The **campus bookstore** is Barnes & Noble, located between The Commons and the P.E. Building. Hours are Mon-Thu 7:30am-6:30pm, Fri 7:30am-4:30pm, Sat 10am-4pm; phone 707-664-2329.
- **North Light Books** is a local bookstore at 1720 E. Cotati, across from the main campus entrance; phone 707-792-4300. Mon-Fri 10am-5pm. www.northlightbook.net/

Writing Center

The Writing Center helps students with writing and provides one-on-one tutoring assistance with papers. Also coordinates Writing Groups. It's part of the Learning and Academic Resource center 1103 Schulz, 1st floor. <http://web.sonoma.edu/writingcenter/info/services.html>

Course Readers

Class readers are usually at the Your Other Office copy shop, 1460 E. Cotati Ave., next to Domino's Pizza. Phone 792-0995, hours Mon-Fri 9am-5pm. Website is www.yoo-cp.com.

Career Services

Provides assistance in self-discovery, resume-writing, interviewing, job fairs & job search, internships, employer listings. http://web.sonoma.edu/career/student_services/

Xeroxing

There's a copy center on the 2d floor of the Student Union. Good resource for Xeroxing and color copies, thesis copies as well as smaller jobs, and have good prices. Phone: 707-664-2441.

Post Office

The campus postal center is in the Student Union copy center, first floor. They do FedEx and UPS shipping. They have mail pickup for regular mail but they are not a post office.

Disability Services for Students www.sonoma.edu/dss/

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

Health Services

As your registration fees do not include health coverage, Psychology MA students may use Student Health Services but must pay on a fee-per-service basis. Contact Health Services for information on fees. For an appointment call 664-2921 or visit the Student Health Center.

SSU Student Health Center Outpatient Medical Services are directed toward the prevention, diagnosis, and treatment of acute and sub-acute conditions, illnesses, and injuries. Lab, X-Ray, Pharmacy, Augmented Service and supply prices are discounted significantly below retail and may vary with acquisition cost—price quotes on specific tests or items are available.

Counseling

For the fullest understanding of yourself, and for a reliable source of support outside of classes, you're encouraged to engage in therapy with a therapist of your own choosing. Therapy gives you time and opportunity to more fully explore the issues that are brought up through depth work. Many therapists have a sliding fee scale for students.

Each spring, students can also register for 1 unit of Psychology 494, Counseling Experience, in which they participate in a semester of counseling with Master's candidates in the Counseling Department. Students generally find this a rewarding and valuable experience. Tuition for the Counseling Experience is in addition to the required 9 units of classes, and is paid at the current tuition rate of \$600/unit. If you're interested in Psy 494, contact the Counseling Department at 664-2544.

There are many low-fee clinics in the area that provide treatment. Please note that due to state funding rules, Master's students are not eligible for on-campus Counseling and Psychological Services.

Jungian Orientation

The Jung Institute, San Francisco (415-771-8055)

<http://www.sfung.org/the-james-goodrich-whitney-clinic/>

A sliding-fee clinic staffed by interns supervised by Jungian analysts.

Local clinics staffed by licensed professionals with some interns:

Chrysalis Counseling Services for Women, Santa Rosa www.chrysaliscounseling.org

Petaluma People Services Center, Petaluma <http://petalumapeople.org/counseling/>

Russian River Counseling, Monte Rio <http://www.rivershrink.com/>

Community counseling clinics staffed primarily by interns supervised by licensed professionals:

Lomi Psychotherapy Clinic, Santa Rosa www.lomi.org/Welcome.html

Community Institute for Psychotherapy, San Rafael www.cipmarin.org/

Marina Counseling Center, San Francisco www.marinacounseling.com/

New Perspectives for Counseling, San Francisco www.sfnewperspectives.org

Psychological Services Center, San Francisco <http://psychservicescenter.com/>

Integral Counseling Center at Pierce St., San Francisco www.integralcounseling.org

Golden Gate Integral Counseling Center, San Francisco www.goldengatecounseling.org

Forms Page

The program maintains a Forms and Information page on the program website, www.sonoma.edu/depth/forms. Many of the forms listed in the Handbook are downloadable from this site, and helpful and informative site links to university and graduate policies are also listed.

Scholarships and Other Financial Opportunities

University Scholarships

The deadline to apply for university scholarships is mid- to late-January. A listing of scholarship opportunities is available at the Scholarship Office located on the first floor of Salazar Hall in Room 1010; website <http://www.sonoma.edu/scholarships/>. Students are encouraged to apply for special interest scholarships <http://www.sonoma.edu/scholarships/foundations.html> and to become familiar with scholarship resources as Psychology M.A. students are not eligible for state-funded scholarships such as Cal Grants or Pell grants.

University scholarships are highly competitive and are awarded for use in the following school year. Therefore it is important that you visit the website or stop by the scholarship office early in your first year in the program to give yourself enough time to prepare a competitive application, and to ensure its timely submission.

A tip: if you apply for university scholarships, make two extra copies of your letters of recommendation in case you want to apply for other scholarships. Also, make additional copies for your own records.

Depth Psychology Award

James L. Jarrett Award www.sonoma.edu/depth/forms

The Depth Psychology program sponsors an award of approximately \$400 for one to two students who have presented their work at local, national, or international conferences. Students must be registered students at the time of submission of their application; Psy 578 enrollment counts toward this requirement. Students should consider trying to present work done in courses or their Master's thesis for presentations at conferences. Awards are presented following the conference presentation.

Financial Aid

There is an early March priority deadline for many loans. The Office of Financial Aid encourages students to apply **as soon as possible after January 1** for the next academic year. Please contact Financial Aid for more information at: 707-664-2389. Their office is located on the first floor in Salazar Hall. Check the financial aid website at: www.sonoma.edu/finaid/. Applications online are processed more quickly than hard copies. The FAFSA application may be obtained at www.fafsa.ed.gov/.

Because Depth Psychology students are not charged state fees to attend the program, students are not eligible for funds from state university grants such as Cal Grants, or the state veteran fee waiver program. Students are eligible for federal veterans educational benefits sponsored by the US Dept of Veteran Affairs <https://benefits.va.gov/gibill/>

Financial Aid and Satisfactory Academic Progress

Students receiving financial aid must maintain at least a 3.0 GPA with no Incompletes carried into the next semester to ensure continued financial aid. A course Incomplete places a student on Academic Probation; the Incomplete must be completed the semester following the course in order to qualify for future financial aid. A full graduate course load is a minimum of 8 units; 4 units is the minimum part-time enrollment for financial aid. A maximum of 45 units are eligible for financial aid. See the Financial Aid website at www.sonoma.edu/finaid/help_book/satisfactory_academic_progress.html for more information on satisfactory academic progress, maximum units, and disqualification.

SSU Policies and Procedures

The Depth Psychology program consists of 36 units of coursework. Students are expected to take 9 units per semester over a period of 2 years. If students are still working on their publishable article or Master's thesis after coursework is completed, they may extend their time by enrolling in Psy 578, Project Continuation, for 3 semesters. Following 3 semesters, students must renew their thesis or article units by enrolling in Psy 599, Master's Thesis, at the current unit fee. Most students take 3 to 3 ½ years to complete their Master's degree.

Cohort Model

The program is a cohort model of education. Students are admitted into a cohort and take all classes with their cohort members. This model supports the content and pedagogies of depth psychology. It allows for authentic interchange among cohort members and a deeper level of exploration by them as the curriculum advances. The competencies developed in the curriculum are strengthened by the experience and relationships built by the cohort members. The program does not provide for transfer students entering into a cohort, for non-program members to take individual classes within a cohort, or for a cohort member to take classes within a different cohort.

Summer Intersession

Students do *not* enroll in the summer as there are no Psychology graduate courses offered during this time.

Academic Standards

Program academic requirements are more stringent than the university requirements. See the university's policy on graduate academic requirements and procedures at <http://www.sonoma.edu/policies/academic-probation-disqualification-and-progress> . See the Graduate Studies webpage for links to graduate studies policies <http://web.sonoma.edu/aa/gp/policies.html> .

University Academic Standards for Graduate Study

SSU graduate students must maintain a 3.0 GPA during the course of graduate study. If the student's GPA falls below 3.0, the University will place the student on probation. If the student's GPA remains below 3.0 after a semester on probation, the student will be disqualified. A student not on probation may be disqualified if a) at the end of any term, the student has a cumulative GPA below 1.0, and b) the cumulative GPA is so low that, in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period, as determined by the registrar in consultation with the University Standards Committee. Such disqualifications may be appealed to the University Standards Committee. A student may be placed on administrative-academic probation for withdrawal from a substantial portion of a program in two successive semesters or in any three terms (for reasons other than a chronic or recurring medical condition); for repeated failure to progress toward a degree; or for failure to comply, after due notice, with an academic requirement or regulation that is routine for program students.

A student may be placed in administrative academic disqualified status if the student fails to remedy the condition resulting in administrative academic probation; if the student becomes subject to academic probation while on administrative-academic probation; or if the student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously even if the student is not current on administrative-academic probation. In addition, a student may be disqualified if, at any time during enrollment, he/she has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, and the student may be immediately disenrolled from the university. Program students who have been disqualified must reapply to the program and the

university for admission. Students who have been reinstated after disqualification and then disqualified again may not be considered for reinstatement except under exceptional circumstances.

Program Academic Standards

All students must maintain minimum course grades at the B level to remain in the Psychology Master's program. A course grade in the C, D, or F range is grounds for removal from the master's program. The student has full responsibility for attendance, completing class work and assignments, and communicating promptly with the instructor should difficulties arise. Course incompletes may be granted by the instructor if requested by the student, and if at least 80% of coursework has been completed. The program does not provide makeup courses for those who fail or who do not meet academic standards.

First year students must have a minimal grade of B- in all classes, clear all Incompletes, and attend an evaluation meeting with the program Coordinator in May of the first year to advance to candidacy in the second year.

Attendance Policy

Class attendance is an important part of a student's university experience. However, there are legitimate reasons for missing class, such as illness, accidents, death of a close family member, jury duty, religious observance or representing the University at officially approved University activities. Students should be cautioned that even though absences may be for legitimate reasons, such absences can impair performance and result in a lower grade. Faculty have primary authority for setting class attendance policy according to discipline standards. There are class activities, such as labs, assignments and discussions that cannot reasonably be made up.

It is the student's responsibility to provide the instructor with due notice and documentation of absences or expected absences, and to inform the instructor of the reason for absence. Students are also responsible for requesting, in a timely manner, to make up missed assignments and class work if these are reasonably able to be provided.

Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are responsible for providing an opportunity to complete make-up work or grade substitution, if the instructor determines that such is reasonably able to be provided.

University Policies and Student Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research. If issues arise in classes, internship, or areas of the program which the faculty assesses as significantly affecting the student's ability to function adequately as a graduate student or to conduct the professional duties of an internship, evaluation of those issues by the program faculty may lead to specific recommendations for the students, including potential removal from the program.

Graduate Studies

The Graduate Studies office coordinates graduate programs and policies at Sonoma State. Consult the website <http://web.sonoma.edu/aa/gs/> for information on graduate forms needed for advancement to candidacy, graduation, thesis review, and graduate policies <http://web.sonoma.edu/aa/gs/policies.html> .

Registration

Registration occurs prior to the upcoming semester, in late spring and summer for the fall semester, and in December or January for the spring semester. Registration information is on the web site <https://web.sonoma.edu/exed/registration/registration-basics.html> . Credit card payments must be completed in person or by telephone, not email for security reasons. Be sure the Special Sessions Degree Coordinator has your current mailing and email address.

SSU Seawolf Account

Your SSU login and password on SSU's home page enables you to access your class schedule, grades, unofficial transcript, Moodle / Canvas classes, parking payments, and registration. Update personal information such as mailing address, phone, email, etc.—keep your contact information current.

Your grades will appear after they've been processed by the Registrar in the School of Extended Education.

Completing the Degree

Sonoma State University officially confers degrees every academic semester, including the summer. In order to receive your degree, you must officially **apply to graduate** by the Graduate Studies deadline—February 1 for May and August graduation, September 15 for December graduation. Except for summer / August graduation, students must be registered in the semester in which they graduate.

All graduation forms are available from Graduate Studies <http://web.sonoma.edu/aa/gs/forms.html> and www.sonoma.edu/depth/forms.html .

- Application to Graduate
- Graduation Changes form
- GSO1
- GSO2

If you applied for a graduation date but did not complete your degree requirements, *you must reapply for graduation*, using a change of information form. Notify the Financial Aid office if you receive financial aid so that they're up-to-date on your enrollment.

At the annual Commencement ceremonies each May, the University honors all degree recipients for the past year. Students should look for details about these ceremonies, purchasing caps and gowns, honor cords, etc. on the Sonoma State Admissions and Records home page.

Post-Coursework: Continuous Enrollment Policy

Students who have completed their 2 years of coursework and are still working on their publishable article or thesis must be enrolled each additional semester. Students must contact the Program Coordinator to discuss their plans. A maximum of 10 academic units may be taken as post-coursework program units.

- Students who wish to maintain eligibility for financial aid and use the full resources of the University should maintain regular half-time enrollment (4 units) and pay half-time fees. Students may register for Psy 515, Psychological Writing; Psy 551, Directed Reading; Psy 595, Special Studies; Psy 583, Graduate Research Assistant; Psy 584, Graduate Teaching Assistant; or Psy 582, Teaching College Psychology, for those teaching an undergraduate psychology course. Students must complete a Graduation Change form and turn it in to Admissions and Records so that the Financial Aid office knows that the graduation date has been changed.
- Students who do not seek the full services of the University may maintain enrollment through Extended Education and pay a continuation fee of \$275 per semester by registering for Psy 578, Project Continuation. The fee maintains your place in the academic program and provides library privileges. Project Continuation units do not count toward the maximum of 10 academic units post-coursework.

- Students who, due to extraordinary circumstances, cannot continue work in the program may consult with the Coordinator of the program regarding a leave of absence, and with Coordinator support petition for a leave of absence for a defined period of time not to exceed two semesters. A leave of absence does not extend the seven-year limit on coursework applied to the degree.
- Students who allow their enrollment to lapse without taking a leave of absence will be considered to have withdrawn from the University and from the Psychology M.A. program. Students seeking to continue the degree should contact the program Coordinator who will evaluate their work. Reapplication for readmission may be required, and students may be assessed a continuing enrollment fee of \$275 for every regular semester of the period during which they were absent from the University.

Post-Coursework: Psy 578, Project Continuation

If students take additional time to complete their Master's thesis beyond the 2-year 36-unit program, but do not wish to enroll in further unit coursework, they must register for **Psy 578, Project Continuation**, for up to 3 semesters. The continuation fee of \$275.00 per semester ensures student participation in the graduate program until the thesis is finished. Enrollment in Psy 578 entitles you only to the use of the library and computer labs—it does not make you eligible for financial aid. Students are given a registration code by the program Coordinator in order to register. Registration information: <https://web.sonoma.edu/exed/registration/registration-basics.html> .

If you have not completed your publishable article or thesis after the third semester, you must sign up for 3 additional units of Psy 599, Master's Thesis, to remain in the program, at the per-unit fee of the current first-year cohort (currently \$600/unit).

Post-Coursework: Supplementary Courses

If you wish to continue receiving financial aid after your 2 years of coursework you may consult with the program Coordinator regarding your program of study, and with Coordinator approval, register for additional courses at the per-unit fee of the current first-year cohort (currently \$600/unit). These courses must be relevant to your educational goals and will appear on your final transcript. A maximum of 10 academic units may be taken post-coursework.

After being approved for coursework, students enrolled in at least 4 units of coursework who desire financial aid must submit a Graduation Change form to the office of Admissions and Records. The financial aid office can then approve financial aid.

Students wishing to serve as teaching assistants following their 2 years of coursework with the intention of receiving financial aid during this time may register for Psy 584, Graduate Teaching Assistant, C/NC, for the number of units of the course, and pay the per-unit fee of the current first-year cohort, currently \$600/unit.

Students who wish to teach an undergraduate class in the Psychology department following their 2 years of coursework should meet with the program Coordinator to discuss their teaching ideas, and complete the department application, downloaded on the Forms website at www.sonoma.edu/depth/forms.html. The program Coordinator must receive applications in the first month of the semester preceding the semester in which the student wishes to teach. The application process is competitive, and the Psychology Department's Executive Committee chooses applicants. Should the application be accepted, students can sign up for Psy 582, Teaching College Psychology, and pay the per-unit fee of the current first-year cohort, currently \$600/unit. Alternatively, if financial aid is not necessary, students may teach while under Project Continuation status.

Post-Coursework: Non-Enrollment

Students who allow their enrollment to lapse without taking a leave of absence will be considered to

have withdrawn from the University and from the Psychology M.A. program. Students seeking to continue the degree should contact the program Coordinator who will evaluate their work. Reapplication for readmission may be required, and students may be assessed a continuing enrollment fee of \$275 for every regular semester of the period during which they were absent from the University.

Leave of Absence

Students who, due to extraordinary circumstances, cannot continue work in the program may consult with the Coordinator of the program regarding a leave of absence, and with Coordinator support petition for a leave of absence for a defined period of time not to exceed two semesters. A leave of absence does not extend the seven-year limit on coursework applied to the degree. Students must formally notify the program coordinator when the leave of absence expires and they are returning to the program. The University Leave of Absence form is downloadable on the Forms website at www.sonoma.edu/depth/forms.

Seven-Year Limit on Coursework

There is a seven-year limit for graduate coursework toward the Master's degree, computed from the first semester of the Master's program. Students with serious and compelling reasons for extending the degree beyond 7 years must consult with the program Coordinator to see if course revalidation is possible.

Withdrawal

Students considering program withdrawal for personal or academic reasons should meet with the program Coordinator for discussion and paperwork.

Refunds

All fees are refunded if you drop prior to the day of the first class meeting. After the 1st day of class, refunds/cancellations will be pro-rated up through 60% of the semester, after which no refunds will be granted. See this website for the current policy on academic credit classes: <http://web.sonoma.edu/exed/geninfo/drop-refunds>.

What do I do if I have problems with or in the Program?

You may talk about the issue with a faculty member, who may help you think through the issue and help you determine next steps. If issues are not explored consciously, they tend to collect emotion and become weightier and more unmanageable over time. Students are encouraged to bring as much consciousness as possible to their experiences in the program. Students may also discuss the matter with the program Coordinator.

University Publications and Resources

The **Sonoma State Catalog** is viewable online at www.sonoma.edu/catalog. It lists the Academic Calendar, University regulations regarding academic life, degree requirements, financial aid, etc., as well as department-by-department listings of programs, courses, and degree requirements. For up to date undergraduate class information, please check the on-line Schedule of Classes. You will receive separate notification of your graduate schedule prior to the start of the semester.

All graduate information regarding the thesis is online at <http://web.sonoma.edu/aa/gs/>. The Graduate Studies Office is located in Stevenson Hall 1041; David Hartranft is available at hartranf@sonoma.edu, phone (707) 664-2237. All thesis review and thesis submission information is found at <http://web.sonoma.edu/aa/gs/thesis-review.html>; policies at <http://web.sonoma.edu/aa/gs/policies.html>.

Graduate forms, the **Advancement to Candidacy (GS01)** and the **Completion of Requirements (GS02)** are on-line at <http://web.sonoma.edu/aa/gs/forms.html> .

The ***Schedule of Undergraduate Classes*** is available on line at: <http://web.sonoma.edu/academics/schedule.html> . The academic calendar is accessible at <http://web.sonoma.edu/about/calendars.html> . For all other information please visit www.sonoma.edu.

The ***SSU Website*** has a wealth of information about events, University policies, library information, student health services, employment, student grades and registration information, PeopleSoft directions, financial aid, admissions and records, and other student resources. www.sonoma.edu

The ***Extended Education Catalog*** is available in the office of Extended and International Education in Stevenson Hall 1012 has information on extension programs, courses & certificates, general information and policies, and Open University information. This information is also available on-line at: www.sonoma.edu/exed/.

M.A. in Psychology, Depth Psychology Directory

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M.A. in Psychology, Depth Psychology Information

The Depth Psychology program is a two-year intensive journey into the field of archetypal depth psychology. The first-year classes provide a foundation in conceptual and experiential understanding, while the second-year classes offer the structure for independent work in the publishable article or thesis, research methods training, internship experience, and focused seminars. Each class has its own expectations for reading, class participation, experiential work, projects, and papers. Class requirements are found in the individual course syllabi. Students should discuss questions about a specific class with the instructor of the class.

Program Learning Goals and Learning Outcomes

The program develops the following competencies throughout the curriculum of the master's program. First-year students are assessed on their development of these skills, and feedback is collected from course faculty and communicated to students orally at the May First-Year Evaluation Meeting by the program Coordinator. The Curriculum Map indicates the competencies and levels of development throughout the curriculum.

Knowledge Base in Depth Psychology

- Describes the major theories, research methods, or practices in the field, and implements at least two of them through a paper or project.
- Demonstrates a synthetic understanding of how specific ideas and concepts are linked, affect and are affected by, other specific ideas and concepts, resulting in a coherent and integrative understanding of the field of depth psychology.

Depth Inquiry Practices and Skills

- Demonstrates curiosity toward physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences, demonstrating the ability to question, explore and inquire about experience without the necessity for direct or immediate action.
- Demonstrates fluency in the use of skills and inquiry methods to access and explore experience.
- Demonstrates skills in self-observation and witnessing of physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences and behaviors, noting how these experiences and behaviors might change with, and as a result of, depth inquiry practices and skills.
- Demonstrates knowledge of ethical issues that may arise with the use of depth inquiry practices and skills, both for oneself and in usage with others, and demonstrates knowledge in adapting techniques to specialized groups or specific individuals.

Self-Knowledge and Self-Reflection

- Demonstrates knowledge about one's experiences, including typical modes of perceiving, evaluating, feeling, thinking, making decisions, and relating to the inner and outer world.
- Demonstrates the ability to self-regulate internal experience, including skills in mindfulness, meditation, breathing, self-talk, and self-care.
- Demonstrates the ability to express internal experience in culturally appropriate ways.
- Demonstrates the capacity to differentiate between one's own and other's experiences.
- Demonstrates the capacity to assess the impact of one's behavior on others.

Cultural Reflection

- Describes his or her own cultural backgrounds, including gender, race, ethnicity, sexual preference, sexual identity, religion, nationality, civic identity, age, ability; in an appreciative and questioning stance that includes descriptions of origins, assumptions, predispositions, and development.
- Describes a cultural shadow or cultural complex resulting from identification with one or more cultural identities, describes how it shows itself to others, and assesses its dynamics by applying a theoretical psychological framework to it.

- Assesses and develops a position on a psychological cultural question, taking into account cultural practices, informed scholarship, and narratives of relevant groups.
- Describes how knowledge from different cultural perspectives and indigenous traditions informs the knowledge, practices, and applications of the field.

Applied Learning

- Creates a project, paper, or practice reflecting the application of knowledge or skills acquired through study to a specific object, person, group, setting, or cultural context.

Cultural Engagement

- Takes an active role in a community context and examines the psychological issues encountered and the insights gained from the community experience.
- Collaborates with others in developing and implementing a depth psychological approach to a psychological cultural issue, evaluates the strengths and weaknesses of the approach and, where applicable, the results.

Analytical Skills

- Differentiates and evaluates theories, methods, or approaches to an issue or context.
- Analyzes, adapts, reformulates, uses central ideas, concepts and techniques.

Fluency in Verbal and Written Communication

- Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, to general and specialized audiences.

Use of Information Resources

- Provides adequate evidence through papers and projects of assessing, contributing to, or refining an information base or resource.

Curriculum Map (Cohort 19)

Learning Goal	Year 1						Year 2				
	Semester 1			Semester 2			Semester 3		Semester 4		
	511a	542a	543a	511b	542b	543b	575	576	597	581	576
Knowledge Base	Intro	Intro	Intro	Mid			Mid	Var	Adv		Var
Depth Inquiry Practices	Intro	Intro	Intro	Mid	Mid Adv	Mid		Var			Var
Self-Knowledge Self-Reflection	Intro	Intro		Mid	Mid	Intro Mid		Var		Mid	Var
Cultural Reflection			Intro			Mid		Var			Var
Application				Mid	Mid		Mid	Var	Adv	Mid	Var
Cultural Engagement								Var		Mid	Var
Analytical Thinking	Intro					Mid	Mid	Var	Adv	Mid	Var
Verbal & Written Communication	Intro	Intro				Mid	Mid	Var	Adv	Mid	Var
Use of Information Resources	Intro					Mid	Mid	Var	Adv	Mid	Var

Curriculum Map (Cohort 20)

Learning Goal	Year 1						Year 2				
	Semester 1			Semester 2			Semester 3		Semester 4		
	511a	542a	543a	511b	542b	575	543b	576	597	581	576
Knowledge Base	Intro	Intro	Intro	Mid		Mid		Var	Adv		Var
Depth Inquiry Practices	Intro	Intro	Intro	Mid	Mid Adv		Mid	Var			Var
Self-Knowledge Self-Reflection	Intro	Intro		Mid	Mid		Intro Mid	Var		Mid	Var
Cultural Reflection			Intro				Mid	Var			Var
Application				Mid	Mid	Mid		Var	Adv	Mid	Var
Cultural Engagement								Var		Mid	Var
Analytical Thinking	Intro					Mid	Mid	Var	Adv	Mid	Var
Verbal & Written Communication	Intro	Intro				Mid	Mid	Var	Adv	Mid	Var
Use of Information Resources	Intro					Mid	Mid	Var	Adv	Mid	Var

Student Conduct

The program adheres to all university standards of conduct for students found at <http://web.sonoma.edu/uaffairs/policies/>. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

If issues arise in class, internship, or areas of the program which the faculty assesses as significantly affecting the student's ability to function adequately as a graduate student or to conduct the professional duties of an internship, evaluation of those issues by the program faculty may lead to specific recommendations for the student, including potential removal from the program. Examples of reasons for removal include, and are not limited to, violations of campus policies, inappropriate behavior for a professional of psychology, or any other issue determined by the department faculty to create cause for dismissal. Students who wish to appeal a dismissal may use the student grievance process. See the university policy on grievances at http://web.sonoma.edu/uaffairs/policies/student_grievance.htm.

Class Standards

While each class instructor sets the policies for the individual class, the program has specific standards for participation and performance. Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date.

You can expect to spend 9 hours per week on readings and projects for a 3 unit class.

Cell phone use, texting, and online roaming are not permitted in the classroom.

Attendance

Attendance in class meetings is required. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely

attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early more than twice constitute a missed class. Excused absences are possible only with a doctor's note or a real emergency. If you're absent, it's your responsibility to provide the instructor with due notice and to inform the instructor of the reason for the absence. You're responsible for all material covered in a missed class, so making provisions for notes ahead of time is wise. You're responsible for requesting to make up missed assignments and class work; there's no guarantee these can be provided. As per the University policy on attendance, missed classes may bring down the final grade.

Academic Standards

All students must maintain minimum course grades at the B level to remain in the Master's program. A course grade in the C, D, or F range is grounds for removal from the master's program. The student has full responsibility for attendance, completing class work and assignments, and communicating promptly with the instructor should difficulties arise. Course incompletes may be granted by the instructor if requested by the student, and if at least 80% of coursework has been completed. The program does not provide makeup courses for those who fail or who do not meet academic standards.

First year students must have a minimal grade of B- in all classes, clear all Incompletes, and attend an evaluation meeting with the program Coordinator in May of the first year to advance to candidacy in the second year.

Plagiarism

Students are expected to read academic sources and communicate the ideas in their own words in academic papers. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. The first instance of plagiarism is reported to the campus disciplinary officer and may result in a failing course grade. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers.

Grade Appeals, Grievances and Dispute Resolution

If you have a question about a grade, talk to the classroom instructor about the reasons for it. The student can expect that the instructor will provide the rationale, often in the form of a rubric or a map of class points. If the student remains unsatisfied, the student should consult with the program coordinator, who will investigate and consult with the instructor. If this leaves the student unsatisfied, the student may file a grade appeal or grievance. The university's policies can be viewed at http://web.sonoma.edu/uaffairs/policies/grade_appeal.htm and http://web.sonoma.edu/uaffairs/policies/student_grievance.htm .

Faculty Responsibilities

Program faculty commit to the following behaviors as instructors in the master's program:

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments

- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

The program expects the following behaviors as guides and standards for behavior while enrolled in the program:

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers

- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Psy 575: Research Methods

During the fall second-year students choose a topic of passionate interest, investigate depth-oriented and qualitative methodologies appropriate to the topic, conduct a preliminary literature review, choose a target journal (for the publishable-quality article), and design the research study. Students in Cohort 20 will take Psy 575 in the second semester of the first year. Once the student chooses the article / thesis committee, the student works with the chair of the committee to complete the Human Subjects application (if needed) which is submitted to SSU's Institutional Review Board. The proposal meeting is scheduled before the end of the fall semester. In this meeting the committee provides feedback on the research study, and the student is advanced to candidacy for the Master's degree. The GSO1 form, Advancement to Candidacy, is signed during the meeting.

Psy 581: Internship

As part of the program of study, in the fall semester of the second year, students start to create an Internship in order to gain community work experience in their field of interest and develop applied depth psychology skills. In the spring semester of the second year students sign up for 2 units of Psy 581, Internship. The internship (45 hours per unit, 90 hours total) consists of approximately 60 hours overseen by the on-site supervisor, and 30 hours of reading, writing, and meeting with the SSU supervisor, for a total of 90 hours. Community internships may involve work with individual mentors, in the arts, teaching, mental health, ecopsychology, rites of passage, sandplay, healing environments, group facilitation, dream work, and other approved areas. Interns work under the supervision of the supervisor at the internship site, as well as with the program Internship Coordinator, Dr. Judy Radiloff, in on-campus group supervision sessions.

Occasionally, students may choose to teach an undergraduate course in their field of expertise in the SSU psychology department. This involves considerable advance planning to create the curriculum and syllabus and complete the department application. Students should consult with the program Coordinator as early as possible if interested in this option. Preparation, readings, and discussion with the program Coordinator should begin about 9 months before the actual teaching start date.

Students sometimes combine research interests with their Internship. If students are interested in using the Internship site for research, they may—with the approval of their chair, committee, internship site, and supervisor—pilot their study during the fall Internship—not collect actual data to be used in their study. During the fall semester, students develop a research proposal, select their committee, complete their proposal meeting, and submit Human Subjects forms to SSU's Institutional Review Board (IRB). Only after following these steps may the Internship site be used for data collection for research. Students consult with their committee, Internship coordinator, and on-site supervisor for procedures for piloting and conducting research at the Internship site.

Psy 576: Seminar in Depth Psychology

In the second year students sign up for 9 units of Psy 576, Seminar in Depth Psychology. The cohort group decides on the focus of each 1-3 unit seminar. Students in Cohort 20 will take 7 units of Psy 576 in their second year.

Psy 597: Culminating Paper Tutorial

In the spring of the second year students sign up for 3 units of Psy 597, Culminating Paper Tutorial. This course provides guidance and feedback in the process of conducting the research, describing and analyzing results, and writing the thesis or publishable-quality article. Following the final committee meeting and sign-off on the GSO2 form, students submit the article to the targeted journal. Students in Cohort 20 will take Psy 599: Master's Thesis instead of Psy 597.

Master's Thesis Option

Students have the option of authoring a Master's thesis in their second year rather than a publishable quality article. Students desiring this should consult closely with their thesis chair and committee. Other options include the Investigative Project and, for artists with a track record of publication or shows, the Creative Project. All master's theses after 2015 are filed digitally and stored on-line through CSU's ScholarWorks <http://web.sonoma.edu/aa/gs/thesis-review.html> .

Writing and Projects

All of the classes ask the student to integrate conceptual and experiential learning. Class papers ask the student to clearly articulate conceptual learning and experiential learning, as well as reflections on that learning, within the class setting. Skills in writing, reflection, and organization are needed to do effective work within the program. Experiential work may involve artwork, active imagination, dreamwork, and any type of symbolic work. You'll learn techniques in symbolic work and in reflection as you go through the program. Please note that it is not necessary to be an artist to do the artwork in class - artwork enables you to see the products of your psyche concretely, and thus to be able to reflect on them consciously.

APA Style

All papers in the Master's program are written in the style of the American Psychological Association, known as APA style. This is a structured way of formatting and organizing your ideas for effective written expression. All students should purchase the 6th edition APA style manual (the spiral bound version is recommended for ease of use).

We hold an overview of APA style every fall for first and second year students. The library provides an online resource for research in psychology <http://libguides.sonoma.edu/psychology> as well as guidelines for APA style at <http://libguides.sonoma.edu/c.php?g=243864&p=1623020> . Owl Purdue University is the best APA website <http://owl.english.purdue.edu/owl/resource/560/01/> .

Psychology Library Resources

The library has psychology-focused resources on article searches, literature reviews, annotated bibliographies on their website <http://libguides.sonoma.edu/psychology> .

Citing Jung within your text, APA style (6th ed.)

List first, the original publication in the original language (German), followed by a no-space slash no-space, and second, the English publication date you're using (these vary, so note the one you're using).

The original publication date is usually found footnoted on the first page of the essay in the *Collected Works*; or, if the essay is excerpted as a book, on the publication page.

Jung (1931/1969) focused on the dynamic structure of the psyche.

or

There is a dynamic structure within the psyche (Jung, 1931/1969).

References

A reference for Jung needs the editors of the *Collected Works* (if this is your source), the translator (always, except for his articles or lectures written in English), and the original German publication date (always, except for the essays or lectures written in English).

The translator may be found footnoted on the first page of the essay.

The original publication date is usually found footnoted on the first page of the essay in the *Collected Works*; or, if the essay is excerpted as a book, on the publication page.

Jung, C. G. (1969). The structure of the psyche. (R. F. C. Hull, Trans.). In Read, H., Fordham, M., Adler, G., & McGuire, W. (Eds.), *The collected works of C. G. Jung: The structure and dynamics of the psyche* (2nd ed.) (Vol. 8, pp. 139-158). Princeton, NJ: Princeton University Press. (Original work published 1931)

Here's a sample Freud reference:

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3-66). London, England: Hogarth Press. (Original work published 1923)

Freud (1923/1961) focused on the relations between id, ego and superego.

The Writing Center

The Writing Center is a campus resource for helping students write clearly and effectively. They're located in Schulz 1103, www.sonoma.edu/writingcenter and are available for free consultation regarding student writing. They work with a student on a specific piece of writing to help the student improve writing skills. If you have challenges or difficulties with writing, accessing this resource early in the program will make your second year thesis writing easier. They have both drop-in sessions and scheduled appointments.

Use of Editors

The Psychology program recommends the use of editors for some students who need help with writing and with APA style. Editors are helpful for clarifying your written style, for assistance in organizing your ideas, and for strengthening your writing; though remember that editors should not actually write your text. We recommend the work of three editors: alumni Julie O'Neill, julieo@sonic.net, Judy Radiloff, judy.radiloff@sonoma.edu, and Mellissa Rohrer, mellissa.rohrer@gmail.com.

Library Resources

The Schulz library <http://library.sonoma.edu/> is up-to-date with online research and database resources, and participates in numerous interlibrary loan consortiums.

Graduate Study Room, Library

The Schulz library has a study room exclusively for grad students, quipped with tables and easy chairs. See <http://library.sonoma.edu/spaces/graduateroom>.

ArtStor

Sonoma State subscribes to a visual database called ArtStor which is a large collection of cross-cultural images related to archeological sites, art, and myth.

ARAS: Jung Institute Image Library

The San Francisco Jung Institute has an amazing online image search library from their ARAS (Archives for Research in Archetypal Symbolism) collection. Each image has a written description with it, and bibliographic material listing sources of myth, art, archeological site, etc. Individual membership is \$100 year, \$25 for students. Visit <http://aras.org/> for more information.

Online Writing Tools and Software

The library has online writing tools that allow you to make researching easier. The Nursing department's library web page at <http://libguides.sonoma.edu/content.php?pid=16542&sid=663156> has information and resources to catalyze your research practices.

Sandplay Room

Through the efforts of Stuart Kohler, a Depth Psychology alumnus, and donations from the Psychology Department and the Hanson Fund, the Psychology Department has a beautiful sandplay room in Stevenson 3048 for use in classes and for individual student use. We have a large collection of sandplay materials and 3 sandtrays, 2 dry and 1 wet. Use the sign-out book on the bookshelf outside of 3092B in the Psych office to use the room. Please don't consult the office staff about room signouts for sandplay—you do it on your own in person. The room is unlocked during the week and locked on weekends.

Research: Transcription Equipment

The program lends out tape recorders and transcribers for those who are doing oral interviews and need to transcribe the interviews into written form. We have 3 large-size (old-fashioned) cassette tape recorder/transcriber combinations. Another transcription option is to purchase speech-recognition software such as Dragon Naturally Speaking and use it with an oral record of the interview. You may spend about the same amount of time using this process as the transcription process.

Digital Projectors for PowerPoint Presentations

If you're doing a presentation and need a digital projector and computer to show the PowerPoint, contact your classroom teacher to have the teacher arrange for delivery and use of the digital projector. This is something the classroom teacher schedules, *not the student*. The library has PowerPoint software on their computers, so you can make your presentation in the library. The library has a viewing room so that you can show your presentation and see what it will look like onscreen. Reserve the room at the library front desk, by phone 664-2375, or online at <http://library.sonoma.edu/spaces/presentationroom> and receive room key. 4 hour limit.

Media Equipment

The Psychology department has a storage closet that stores an old-fashioned slide projector, TV, DVD player. You can check out video cameras and newer equipment from the IT help desk, ground floor south wing of library.

Public Programs in Depth Psychology

Each month a presentation by a visiting scholar is held for the Depth Psychology students, faculty, Psychology graduate students, and community members. Community therapists, psychologists, and interns may gain Continuing Education units by attending. The dates and locations of these meetings are announced early in the semester. Website is www.sonoma.edu/depth/events.

First-Year Evaluation Meeting

At the end of the first year (in late May), after completing 18 units of the Depth emphasis, students have an evaluation meeting with the program Coordinator. First year faculty evaluate each student's development in the competencies contained in the program learning outcomes and communicate this to the program coordinator. The quality of work in the program and suitability for further work are discussed in this meeting. Students must have a minimum grade of B- in each course to continue in the program in the second year, and must have cleared all Incompletes to advance to the second year.

Internship: Teaching a Psychology Undergraduate Class

Second-year students have an opportunity to teach an undergraduate upper-division class in the Psychology major in their second year. See the application at the end of the Handbook for information, or download it on the program Forms website, www.sonoma.edu/depth/forms. Interested students should meet with the program Coordinator to discuss their interests well before their desired teaching time. Applications are due at the end of the first month of the semester prior to the desired teaching semester, and generally take intensive work and thought to complete. Students must have a thorough knowledge of the topic they are teaching; this should be reflected in their applications as well as in their conversations with the Coordinator. The teaching opportunities are competitive, and the Executive Committee of the Psychology Department has final approval over teaching. Class size is limited to 15 with a grade or credit/no-credit option. Students interested in teaching at a university or community college following their M.A. degree should strongly consider teaching an undergraduate class, as colleges tend to select teachers who have prior experience in teaching and who are the instructors of record in a course.

Students may also apply to teach an undergraduate class following their 2 years of coursework. The program Coordinator must receive applications in the first month of the semester preceding the semester the student wishes to teach. The application process is competitive and not all students may be chosen by the Psychology Department's Executive Committee to teach; students in their second year have priority for the positions. Should the application be accepted, students may sign up for Psy 582, Teaching College Psychology, and pay the per-unit fee of the current first-year cohort, currently \$600/unit. Alternatively, if financial aid is not necessary, students may teach while under Project Continuation status.

Teaching Assistantships

One of the ways to acquire teaching experience and experience in teaching and conducting a class is to be a teaching assistant or TA. The duties of a TA vary according to class and instructor, but include keeping student records of attendance and grades, administering and evaluating exams, giving written feedback on written work, facilitating small group discussion, and presenting course information. Students often TA for Psy 250, Introduction to Psychology; Psy 322, Myth Dream and Symbol; Psy 342, Psychology of Meditation; and Psy 485, Ecopsychology. If you're interested in TAing, contact the instructor of the course with information about yourself and your background. Notices of teachers looking for TAs are also posted on the Depth-Alumni email list.

Students wishing to serve as teaching assistants following their 2 years of coursework with the intention of receiving financial aid during this time may register for Psy 584, Graduate Teaching Assistant, C/NC, for the number of units of the course, and pay the per-unit fee of the current first-year cohort, currently \$600/unit.

Article Evening

Graduating students present their article and thesis work at the annual Article Evening (formerly the Thesis Evening) held the Thursday evening before the graduation ceremony in May. This is a

wonderful opportunity to hear about the work done in the program, and to celebrate with the larger Depth community.

Professional Associations

All students are encouraged to join the International Association of Jungian Studies, <https://jungstudies.net/> . This is a professional association devoted exclusively to the study of Jungian psychology. IAJS sponsors conferences, online discussion, and facilitates worldwide networking with others interested in Jungian psychology. Student rates are available.

Another professional organization directly involved with Jungian topics is the International Association for the Study of Dreams, www.asdreams.org. IASD sponsors yearly conferences, an international membership, and extensive online resources and networking on dreams. Student membership is available.

C.G Jung Institute of San Francisco

The Jung Institute in San Francisco offers numerous services for our students. They provide classes and workshops throughout the year, with student rates for attendance. They have an ample library with books, audiotapes, films and journals. You may purchase a library card to use there in the library; some of our students have volunteered there in the past. They offer visual archives of cross-cultural symbolism, with references, at ARAS; contact the ARAS curator to make an appointment to use these services. They offer low-fee psychotherapy with interns supervised by Jungian analysts. The Institute can be reached at (415) 771-8055, www.sfung.org. Lastly, they sponsor the Friends of the Institute, an association of people interested in Jungian psychology. They offer lectures, library use at the Jung Institute, and more, with \$100 / yr dues. See their website <http://www.sfung.org/join-the-friends-of-the-institute/> for more information.

Graduate Student Publications & Conferences

The Depth Program supports students in presenting their work at local, national, and international conferences, and in submitting their work for publication in journals and books. Professional groups usually have student rates for membership, are good avenues for meeting like-minded colleagues and acquiring experience in professional presentations. Some professional groups that might welcome Jungian-oriented conference presentations are the following:

International Association for Jungian Studies <https://jungstudies.net>
International Association for the Study of Dreams www.asdreams.org
Jungian Society for Scholarly Studies <http://www.jungiansociety.org>
American Academy of Religion www.aarweb.org
Association for Transpersonal Psychology www.atpweb.org
International Association for Analytical Psychology www.iaap.org
Institute of Noetic Sciences www.noetic.org
Association for Humanistic Psychology www.ahpweb.org
International Federation for Psychoanalytic Education www.ifpe.org
Society for the Anthropology of Consciousness www.sacaaa.org
Society for Psychological Anthropology www.aaanet.org/spa

Jungian Psychology Online

Depth Psychology Alliance www.depthpsychologyalliance.com/

Jungian-Oriented Journals

Publication in Jungian-oriented journals is also encouraged. The following is a partial listing of Jungian-oriented journals and serials. The Library has access to some of them through databases.

Journal of Analytical Psychology
Jung Journal: Culture and Psyche
Spring
International Journal of Jungian Studies

Harvest
Psychological Perspectives
Quadrant

This is a partial listing of art-oriented, psychoanalytic, and transpersonally oriented journals that may also be appropriate for submitting articles:

American Journal of Art Therapy
American Journal of Psychoanalysis
Art Psychotherapy
Art/Research International: A
Transdisciplinary Journal
The Arts in Psychotherapy
Creativity Research Journal
Dreaming
Humanistic Psychologist
Journal of Creative Behavior
Journal of Humanistic Psychology
Journal of Sandplay Therapy

Journal of the American Art Therapy
Association
Journal of Transpersonal
Psychology
Literature and Psychology
Narrative Inquiry
Psychoanalytic Quarterly
Psychoanalytic Review
Qualitative Inquiry
ReVision
Somatics

Journals targeted by prior students:

Art/Research International: A
Transdisciplinary Journal
Journal of Applied Sport Psychology

Omega: Journal of Death and Dying
European Journal of American Culture

The Publishable Article

The culminating paper of the program provides the opportunity for passionate inquiry into an area of deep interest to the student. Students may use depth inquiry methods involving dreamwork, active imagination, art, nature, sacred practices, case studies, and interviewing to explore their area of passionate concern. It may involve original research, theoretical work, personal process work, artistic inquiry, curriculum development and teaching, practical applications, and creative artistic productions. Students design a study or line of inquiry, conduct the inquiry, write the paper, and after review and approval by the student's faculty committee, submit it to a targeted journal for publication. If the article is being targeted to an inter-disciplinary publication such as in education, dance, or performance art, the article must include enough psychological literature to ensure that the article is psychologically based and psychologically sound.

An end-of-year Article Evening in mid-May celebrates the culminating work of the students. The [Article Evening](#) held in the past is a public event in which students discuss their work, show slides of some of the artwork involved, and share their experience.

Article Committee: Chair and Second Reader

There are two people on the Article Committee: a chair and a second reader. The chair must be a member of the Depth Psychology faculty or a member of the Psychology department, or a psychologist at Sonoma State. The second reader may be a faculty member within the department, in the Depth Psychology program, or in another disciplinary area at SSU. The second reader must hold a Master's degree as the minimum academic requirement. There are no dual relationships allowed on the committee; if you're in doubt, consult with the program Coordinator. Internship supervisors are appropriate as second members; prior or current therapists or targeted journal editors are not. Students choose their Chair first, then consult with the Chair as to the second member.

Article Proposal

In the fall semester of the second year students submit an article proposal to their committee. The choice of the committee, the proposal meeting, and Human Subjects approval (if needed) must occur before the student begins substantive work on the article. Fall internships cannot serve as the setting for article research.

The proposal is a brief description and discussion of the proposed topic, including an introduction, a brief literature review to provide some background to the study, a discussion of the guiding question or problem or area of study, a description of the purpose of the study, and a description of the proposed methodology. The second year research methods class helps the student hone their research topic and their methodology. Students and committee use the Proposal Review Form to assess the content and organization of the proposal.

Target Journal & Model Article

The student chooses a peer-reviewed journal that publishes psychological work similar in content and methodology to the student's work. The student chooses one to two articles similar in content and methodology to their work and submits them to the committee for discussion and approval in the proposal meeting. The target journal must publish material similar in content and methodology to the student's work in order for the journal to be an appropriate target. The literature will pinpoint the types of journals that publish the types of work the student is conducting. While the target journal may require submission in non-APA style (such as Chicago or MLA), the student's final Article submitted to the committee must be in APA style.

Article Length

Irrespective of the journal a student targets, or the length of the model article, the minimum Article length is 8,000 words (excluding references), with a length of 8,000 to 9,000 words (excluding references) recommended. This is approximately 25-30 pages. Significantly longer article projects need prior faculty approval. References are generally 3-5 pages.

Article Proposal Meeting

The article proposal meeting, held at the end of the fall semester, is a one-hour meeting to discuss the student’s proposal. The student and the two committee members (Chair and second member) are present. Students and committee members use the Proposal Review Form to evaluate content and organization and to guide feedback to the student. The proposal meeting is the time for intensive feedback on methods, organization of material, literature review, and journal. Each committee member may discuss methods, selection criteria (if interviewing), interview protocols, the nature of the investigation (personal exploration, other), ideas for readings, organization of the work, and literature review topics. Written feedback to the proposal may be given, or it may be presented and discussed verbally in the meeting. If human subjects are involved, the Human Subjects form is discussed with the committee. The Chair of the committee has the responsibility for working with the student on the Human Subjects form.

The proposal meeting insures that the committee has given feedback to the student, that the members are familiar with the proposed work, support the student’s plans, and give feedback before the article train leaves the station. A one member meeting is not acceptable.

Students bring the **Advancement to Candidacy form (GSO1)** to the article proposal meeting. Students must meet minimum academic standards of the program with a minimum of B- in all courses and must have cleared all Incompletes in order to Advance to Candidacy. The committee members sign the GSO1 Advancement to Candidacy form at the meeting if they are satisfied with the proposal. The GSO1 is given to the Program Coordinator for signature, who forwards it on to the graduate office.

All forms are downloadable from <http://web.sonoma.edu/aa/gs/forms.html> or www.sonoma.edu/depth/forms.

Proposal Review Form

Student’s Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

The student’s article or thesis proposal:	Insufficient	Criteria Met	Criteria Exceeded
1. provides a strong rationale for conducting the study (min 10 sources) <ul style="list-style-type: none"> • draws from peer-reviewed research & scholarly resources • describes data bases used, key words searched, # articles reviewed • seminal & current sources cited & discussed with breadth & depth • defines terms / constructs • identifies gaps in the literature, shows critical appreciation of lit • in a theoretical article, presents persuasive argument 			

<ul style="list-style-type: none"> • founded in literature and coherent interpretive lens • discusses personal connection to topic, interrogates bias • research questions are focused • draws clear connection between literature that is discussed, research questions, and focus of study <p>Feedback:</p>			
<p>2. provides a theoretical framework to interpret the findings of the study (min 4 sources)</p> <ul style="list-style-type: none"> • seminal and current sources are cited and discussed with adequate breadth and depth • draws from peer-reviewed journals with proper citations • identifies underlying assumptions • in a theoretical article, argument and literature inform interpretive lens / theoretical framework • defines terms / constructs • discussion is selective to ideas used to interpret findings <p>Feedback:</p>			
<p>3. describes a research design appropriate to the research questions (min 4 sources)</p> <ul style="list-style-type: none"> • detailed rationale and citations for methodological decisions— reader can fully understand the procedures and processes • describes procedures for collecting & analyzing data, with appropriate rationale, discussion and citation of sources • in a theoretical article, argument clearly shapes literature review and organization, and case illustrations if used • ethical issues are addressed • limitations of study are addressed • SSU IRB application procedures are addressed <p>Feedback:</p>			
<p>4. discusses the viability of the theoretical framework(s) to interpret findings</p> <ul style="list-style-type: none"> • interpretation is able to connect findings to specific research questions and to prior research • in a theoretical article, theoretical framework clearly applies to case illustrations (if used) <p>Feedback:</p>			
<p>5. includes a feasible timeline for the study</p> <p>Feedback:</p>			
<p>6. well-written and properly formatted according to APA such as:</p> <ul style="list-style-type: none"> • coherent and well-organized • sources of information are correctly cited • quotations are used sparingly and never to define a term • transitions are used effectively throughout paper • headings used appropriately and properly formatted • non-gendered • references are accurate <p>Feedback:</p>			

Human Subjects Review

If the research involves others, either in interviewing, observing, or interrelating, students must submit the research topic to the Human Subjects Committee of the University's Institutional Review Board (IRB) for review and permission to conduct the research. Research cannot be conducted until permission is received.

In consultation with the committee chair, fill out the Human Subjects form available at http://web.sonoma.edu/ofrsp/human_subjects.html . The Informed Consent must accompany the form. The Human Subjects form needs the signature of the Article Chair and the program Coordinator before being submitted to the IRB in Salazar 2057 (664-3972). It takes about 4 weeks for approval.

Work on the Article

Once the article proposal has been approved by the committee, the student refines the article outline with the Chair's feedback. The late fall, holiday break, and early spring semester is spent conducting the research and writing the article.

The Master's Thesis

As an option in the second year, students may work on a Master's Thesis or Investigative Project. A Master's Thesis involves a scholarly investigation of the topic, while an Investigative Project has a scholarly literature review and includes a personal investigation of the topic. Students have the option of a Creative Project as their Master's thesis work (see guidelines below). The second year curriculum supports the thesis work with the Master's Thesis class, Research Methods class, and Group Process class. A class on Psychological Writing may also be included in the spring.

Creative Project

The *Creative Project* is a Master's level project in a specific art form, such as poetry, creative writing, drama, or studio art. Students contemplating a creative project should have a background of work in the creative field, and have a portfolio or sample of work to show the committee chair and committee members. The committee will review the student's artistic work **prior** to approving a creative project as the thesis work. Students must include on the committee one professional in the artistic field who has a record of professional work, such as publications, exhibited artwork, staged dramatic pieces, etc. This committee member offers guidance, feedback and evaluation on the artistic aspect of the creative project. A 25-40 page literature review of relevant psychological literature accompanies the creative project as a commentary on the creative work. Finally, students who choose a creative project are required to mount a public exhibition, performance or reading of their work, in addition to their written work.

Thesis Committee

There are three people on the thesis committee. The Chair is the person who guides the thesis work, gives extensive feedback on written drafts, and coordinates the work around the thesis process. The second and third members provide more limited feedback on the topic, research methodology, and written work. The responsibility of the 2nd or 3rd member of the thesis committee is to read the thesis proposal, and the completed thesis, to give feedback on the work, and to attend both the thesis proposal meeting and the final thesis meeting.

Students should choose their committee Chair first, then consult with the Chair on the composition and areas of expertise represented by potential committee members. There are no dual relationships allowed on the committee; if you're in doubt, consult with the program Coordinator. Internship supervisors are appropriate as 2nd or 3rd members; prior or current therapists are not.

The thesis **Chair** must be a tenured or tenure-track member of the Psychology Department at SSU, an emeritus professor, or a permanent part-time faculty member. The faculty directory page in the Handbook has a complete list of qualified faculty members. The **second and third** members may be a Depth Psychology faculty member, or tenured, tenure-track, emeritus, or permanent part-time members of the Psychology department. The **third** member is sometimes viewed as a community or outside member, who may be one of the faculty in the Depth Psychology program,

one of the Psychology department's faculty members, or may have some unique expertise in the field you are studying. The minimal educational qualification for the **third** member is a Master's degree.

If the **third** reader is a member of the community and is new to the program committees, a résumé/Curriculum Vita (CV) must be provided to demonstrate expertise in the field. The student should provide contact information to the program Coordinator who will then request that the potential committee member send the CV. The Coordinator reviews the CV to insure that the member has the proper qualifications, and notifies the committee chair, the student, and the third member of acceptance.

Thesis Proposal

In the fall semester of the second year students submit a thesis proposal to their committee. The proposal is a brief description and discussion of the research topic. It includes an introduction, a literature review to provide some background to the study, a discussion of the guiding question or problem or area of study, a description of the purpose of the study, and a description of the proposed methodology. The second year research methods class helps the student hone their research topic and their methodology. Students and committee use the Proposal Review Form to assess the content and organization of the proposal.

SSU Thesis Guidelines

SSU thesis guidelines are downloadable from <http://www.sonoma.edu/aa/gs/thesis-review.html> . Students who complete a thesis are required to submit their thesis digitally, and it will be available online at SSU ScholarWorks, <http://library.sonoma.edu/research/scholarworks> .

Thesis Proposal Meeting

The thesis proposal meeting, held at the end of the fall semester, is a one hour meeting to discuss the student's thesis proposal. The student and all of the committee are present. Students and committee members use the Proposal Review Form to evaluate content and organization and to guide feedback to the student. The proposal meeting is the time for intensive feedback on methods, organization of material, and ideas for the literature review. The committee member might discuss methods, selection criteria (if interviewing), interview protocols, the nature of the investigation (personal process, or other), ideas for readings, organization of the work, and literature review topics. All writing in the proposal and the thesis is APA style, 6th Edition. Written feedback to the proposal may be given, or it may be presented and discussed verbally in the meeting. If human subjects are involved, the Human Subjects form is discussed with the committee. The Chair of the committee has the responsibility for working with the student on the Human Subjects form.

The proposal meeting insures that the committee is on board, knows what the student is planning, and has time to give feedback before the thesis train has left the station. While not recommended, if all 3 members cannot be present, a 2 member meeting is acceptable. The member who is absent must send written or email feedback to the student and the chair before the meeting. The chair or student can then bring up for discussion the absent member's feedback. The Chair must be present at the proposal meeting.

Students bring the **Advancement to Candidacy form (GSO1)** to the thesis proposal meeting. Students must meet minimum academic standards of the program with a minimum of B- in all courses and must have cleared all Incompletes in order to Advance to Candidacy. The student fills out the thesis title and description. The committee members sign the GSO1 Advancement to Candidacy form at the meeting if they are satisfied with the proposal. The GSO1 is given to the Program Coordinator for signature, who forwards it on to the graduate office.

All forms are downloadable from <http://web.sonoma.edu/aa/gs/forms.html> or www.sonoma.edu/depth/forms.

Proposal Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

The student's article or thesis proposal:	Insufficient	Criteria Met	Criteria Exceeded
<p>1. provides a strong rationale for conducting the study (min 10 sources)</p> <ul style="list-style-type: none"> • draws from peer-reviewed research & scholarly resources • describes data bases used, key words searched, # articles reviewed • seminal & current sources cited & discussed with breadth & depth • defines terms / constructs • identifies gaps in the literature, shows critical appreciation of lit • in a theoretical article, presents persuasive argument founded in literature and coherent interpretive lens • discusses personal connection to topic, interrogates bias • research questions are focused • draws clear connection between literature that is discussed, research questions, and focus of study <p>Feedback:</p>			
<p>2. provides a theoretical framework to interpret the findings of the study (min 4 sources)</p> <ul style="list-style-type: none"> • seminal and current sources are cited and discussed with adequate breadth and depth • draws from peer-reviewed journals with proper citations • identifies underlying assumptions • in a theoretical article, argument and literature inform interpretive lens / theoretical framework • defines terms / constructs • discussion is selective to ideas used to interpret findings <p>Feedback:</p>			
<p>3. describes a research design appropriate to the research questions (min 4 sources)</p> <ul style="list-style-type: none"> • detailed rationale and citations for methodological decisions— reader can fully understand the procedures and processes • describes procedures for collecting & analyzing data, with appropriate rationale, discussion and citation of sources • in a theoretical article, argument clearly shapes literature review and organization, and case illustrations if used • ethical issues are addressed • limitations of study are addressed • SSU IRB application procedures are addressed <p>Feedback:</p>			

<p>4. discusses the viability of the theoretical framework(s) to interpret findings</p> <ul style="list-style-type: none"> • interpretation is able to connect findings to specific research questions and to prior research • in a theoretical article, theoretical framework clearly applies to case illustrations (if used) <p>Feedback:</p>			
<p>5. includes a feasible timeline for the study</p> <p>Feedback:</p>			
<p>6. well-written and properly formatted according to APA such as:</p> <ul style="list-style-type: none"> • coherent and well-organized • sources of information are correctly cited • quotations are used sparingly and never to define a term • transitions are used effectively throughout paper • headings used appropriately and properly formatted • non-gendered • references are accurate <p>Feedback:</p>			

Human Subjects Review

If the research involves others, either in interviewing, observing, or interrelating, students must submit the research topic to the Human Subjects Committee of the University's Institutional Review Board (IRB) for review and permission to conduct the research. Research cannot be conducted until permission is received. Human Subjects information <http://web.sonoma.edu/orsp/compliance/human-subjects.html> .

In consultation with the thesis committee chair, fill out the Human Subjects form available at <http://web.sonoma.edu/orsp/forms/> .The Informed Consent must accompany the form. The Human Subjects form needs the signature of the Thesis Chair and the Program Coordinator before being submitted to the IRB, Salazar 2057 (664-3972). It takes about 4 weeks for approval.

Article and Thesis

Proposal Meeting and Advancement to Candidacy (GS0-1 Form)

GS0-1 Form Information

Thesis title and brief description

Names of committee members with signatures

Special requirements section: "academic competency as met by first year evaluation meeting May 201x."

The form may be obtained at on-line at <http://www.sonoma.edu/aa/gs/forms.html> or on the Forms website www.sonoma.edu/depth/forms.

Your committee and the Program Coordinator sign the form, and the program Coordinator submits the completed form to Graduate Studies.

Article and Thesis Drafts

Article and thesis writing is a successive process of writing drafts and receiving oral or written feedback from your Chair. Students should prepare for at least three drafts of the complete work before final submission; some students write up to six drafts, some two. Students may receive feedback from committee members on selected sections or chapters; students should consult with their committee members as to how many preliminary drafts they would like to review. If students give draft chapters to second or third members for review, they're asked not to duplicate, or send

out to all members, the same chapter or material. It's more effective to have one person review a draft; have the student incorporate that feedback; and resubmit for more feedback. The Chair is the primary person who gives substantive feedback on drafts to the student.

Final Committee Meeting

When you have completed all of the article or thesis draft revisions required by the chair, and when the chair feels the work is ready for the committee to view it, students send a hard-copy draft of the article or thesis to their committee, and schedule the final committee meeting. This optimally occurs in early to mid- April for May graduation.

The entire committee gives feedback on your work at this meeting using the Article / Thesis Review form. Depending on the nature of the feedback, this may be a working meeting with lively discussion and interchange all around. Students bring a copy of the article to the meeting for reference as feedback is given. Each member's feedback on the draft is necessary for the completion of the student's work. Feedback may center on the student's organization and articulation of material, conceptual analysis of material, use of reference sources or theory, conceptual critiques or analyses, assessment of conclusions. Committee members may do editing on the work as well. The student is expected to incorporate all members' feedback into the final product and to work closely with the Chair throughout the process. When there is a conflict of ideas among committee members, the student must resolve it in consultation with the Chair. If the second and third members are satisfied at the meeting that their feedback will be incorporated into the final work, they may sign off on the article or thesis at the meeting.

After final incorporation of all feedback, students submit final changes to the chair for final approval and sign-off. The committee and chair sign off on the work only after they have approved all of it.

Students schedule 2 hours for the article and thesis committee meeting; it generally runs about an hour and a half. All committee members must attend. The student may invite a friend, classmate, partner, or family member to the meeting. Members' feedback, recognition, and appreciation are given during this meeting.

The student brings the completed Completion of Requirements form (GSO2), listing all completed courses and grades, to the final meeting. The Chair signs the form and assigns a thesis grade when all revisions are completed, which is not usually at the final meeting. The signed GSO2 is given to the program Coordinator for signature, who passes it on to Grad Studies.

Article / Thesis Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

The student's article or thesis:	Insufficient	Criteria Met	Criteria Exceeded
1. provides a strong rationale for conducting the study <ul style="list-style-type: none"> • draws from peer-reviewed research & scholarly resources • describes data bases used, key words searched, # articles reviewed • seminal & current sources cited & discussed with breadth & depth • defines terms / constructs 			

<ul style="list-style-type: none"> • identifies gaps in the literature, shows critical appreciation of lit • in a theoretical article, presents persuasive argument founded in literature and coherent interpretive lens • discusses personal connection to topic, interrogates bias • research questions are focused • draws clear connection between literature that is discussed, research questions, and focus of study <p>Feedback:</p>			
<p>2. provides a theoretical framework to interpret the findings of the study</p> <ul style="list-style-type: none"> • seminal and current sources are cited and discussed with adequate breadth and depth • draws from peer-reviewed journals with proper citations • identifies underlying assumptions • in a theoretical article, argument and literature inform interpretive lens / theoretical framework • defines terms / constructs • discussion is selective to ideas used to interpret findings <p>Feedback:</p>			
<p>3. describes a research design appropriate to the research questions</p> <ul style="list-style-type: none"> • detailed rationale and citations for methodological decisions— reader can fully understand the procedures and processes • describes procedures for collecting & analyzing data, with appropriate rationale, discussion and citation of sources • in a theoretical article, argument clearly shapes literature review and organization, and case illustrations if used • ethical issues are addressed • limitations of study are addressed • SSU IRB application procedures are addressed <p>Feedback:</p>			
<p>4. presents findings in a manner congruent with research questions and design</p> <p>Feedback:</p>			
<p>5. discussion interprets findings using theoretical framework discussed in literature review</p> <ul style="list-style-type: none"> • findings are fully interpreted and connect data to research questions and prior research • personal bias is interrogated; reflexivity is present • alternative explanations are discussed • issues of integrity and validity are addressed • limitations of study are addressed <p>Feedback:</p>			
<p>6. conclusion discusses the implications of the results</p> <ul style="list-style-type: none"> • ideas for future research and / or practical applications • methodological considerations <p>Feedback:</p>			
<p>7. well-written and properly formatted according to APA such as:</p> <ul style="list-style-type: none"> • coherent and well-organized • sources of information are correctly cited • quotations are used sparingly and never to define a term • transitions are used effectively throughout paper • headings used appropriately and properly formatted • non-gendered 			

Feedback:	<ul style="list-style-type: none">• references are accurate			
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Payment for Committee Members

The chair receives \$750 total for chairing the article or thesis. Second and third members of the master's thesis committee receive \$250 total for the proposal meeting and the final committee meeting. The second reader of the article receives \$500 total for the first meeting and second meeting. Payments are drawn from tuition fees. The program coordinator notifies the office of committee membership before the scheduled meeting. Each member is emailed a pre-authorization form that must be filled out before the meeting, and the invoice for payment. The committee member returns these forms for processing and payment to the office.

Application to Graduate

The application for the award of the Master's Degree is a one-page form due in to Admissions and Records on Feb 1 for May and August graduation, Sept 15 for December graduation. Download it on from <http://www.sonoma.edu/aa/gs/forms.html> . You can't graduate unless you turn in this form and have paid all your fees.

Completion of Requirements (GS0-2) Form

At the same time that you're finishing your thesis, fill out a GS0-2 or a Completion of Requirements form downloaded from the Graduate Studies website at <http://www.sonoma.edu/aa/gs/forms.html> or the program Forms website, www.sonoma.edu/depth/forms.

This form lists all of the classes and grades that you have taken to fulfill your degree requirements. You may obtain a copy of your transcripts from PeopleSoft. The coursework that you enter must reflect the classes and grades recorded on your transcript. Bring the completed form to the final committee meeting for signature and assignment of the thesis grade. After your thesis chair signs the GSO2, signaling completion of your thesis, obtain the signature of the program Coordinator, who submits it to Graduate Studies when your work is completed. Multiple chair-signed copies of the abstract are also needed. All Incompletes must be cleared before submitting the GSO-2 form.

Article Submission

The student completes the cover sheet using the SSU thesis style, collects committee signatures, and submits a pdf of the article with abstract to the committee Chair and the program Coordinator. This is the last step of the article process. The student may then choose to submit the article to the targeted journal for review for publication.

Thesis Submission

The completed signed thesis is submitted digitally to David Hartranft in Graduate Studies who reviews it for formal and structural requirements and may notify the student of the need for further revisions. After these final revisions are completed, a digital copy is submitted to Graduate Studies. Theses are stored on-line at SSU's ScholarWorks, <http://library.sonoma.edu/research/scholarworks> .

Graduate Thesis Review Committee

Karen Moranski, Dean of Graduate Studies. Stevenson 1041.
David Hartranft, Administrative Coordinator. Stevenson 1041, 664-2237

Student Forms and Procedures

To register: <https://web.sonoma.edu/exed/registration/registration-basics.html>
Graduate Forms (GSO1, GSO2, Application to Graduate, Graduation Change):
<http://www.sonoma.edu/aa/gs/forms.html>
Information Forms: www.sonoma.edu/depth/forms

KEEP A COPY OF EVERYTHING YOU SUBMIT

- **Registration**

All registration information is on this web page:

<https://web.sonoma.edu/exed/registration/registration-basics.html>

- **Rights of Human Subjects Forms**

- * **Advancement to Candidacy (GSO-1) Form**

- * **Completion of Requirements (GSO-2) Form**

- * **Application to Graduate Form**

Important Dates and Time-Line for the Program

First Year:

Deadline to submit Registration Forms each semester is noted on the registration form.
After this date, there is a \$25.00 late fee.

May 15-31: First Year Evaluation meeting with program Coordinator

Second Year:

Fall Semester:

1. Selection of article/thesis topic and article/thesis chair, and discussion of potential committee members with chair
2. Proposal Meeting/Advancement to Candidacy/GSO1. Get signatures on the GSO-1 and fill out the Proposal Meeting form.
After committee meeting the GSO1 and Proposal Meeting form are given to the Special Sessions Coordinator for processing and submission to the graduate office.
3. File **Rights of Human Subjects Protocol Summary** Form if needed.

Spring Semester:

Late January:

1. For thesis option: First draft of thesis is due to your Committee Chair. Expect to do about four thesis drafts before your committee and Graduate Studies accept your thesis.

February:

1. Application to Graduate due Feb. 1 to Admissions & Records in Salazar Hall for May and August graduation.

March, April:

1. Schedule final committee meeting with committee.
2. Submit Completion of Requirements (GSO2) form to program Coordinator.
3. For the article, submit the completed article to the committee chair. Deadline for May graduation is mid-May (early August for August graduation).

4. For the thesis, submit the completed thesis digitally to Graduate Studies, Stevenson 1041, to David Hartranft. He will review it and give you feedback on further revisions.
After David has approved your revisions, submit your final pdf version. Deadline for May graduation is early May (mid-July for August graduation).
5. Awarding of Degree: Allow 60-90 days



Graduate Studies GS01

Advancement to Candidacy

Name		Student ID Number	
Local Address		Telephone Home	
City, State, Zip		Telephone Work	
Permanent Address		Telephone Message	
Master's Program	Psychology	Authorized Concentration	Depth Psychology

Proposed Title and Short Description of Final Project (4 lines)--Use a second page for a long description

Special Requirements for Advancement, if any (i.e., oral qualifying exam, etc.)

Requirement		Date
Requirement	First-year course competency evaluation; in-person Proposal meeting	
How Met by Student	Evaluation meeting with Program Coordinator, May of first year Proposal Meeting, Fall semester of second year	May 2018

Writing Proficiency Requirement

		Date
WEPT		
Other Option	Competency Course Equivalent, Evaluation meeting with Program Coordinator	May 2018

In signing this document, I agree to accept the responsibility of preparing a manuscript that meets the standards of the supervising committee and the University [as outlined in the Guidelines for Master's Theses and Projects published by the university].

Student Signature	Date

In signing this document the committee agrees to accept the roles and responsibilities assigned to the task of acting as evaluators of the quality and substance of this student's final project [as outlined in the Guidelines for Master's Theses and Projects published by the university].

Committee	Name (Typed) and Signature	Date
Chair		
Second Member		
Third Member		
Fourth Member		
Graduate Coordinator	Laurel McCabe	

Review and Data Update:		Date
Graduate Studies Clearance		
Admissions & Records		



Graduate Studies
Completion of Requirements

GSO 2

Table with 4 columns: Name, Local Address, City, State, Zip, Permanent Address, Program, Student ID Number, Telephone Home, Telephone Work, Telephone Message, Authorized Concentration, Depth Psychology.

Graduate Course of Study

University-wide criteria: Minimum of 30 units; At least half the units required for the degree must be at 500 level; Two-thirds of the units must be letter-graded; minimum GPA of 3.0 in program coursework with no course below a C (2.0); a minimum of 21 units should be done in residence with a maximum of 30% of coursework allowed in transfer (for large unit programs); no more than 6 units allowed for the thesis; no classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of baccalaureate degree.

Table with 5 columns: Dept&Course No., Title, Units, Grade, Semester Taken/Place. Includes a Total row at the bottom.

Completion of Requirements:

Table with 4 columns: Requirement type, Title, Date. Rows include Culminating Paper, Master's Thesis, Culminating Paper Final Meeting, Thesis Oral Defense, Internship.

Student Signature

Signature line and Date field for the student.

Final Review and Approval: Culminating Project & Program

Signature, Faculty Chair

Date fields for Faculty Chair and Graduate Studies.

Signature, Graduate Coordinator

Signature, Graduate Coordinator

Signature, Graduate Studies

PSYCHOLOGY DEPARTMENT
Graduate Student-Instructed Course Proposal
Psy 399, 3 units, Grade or C/NC

Desired Teaching Semester: Fall _____ Spring _____

PLEASE TYPE. Meet with the Psychology MA, Depth emphasis Coordinator to discuss your course proposal; the program Coordinator must approve applications before submitting to the Department Chair. Submit two copies to the Department Chair by the last day of the first month of the semester prior to the desired teaching semester. Attach a sample 15-week course of readings, and a letter of support from the program Coordinator.

I. Basic Information

Title of class

Instructor's Name

Emphasis _____ Year

Address

City Zip

Phone

Email

Co-Instructor's Name

Emphasis _____ Year _____

Address

City Zip

Phone

Email

Co-Instructor's Name

Emphasis _____ Year _____

Address

City Zip

Phone

Email

Preferred days and hours of class (check module schedule):

1st choice

2nd choice

Impossible times

II. On the Nature of the Class

A. Give a brief, but specific course description.

B. Give a more elaborate statement of what is to be covered.

C. List the resources you plan to use (e.g., book list, recommended readings, tapes, speakers, films; for books include title and author). Attach a 15 week sample course of readings / syllabus.

D. How will you structure this class? What methods will you use?

E. What class requirements are students expected to meet?

F. What grading policy do you intend to use (Grade option or Cr/NC)?

G. If teaching alone, how do you see your role?

H. (If co-teaching)

- 1. Describe the relationships between the people in your group (e.g., shared expertise, individual areas of expertise, differing experience, strengths and weaknesses).**

 - 2. How will you share responsibilities for the class?**

 - 3. When and if conflicts come up between co-teachers, how do you plan to resolve them?**
-
- I. To what extent will students be expected to participate in planning the course or to be allowed to determine its direction?**
-
- J. How do you see your faculty sponsor in relation to the class?**

III. On the Nature of the Instructor(s) (If co-teaching, each instructor should individually respond to all these questions.)

A. What are your qualifications for doing this course? Give a brief personal history and future plans as these relate to the subject matter of the class and to the responsibilities of teaching.

B. What are your major weaknesses in relation to the subject matter and to taking responsibility for the class? What problems do you foresee?

C. How much time and energy will you be able to give to your class? How will you fit this in with other commitments (courses, Master's thesis, personal relationships, projects, day-dreaming, etc.)?

Rev. 8/26/10