

About the University

Rutgers, The State University of New Jersey, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick, is one of the nation's major state university systems. The university comprises twenty-nine degree-granting divisions: twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen in New Brunswick.

Rutgers has a unique history as a colonial college, a land-grant institution, and a state university. Chartered in 1766 as Queen's College, it was the eighth institution of higher learning to be founded in the colonies. The school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period, the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and Revolutionary War veteran, Colonel Henry Rutgers.

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914 (now the School of Engineering), and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also date from this period: the College of Pharmacy (now the Ernest Mario School of Pharmacy) in 1892, the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College became a university in 1924. The legislature passed laws in 1945 and 1956 designating all divisions of Rutgers as the state university of New Jersey. During these years, the university expanded dramatically. An evening division, University College, opened in 1934. The University of Newark joined the system in 1946, and the College of South Jersey at Camden was added in 1950.

Since the 1950s, Rutgers has continued to expand, especially in graduate education. The Graduate School–New Brunswick, the Graduate School–Newark, and the Graduate School–Camden serve their respective campuses. In addition, the university has established professional schools in applied and professional psychology; communication, information and library studies; criminal justice; the fine arts; management; and social work. Several of these schools offer undergraduate programs as well. In 1969, the university founded Livingston College to provide undergraduate degrees to a diverse community of students.

Today, Rutgers continues to grow, both in its facilities and in the variety and depth of its educational and research programs. The university's goals for the future include the continued provision of the highest quality undergraduate and graduate education along with increased support for outstanding research to meet the needs of society and to fulfill Rutgers' role as the State University of New Jersey.

Institutional and Specialized Accreditation

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (<http://www.msache.org/>), 3624 Market Street, Philadelphia, PA 19104-2680 (215/662-5606). The Commission on Higher Education of the Middle States Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. secretary of education and the Council for Higher Education Accreditation. That accreditation was reviewed and endorsed in 1998. Documents describing the institution's accreditation may be downloaded from the university's web site, <http://oirap.rutgers.edu/reports/MSA/index.html>. They may be reviewed during regular office hours by contacting the Office of Institutional Research and Academic Planning, Rutgers, The State University of New Jersey, 85 Somerset Street, New Brunswick, NJ 08901-1281 (732/932-7956).

Certain undergraduate programs on the Camden, Newark, and New Brunswick campuses of Rutgers are subject to specialized accreditation. For further information about specialized accreditation, including the names of associations that accredit university programs, contact the Office of Institutional Research and Academic Planning.

Licensure

Rutgers, The State University of New Jersey, is licensed by the New Jersey Commission on Higher Education. For more information, please contact its Office of Programs and Services at 609/292-2955.

Graduate School of Applied and Professional Psychology 2002–2004

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Important Notice

Please note that only the printed version of this catalog is the official document of Rutgers, The State University of New Jersey. While Rutgers offers its catalogs on the Internet as a convenience, the university's online catalogs are unofficial, as is academic information offered at other Rutgers web sites.

The university reserves the right for any reason to cancel or modify any course or program listed herein. In addition, individual course offerings and programs may vary from year to year as circumstances dictate.

Overview of the School

HISTORY AND CURRENT DEVELOPMENTS

More than a quarter-century ago, the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers, The State University of New Jersey, became the first professional school located within a major research university to award the Doctor of Psychology degree. We remain one of only a very few Psy.D. professional schools at a public institution with the infrastructure and scholastic dynamism to qualify among the American Association of Universities' sixty-three leading universities in the United States and Canada.

Instruction began in 1974 with two specialties: clinical and school psychology. The School Psychology Program, evaluated by the National Association of State Directors of Teacher Education Certification (NASDTEC), was granted program approval in 1979 for both Certification as School Psychologist and Certification as Director of Student Personnel Services. The latter certification is available to advanced students with three years of school experience.

An organizational Psy.D. specialty was established in 1988, at which time the Department of School Psychology was reorganized to become the Department of Applied Psychology.

As a unit of Rutgers, the GSAPP is accredited by the Middle States Association of Schools and Colleges, and its school and clinical psychology programs are fully accredited by the American Psychological Association (APA). The clinical Psy.D. and school Psy.D. programs were site-visited in 1977, 1982, 1987, 1993, and 1997 for renewal of APA accreditation. Each time reaccreditation of both the clinical and school programs was fully approved. The APA does not yet offer accreditation to organizational psychology programs. The GSAPP Psy.D. program also is recognized by the New Jersey Board of Psychological Examiners, the Association of State and Provincial Psychology Boards, and the National Register.

The GSAPP was described in 1993 as "the very best school for the Psy.D. degree" and "the standard of quality against which other Psy.D. programs should be measured" in a report prepared by nationally prominent professional and academic senior psychologists from around the country. The report was prepared as part of an external review of the GSAPP, which the university requires all units to undertake every five years. These observations were reaffirmed in 1999 when the GSAPP was honored with the "Outstanding Training Program Award" bestowed by the Association for the Advancement of Behavior Therapy (AABT).

The GSAPP faculty recognizes the impact of evolving health-care delivery systems and other social and professional changes on the practice of professional psychology, and is continuously reviewing its training goals and curricula. The combination of full-time core faculty and part-time faculty, who are professionals working in the

community, enables the GSAPP to offer both rigorous theoretical courses based on current research and practice-oriented courses that build upon this scholarly foundation.

As of 2002–2003, there are twenty full-time scholarly/instructional faculty; eight full-time research/psychological service program faculty; seven visiting faculty—practitioners who spend one full day per week at the school teaching, supervising, and serving on academic and administrative committees; and twenty-six contributing faculty—practicing psychologists who each teach one course. Also, forty-five joint-appointment faculty from other Rutgers departments, centers, bureaus, and institutes, and from the University of Medicine and Dentistry of New Jersey's medical school actively teach and supervise. Students have access to relevant full-time faculty from all of these units for individual study, dissertation committees, and other training activities. A large number of psychologists, listed in this catalog, serve as practicum placement supervisors and supervisors for the GSAPP's on-site Psychological Clinic.

The GSAPP faculty participated in the pivotal 1978 Virginia Beach Conference on the training of professional psychologists, which enunciated the principle that professional training is best accomplished in a university setting.

The GSAPP enrolls approximately 195 Psy.D. students in its three programs: clinical Psy.D., organizational Psy.D., and school Psy.D. The GSAPP core faculty also participate in the training of approximately forty-five students who are matriculated in the clinical Ph.D. Program at the Graduate School–New Brunswick.

For almost two decades, the GSAPP's students and faculty have explored, promoted, and celebrated diversity within the school's community. The GSAPP currently supports the following diversity groups: the Hispanic Organization of Professional Psychology Students (HOPPS, established 1985); the Black Students of Graduate and Professional Psychology Programs (BSGPPP, established 1986); the Asian Psychology Students' Association (APSA, established 2000); and the International Students Group (ISG, established 2002). In addition, the GSAPP Men's Group focuses on being a man and a psychologist, and on men's issues. Students are also represented on most major school committees. The goals and activities of these student groups are more fully described in the section on Student Life and Services.

The Dean's Multicultural Alumni Advisory Council first convened in 1995 to examine ways in which alumni can work with individual students and with student groups at the GSAPP—with attention given to developing sensitivity toward the domains of race, ethnicity, gender, nationality, and sexual orientation. Also during 1995, the dean established a schoolwide Committee on Diversity, with representatives selected from the student body, staff, faculty, and administration.

With 685 graduates, the GSAPP Alumni Organization has been a firmly established presence since 1992, with its own bylaws and officers. Regional alumni play an active role in annual mentoring activities designed to ease the journey from academics to professional practice. Rutgers' Psy.D. graduates are currently practicing in the following states:

Alabama, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee,

Utah, Vermont, Virginia, Washington, Wisconsin, West Virginia, and Wyoming.

Also, the GSAPP's graduates are practicing in the District of Columbia (DC), Canada, Germany, Great Britain (England), Costa Rica, Greece (Crete), Iceland, Israel, Japan, Korea, and the British West Indies.

NEED FOR PROFESSIONAL TRAINING

The GSAPP is committed to meeting the national need for well-educated and well-trained professional psychologists. The programs are designed to provide doctoral training for persons who wish to attain excellence as scholarly professional psychologists and to meet the service needs of the community in a wide variety of settings. Special emphasis is given to practice and development of new alternatives to meet the needs of underserved populations. The GSAPP is very interested in recruiting a diverse student body and has succeeded in admitting and graduating one of the highest proportions of minority students among all doctoral psychology programs in the United States. Seventeen percent of our graduates represent a host of racial, ethnic, and cultural backgrounds, including African-American, Latino, Asian, Native American, and international students of color. Thirty-seven percent of the current student body define themselves as "non-white" and 26 percent identify with traditional U.S. underrepresented minority groups.

The GSAPP programs are aimed at broadening and deepening the academic knowledge, professional competence, and personal growth of psychologists who are currently functioning at an advanced but nondoctoral level. Along with training in intervention strategies for individuals and interpersonal relations, emphasis also is given to

training in how to work with groups, organizations, and community programs, as well as intergroup relations.

MISSION

The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations—professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge. Given GSAPP's integrative and holistic approach to service delivery, graduates also should be equipped with considerable versatility in the choice, and application, of intervention approaches and modalities.

In the education domain, the GSAPP is committed to meeting the state and national need for well-trained doctoral-level practitioners in clinical, organizational, and school psychology.

The school's research and scholarly mission is to be in the forefront of efforts to improve the empirical, theoretical, and philosophical foundations for the integration of psychological theory and practice.

Public service is part of the GSAPP's mission for two reasons. First, a core assumption of its philosophy of professional education is that practice and theory are intertwined and best taught in a way that integrates the two. Second, as a unit of

New Jersey's state university, the GSAPP is committed to providing psychological services to the university, surrounding community, and the state at large. Serving underserved and diverse populations is central to the school's mission.

The GSAPP faculty and senior staff also participate in training graduate-level psychologists from the independent, research-oriented clinical Ph.D. program in areas where their research interests are uniquely pertinent to the content and issues of professional and applied psychology. Graduates of the Ph.D. psychology programs have as their ultimate professional goal teaching and clinical research in college or university settings, rather than becoming a scholarly direct-service provider.

In addition to educating students to respond to the professional challenges of the future, the GSAPP's faculty and staff are committed to meeting the needs of students during their years in graduate school. This includes opportunities to provide input into the training process itself, to develop an appreciation of the multicultural backgrounds of peers, to participate in the rich life of the university, and to network with alumni and others who can serve as mentors and help prepare students for work in new careers. Toward these goals, there are a number of student groups and faculty-student committees at the GSAPP. (See "Student Groups at the GSAPP" in the Student Life and Services section.)

CURRICULUM

The programs extend and deepen disciplined knowledge of psychology, from its biological aspects through the psychology of individual and group processes to organizations and social systems. In keeping with the GSAPP's philosophy of training, most courses require an experiential component that allows continuous integration of course work with supervised experience. In this way, professional students become competent in practitioner skills of assessment, intervention, and evaluation. Thus, courses in psychotherapy integrate the supervision of clinical cases with theoretical knowledge of the way people function cognitively, emotionally, and behaviorally. Courses in program planning and evaluation require students to study general principles of program design while actually designing, implementing, and evaluating programs of their own. Courses in group relations and organizational diagnosis provide both theoretical and methodological bases for working with organizations.

Through course work and colloquia, students are introduced to the ethical and legal issues and to the special responsibilities inherent in the delivery of psychological services in the public, private, and not-for-profit sectors.

Formal instruction is coordinated with supervised practicum placements in a wide variety of settings throughout New Jersey, and also in New York and Pennsylvania. The GSAPP maintains liaisons with schools, psychiatric hospitals, clinics, businesses, and other agencies in which students provide psychological services under supervision. There are practicum placements that focus on public settings where groups such as the poor, elderly, and disadvantaged are served. A minimum of one day per week of field placement is expected during the first two years, with two full days of supervised practicum experience during the third year. An approved, full-time internship is required in the fourth or fifth year.

Students are able to broaden their perspectives by taking courses in related areas offered by other schools and

divisions in the university, such as the Graduate School-New Brunswick, Graduate School of Education, Graduate School of Management, and the School of Management and Labor Relations, and at the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School in Piscataway. Such courses are integrated into individualized programs of study.

The GSAPP maintains a continual scrutiny of its curriculum and practicum placements to ensure that students are well-trained in an evolving technology and prepared to deal with market forces.

Upon matriculation into a program, each student meets with a faculty adviser and completes a personalized program proposal that charts the student's planned didactic and experiential course of study during his or her years at the GSAPP. The program proposal ensures that students meet specialization, departmental, and university requirements while selecting courses and experiences to meet their unique interests.

All three programs strive for a positive and supportive learning environment that provides flexibility, combining individual interests and required courses, with an array of support programs and activities.

DIFFERENTIATION AMONG PROGRAMS

There are three different doctoral degree programs.

Students enrolled in the *Psy.D. clinical psychology program* concentrate largely on theory and practice in clinical psychology. Training in research constitutes a secondary focus in the program. Students in this program generally plan careers that primarily involve service in a clinical setting.

Students enrolled in the *Psy.D. organizational psychology program* are primarily concerned with providing assessment, training, and intervention services for individuals, groups, and whole organizations in the public, private, and not-for-profit sectors of the economy. Training in research constitutes a coequal focus.

Students enrolled in the *Psy.D. school psychology program* concentrate on theory and practice in school settings as their primary career focus. Training in research constitutes a secondary focus. Both the organizational and school *Psy.D.* programs are administratively housed in the Department of Applied Psychology.

Students enrolled in the *Ph.D. clinical psychology program*, administered by the Graduate School-New Brunswick, pursue a course of study that is based on a scientist-practitioner model of clinical training. Students concentrate on both theory and research in clinical psychology and clinical practice. This program draws its faculty from the Graduate School of Applied and Professional Psychology, the Department of Psychology, and the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School. Students in this program generally plan to pursue a career in an academic or similar research-oriented setting.

CENTER FOR APPLIED PSYCHOLOGY

The Center for Applied Psychology is a division of the GSAPP that develops, implements, and evaluates projects where application of the most current knowledge in psychology leads to the understanding and amelioration of problems with which our society is concerned. These projects involve faculty, doctoral students, and community-based

participants in the design and delivery of psychological services and in research regarding the projects. The Center's programs and services are applicable and available to all types of organizations, including corporations, schools, state agencies, community organizations, psychological clinics, and child and family programs.

The primary resource of the Center for Applied Psychology is the faculty of the GSAPP. A broad spectrum of applications of psychology is represented by these professionals. Their interests and experiences cover individual, group, and organizational assessments; treatment of psychological problems from many perspectives; organizational behavior; and improving the psychological climate of the workplace and communities. They are nationally and internationally renowned for their work.

Programs conducted by the Center for Applied Psychology are developed by assessing the needs in the community and matching them with the expertise of the faculty and associates of the GSAPP. The current programs are broadly based and involve the application of psychology at individual, group, and systemic levels:

Programs in Psychotherapy. The Psychological Clinic, Foster Care Counseling Project, Rutgers/Somerset Counseling Project, the Tourette's Syndrome Program

Programs in Schools/Education. School Consultation, Emotional Intelligence Project, Social Problem-Solving/Decision-Making Program, School-Based Youth Services Project

Programs in Organizations. Organizational Consultation, Career Psychology Program, Team Building, Stress Reduction and Management, Emotional Intelligence Factors in the Workplace, the Organizational Psychology Consulting Group

Physically located within the GSAPP site, the Psychological Clinic is the training unit for doctoral-level students in the GSAPP and in the clinical Ph.D. program. It provides a full complement of outpatient services to the Rutgers University community, surrounding communities, and human service agencies. Therapeutic, educational, and vocational services are provided by graduate students under the close supervision of faculty and cooperating psychologists. There are ten consultation rooms, two playrooms for child therapy, and three rooms for group/family work. Headed by a full-time director, who is also a member of the clinical faculty, the staff includes a full-time secretary-receptionist, a part-time evening receptionist, four students who serve as clinic coordinators, and a test materials library coordinator.

The clinic provides assessment and outpatient therapy for a widely diverse population of children, adolescents, and adults who have any of the following conditions: anxiety and panic disorders; depression and mood disorders; phobias; marital or relationship problems; sexual disorders; parenting problems and/or child behavior management; school refusal; learning difficulties or disabilities; attention deficit disorder (with or without hyperactivity); chronic pain/headache/stress-related medical illnesses; and family problems such as emotional complications of divorce, stepparenting problems, and adoption-related services.

Modalities of treatment include cognitive and cognitive/behavior therapy, family therapy, contemporary psychoanalytic psychotherapies, brief psychodynamic therapy, marital/couples therapy, child play therapy, and group therapy. There is emphasis on empowering clients and engaging in a collaborative therapeutic relationship for each of the approximately four hundred individuals and families seen each year.

The Douglass Developmental Disabilities Center, founded in 1972, serves people with autism and their families. The center provides services to hundreds of families each year throughout New Jersey and the United States, as well as training opportunities for undergraduate and graduate students in psychology, special education, and related majors. The center's divisions include the Douglass School, a day program for children and adolescents with autism, that includes an innovative integrated preschool; Douglass Outreach, which provides consultation services to schools and families; and the Division of Adult and Transition Services, which serves older adolescents with autism who have severe behavior problems and adults with autism who require continuing vocational and life skills support. The center's research and training division works collaboratively with the other divisions to do first-rate research, community education, and professional training in autism, including a yearly conference.

The Natural Setting Therapeutic Management (NSTM) project is a home-based intervention program designed to remediate the severe behavior problems of individuals with developmental disabilities who have become at risk of being institutionalized. The project's ultimate goal is to maintain the individual in the community by training caregivers (including parents, skill sponsors, and workshop supervisors) in a myriad of skills necessary to accomplish this. The NSTM project has been supported by the Division of Developmental Disabilities of the State of New Jersey since 1980. Since that time, it has provided free services to more than 275 individuals in New Jersey. A Case Management Program augments the traditional NSTM services by providing in-house case management services. Student clinicians work closely with the professional team. The program is located in its own quarters, five minutes from the Psychology Building.

The Network for Family Life Education is a nationally recognized program that improves sexuality education by harnessing the energy, unique knowledge, and intelligence of teens to educate their peers about sexuality, inform adults about teen concerns, and change school sexuality education programs to better meet the needs of young people. Through the Network's newsletter, *SEX, ETC.*, and its web site www.sxetc.org, over three million teens per year are influenced to make informed, thoughtful decisions about their lives. The network is central to the efforts made by the Center for Applied Psychology to prevent psychological distress and encourage thoughtful living.

PUBLIC SERVICE COMMITMENT

The professional school's training program is an integral part of its public service commitment. As soon as students possess the necessary psychological service skills, they provide these services under supervision in applied settings. All three of the GSAPP's training programs have extensive links to the community. Many of these links are channeled through the school's Center for Applied Psychology, the "teaching hospital" of the GSAPP.

An ongoing project at the local level is the Rutgers/Somerset Counseling Project, a family- and community-based intervention and prevention research program that reaches young people at serious risk and their families. It was begun by Drs. Brenna Bry and Nancy Boyd-Franklin in 1993 in conjunction with a local Baptist church and intermediate- and high school principals. The project has three main service components: 1) school-based

intervention, 2) home-based family therapy, and 3) community-based parent and family support groups. It provides an excellent opportunity for GSAPP students to learn family therapy and community psychology interventions. Approximately thirty students have participated in the program each year since its inception.

The Project to Recruit Adoptive Families for African-American School-Aged Children (on behalf of the New Jersey Division of Youth and Family Services, or DYFS) and an organizational assessment of Work First New Jersey (for the New Jersey Department of Human Services' Division of Family Development) are examples of recently completed innovative public services offered through the Center for Applied Psychology. Additionally, practicum placements involve more than a dozen school districts, specialized schools, community mental health centers, hospitals, hospice programs, and urban programs for youths and families.

ADMINISTRATION

The GSAPP is a division of Rutgers, The State University of New Jersey, with a faculty responsible to its own dean. It maintains a close working relationship with other departments and graduate schools in the university, primarily through faculty joint appointments. Psychologists from the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School at Piscataway and the University of Medicine and Dentistry of New Jersey–New Jersey Medical School at Newark also hold joint appointments in the school.

In addition to its core faculty and joint appointments within Rutgers University and at the medical schools, the GSAPP is able to benefit from the services of senior psychologists working in applied settings throughout the state. These psychologists serve as visiting faculty, contributing faculty, or field supervisors. These professionals have an important role in the functioning of the professional school.

Stanley B. Messer has served as dean of the school since his appointment in 2001. The first dean of the GSAPP was Donald R. Peterson, who retired in 1989. Perry London served as dean from 1989 until his death in 1992. Sandra L. Harris served as dean from 1992 to 2001.

Please visit the GSAPP web site for additional news: <http://gsappweb.rutgers.edu>.

LOCATION

New Brunswick, with a population of about 42,000, is located in central New Jersey. With easy access to New York City and Philadelphia, students are able to participate in an exceptionally wide range of research, seminars, and ethnic and cultural activities.

The school is located in two stories of a specially designed wing of the Psychology Building on the Busch campus in Piscataway, approximately five minutes from New Brunswick.

The Psychological Clinic is housed within the Psychology Building. The Center for Applied Psychology is housed in a spacious new research building a few minutes from the Psychology Building. The Psychological Clinic contains a number of one-way viewing rooms to facilitate training. Faculty and staff offices, a student lounge, and classrooms are located in the Psychology Building.

Busch campus is the site of Rutgers' main science complex. The Library of Science and Medicine, the Behavioral Health Care Center of the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, and the computer center are in the immediate vicinity. Courses may also be taken at other graduate and professional schools in New Brunswick, in addition to offerings on both the Newark and Piscataway campuses of the medical schools. Other courses are offered in various locations throughout New Jersey and, on occasion, in New York City.

You may reach us at:

Rutgers, The State University of New Jersey
Graduate School of Applied and Professional Psychology
152 Frelinghuysen Road
Piscataway, NJ 08854-8085

Phone: 732/445-2000; Fax: 732/445-4888

Web Site: <http://gsappweb.rutgers.edu>

Email: Clinical Psy.D.: clinpsyd@rci.rutgers.edu

Organizational Psy.D.: oppsyd@rci.rutgers.edu

School Psy.D.: schpsyd@rci.rutgers.edu

Faculty and Administration Biographies



Stanley B. Messer

Stanley B. Messer is dean of the GSAPP. Previous to becoming dean, he was chairperson of the Department of Clinical Psychology. He is interested in the application of psychodynamic theory and research to the brief and integrative therapies and to case formulation. His most recent volumes are *Models of Brief Psychodynamic Therapy: A Comparative Approach* and *Theories of Psychotherapy: Origins and Evolution*. Dr. Messer has contributed to the literature on psychotherapy integration and eclecticism, examining its implications at the clinical, theoretical, and philosophical levels. He is an editorial board member of the *Journal of Psychotherapy Integration*, *Psychotherapy Research*, *Clinical Psychology: Science and Practice*, *Psychotherapy, In Session*, and *Israel Psychoanalytic Journal*. He has been an associate editor of *American Psychologist*, a consulting editor of *Journal of Consulting and Clinical Psychology*, and is currently book review editor for *Psychotherapy Research*. He is coeditor of and contributor to the volumes: *Psychoanalytic Therapy and Behavior Therapy: Is Integration Possible?*, *Hermeneutics and Psychological Theory*, *History of Psychotherapy: A Century of Change*, and *Essential Psychotherapies*. As a licensed and practicing psychologist, Dr. Messer conducts psychotherapy and clinical assessments. He is an APA fellow in the divisions of Clinical Psychology, Theoretical and Philosophical Psychology, and Psychotherapy.



Clayton P. Alderfer

Clayton P. Alderfer is Professor II and director of the organizational psychology program. His research and consultation addresses human needs, group and intergroup relations, organizational diagnosis, race relations, and leadership. He is author of more than 100 journal articles and book chapters and two books, and

editor of two volumes. He obtained a B.S. with high honors from Yale in 1962 and a Ph.D. from the same institution in 1966. Currently he serves as editor of the *Journal of Applied*

Behavioral Science. He is also a fellow of several divisions of the American Psychological Association, the American Psychological Society, and the Society for Applied Anthropology. He holds a diploma in Industrial and Organizational Psychology from the American Board of Professional Psychology. From 1966–68, he served on the faculty of the Graduate School of Business and Public Administration at Cornell and from 1968–92 on the faculty of the Yale School of Organization and Management. In 1997, he received the Levinson Award from the American Psychological Association and, in 1999, the Helms Award from Teachers College, Columbia University. He has served as a consultant to numerous private, not-for-profit, and public organizations.



Nancy Boyd-Franklin

Nancy Boyd-Franklin's special interests include multicultural issues, the treatment of African-American families, ethnicity and family therapy, home-based family therapy, marital and couples therapy, the multisystems approach to the treatment of poor inner-city families, issues for women of color, the development of a model of

therapeutic support groups for African-American families living with AIDS, and issues in working with African-American children and adolescents. Her publications include numerous articles and chapters on the above topics. She has written four books including *Black Families in Therapy: A Multisystems Approach*; *Children, Families, and HIV/AIDS: Psychosocial and Therapeutic Issues*; *Reaching Out in Family Therapy: Home-Based, School, and Community Interventions*, with Dr. Brenna Bry; and *Boys Into Men: Raising Our African American Teenage Sons* with Dr. Anderson J. Franklin. Her honors include the award for Outstanding Contributions to the Field of Ethnic Minority Psychology and to the Mentoring of Students from Division 45 of the APA (2001), the award for Outstanding Contributions to the Theory, Practice, and Research on Psychotherapy with Women from Division 35 of the APA (1996), the Distinguished Psychologist of the Year Award from the Association of Black Psychologists (1994), and the Pioneering Contribution to the Field of Family Therapy Award from the American Family Therapy Academy.



Brenna H. Bry

Findings from Dr. Bry's ongoing studies of risk factors, parenting, and other correlates have supported the development and continuing evaluation of two manualized preventive interventions—the school-based Behavioral Monitoring and Reinforcement program and the family-based Targeted Family Intervention.

Because the former program has been designated by the U.S. Department of Education's Safe and Drug-Free Schools program and the U.S. Center for Substance Abuse Prevention as an effective strategy, Dr. Bry consults frequently with schools and agencies who are adopting the program. The empirical bases and implementation for both of her interventions are covered in her book with Dr. Nancy Boyd-Franklin, *Reaching Out in Family Therapy: Home-Based, School, and Community Interventions*.



Cary Cherniss

Cary Cherniss specializes in the role of emotional intelligence in the workplace and is the author of *Promoting Emotional Intelligence in Organizations* (Routledge). He has published numerous journal articles in the areas of consultation, planned organizational change, and the creation of new settings. His research has been

funded by several sources, including the National Institute of Mental Health and the U.S. Office of Population Affairs. He currently is cochair of the Consortium for Research on Emotional Intelligence in Organizations. Dr. Cherniss is a consultant with many organizations in both the public and private sectors, including AT&T, Johnson & Johnson, and Colgate-Palmolive. He is a fellow of the APA and president-elect of the division of Community Psychology and Industrial and Organizational Psychology.



Nancy S. Fagley

Nancy S. Fagley joined the Rutgers faculty in 1983 after completing her Ph.D. at the University of Utah. Her research and publications have focused on several areas: factors affecting judgment and decision making among professional psychologists, appreciation and psychological well-being, testwiseness and school

achievement, decision framing and choice of risky versus conservative options, and methodological issues. Recent publications include "Framing Effects and Arenas of Choice: Your Money or Your Life?", in *Organizational Behavior and Human Decision Processes*; "A Note Concerning Reflection Effects Versus Framing Effects," in the *Psychological Bulletin*; and "Correlates of College Retention and GPA: Learning and Study Strategies, Testwiseness, Attitudes, and ACT," in the *Journal of College Counseling*. Dr. Fagley serves on the editorial board of the *Journal of Applied School Psychology* and has served as a reviewer for a number of scholarly journals including *Psychological Bulletin*, *Organizational Behavior and Human Decision Processes*, *Journal of Behavioral Decision Making*, *Journal of Applied Social Psychology*, *Sex Roles*, and *Journal of Applied Behavioral Science*.



Daniel B. Fishman

Daniel B. Fishman's prior appointments were as associate director of a large community mental health center in metropolitan Denver and director of a major NIMH contract to develop a cost-effectiveness methodology for community mental health centers. He is past president of the Eastern Evaluation Research Society, past presi-

dent of the Society for Studying Unity Issues in Psychology, and a former board member of the Association for Advancement of Behavior Therapy. His more than eighty-five articles and book chapters and more than eighty invited addresses span interests in the systematic case study method, pragmatic psychology, philosophy of science, cognitive behavior therapy, program evaluation, community mental health, organizational psychology, and professional psychology training. Dr. Fishman's books include *A Cost-Effectiveness Methodology for Community Mental Health Centers*; *Assessment for Decision* (with D.R. Peterson); *Paradigms in Behavior Therapy: Present and Promise* (with F. Rotgers and C.M. Franks); *The Human Side of Corporate Competitiveness* (with C. Cherniss); and *The Case for Pragmatic Psychology*. Dr. Fishman is a licensed psychologist with a clinical and organizational psychology practice.



Susan G. Forman

Susan G. Forman is vice president for undergraduate education. Prior to coming to Rutgers in 1992, she was associate provost and professor of psychology at the University of South Carolina. Her research has focused on the efficacy of behavioral and cognitive-behavioral interventions with children and adolescents and on

organizational interventions in educational settings. Grants from the National Institute on Drug Abuse and the National Institute of Mental Health have supported her work. Dr. Forman serves on the editorial board of *Innovative Higher Education* and has also served on the editorial boards of several psychology journals. Her publications include approximately fifty journal articles and book chapters, as well as a number of monographs and books, including *Coping Skills Interventions for Children and Adolescents* (Jossey-Bass) and *School Based Affective and Social Interventions* (Haworth). She is a fellow in the APA division of School Psychology. In addition, she has served on the executive boards of the school psychology division of the American Psychological Association and the National Association of School Psychologists.



Cyril M. Franks

Cyril M. Franks, professor emeritus, was the founding first president of the Association for Advancement of Behavior Therapy and the founding editor of *Behavior Therapy*. He is currently editor of *Child and Family Behavior Therapy*, coeditor of *The Journal of Compliance in Health Care*, and series editor of the *Springer Series*

on *Behavior Therapy and Behavioral Medicine*. He also is the author of several hundred articles, book chapters, and professional texts. For many years, Dr. Franks served as program chairperson of the New Jersey Psychological Association and of the Pavlovian Society of North America. His interests include the MMPI, executive selection and psychological evaluation in general, and the conceptual/philosophical foundations of behavior therapy. He is an APA fellow in the divisions of Personality and Social Psychology, Clinical Psychology, Community Psychology, State Psychological Association Affairs, and the History of Psychology, and a fellow of the British Psychological Society. Dr. Franks is a licensed practicing psychologist in New Jersey.



Sandra L. Harris

Sandra L. Harris is professor of clinical psychology and executive director of the Douglass Developmental Disabilities Center, a university-based program for the treatment of people with autism. Her research and clinical interests focus on people with autism and their families. She has written extensively in this area,

including several books and dozens of journal articles and book chapters. Dr. Harris consults nationally for schools and organizations that serve people with autism and has served as an expert witness in legal cases concerning the rights of people with developmental disabilities. She is an associate editor of the *Journal of Autism and Developmental Disorders*, a fellow in the APA divisions of Clinical Psychology and Child and Youth Services, and a fellow in the American Psychological Society. Dr. Harris is a licensed practicing psychologist. Her book, *Siblings of Children with Autism*, received the 1995 Autism Society of America Award for Literary Achievement.



John Kalafat

John Kalafat integrates clinical, community, and organizational approaches in the development and evaluation of school-based family and youth service programs. He has developed and evaluated a variety of community and organizational training programs in such areas as crisis intervention, divorce, management education, and continuous quality improvement. Dr. Kalafat has coauthored

books about school-based youth suicide prevention and about divorce, as well as articles and chapters on youth suicide prevention, crisis intervention, school consultation, and program evaluation. He is a member of the Board of Directors of the American Association of Suicidology, director of the Prevention Division of AAS, a consulting editor of the journal *Suicide and Life-Threatening Behavior*, and a licensed psychologist.



Shalonda Kelly

Shalonda Kelly's primary research foci are couples and racial and cultural issues, which she investigates in the contexts of normal families, therapy, and substance abuse settings. She studies couples prevention, assessment, and therapy. She is involved in the understanding and measurement of racial constructs, such as Afrocentricity, racial

identity, and biculturalism. Dr. Kelly seeks to understand how people of color are affected by experiences of racism and how racial and cultural perspectives affect individual, couple, and family adjustments. Dr. Kelly teaches child and family therapy and diversity courses and conducts couple and family therapy within a cognitive behavioral and systems orientation. She has a background in urban studies and is interested in programs designed to have a positive impact on minority communities and families.



James Langenbucher

James Langenbucher specializes in diagnosis, nosology, and adult psychopathology. Since 1989 he has been principal investigator of a multisited, prospective longitudinal cohort study, the Rutgers Research Diagnostic Project (RDP), and currently holds an Independent Scientist Award, Neuroadaptive Clinical Models of

Drug Dependence, from the National Institute on Drug Abuse. His research focuses on developing new, high-performance diagnostic algorithms with firm links to biological and developmental factors and testing them through a multilevel validation strategy before feeding them into the DSM-V and ICD-11 development processes. From 1987 to 1995, Dr. Langenbucher was director of a principal teaching clinic for the clinical psychology program at Rutgers, the Program for Addictions Consultation and Treatment (PACT) at St. Peter's Medical Center in New Brunswick. He provides clinical supervision in addictions treatment and general mental health cases to a variety of GSAPP and clinical Ph.D. students and graduates. Board certified in forensic examination, he regularly conducts assessment of cases in which alcohol and drug abuse are involved, and has a special interest in the problems of the elderly. He limits his therapy practice to patients aged sixty and older.



Arnold A. Lazarus

Arnold A. Lazarus, professor emeritus, joined the Rutgers faculty in 1972 as Professor II. Previously he had taught at Stanford University, Temple University Medical School, and Yale University where he had been director of clinical training for two years. He is the recipient of many honors and awards including the Distinguished

Service Award from the American Board of Professional Psychology; the Distinguished Psychologist Award from the APA's Division of Psychotherapy; and two Lifetime Achievement Awards, one from the Association for Advancement of Behavior Therapy and the other from the California Psychological Association. He is also a recipient of the prestigious Cummings PSYCHE Award. Dr. Lazarus is a past president of several professional associations and societies, and is a fellow of the APA and of the Academy of Clinical Psychology. He has authored or edited eighteen books and published more than 250 professional articles. He is a clinical diplomate and a licensed practicing psychologist.



Barbara S. McCrady

Barbara S. McCrady divides her time between the professional school and the Rutgers Center of Alcohol Studies. She combines her interests in behavior therapy, addictions, and family functioning through her federally funded research on the treatment of alcohol and drug abuse and through her courses in behavioral couples therapy

and treatment of addictive behaviors. As clinical director of the Center of Alcohol Studies, she is responsible for the administration of PACT, a specialty addiction treatment program in the GSAPP Psychological Clinic, and directs an NIAAA-funded predoctoral research training program for clinical students at GSAPP and in the Department of Psychology. She has published extensively in the addictions field, including as senior editor of *Addictions: A Comprehensive Guidebook*; *Research on Alcoholics Anonymous: Opportunities and Alternatives*; and assistant editor of *Addiction*. Dr. McCrady also serves as the director of training for the clinical Ph.D. program at Rutgers. She is a past member of NIAAA's prestigious Extramural Science Advisory Board and serves on the editorial boards of several journals.



Charles A. Maher

Charles A. Maher is professor in the Department of Applied Psychology and former chair of the Department of Applied Psychology at GSAPP. He is the coordinator of the sport psychology specialization at GSAPP. He teaches courses in program planning and evaluation and sport psychology, as well as workplace interventions to students in

school psychology, organizational psychology, and clinical psychology. Dr. Maher is the author of numerous journal articles, books, and special reports in areas of program planning and evaluation, organizational behavior management, professional self-management, special education administration, and sport psychology. He is editor-in-chief of the *Journal of Applied School Psychology*, editor of the *Haworth School Psychology Book Programs*, executive editor of the *Haworth Half-Count Press*, and serves on editorial boards of many journals. For twenty years, Dr. Maher has functioned as a performance and management consultant to a range of educational systems, governmental agencies, private corporations, and professional sport organizations around the world. In these capacities, he has gained international distinction, awards, and recognition by helping to create leading-edge policies, procedures, programs, and related technologies. Prior to coming to Rutgers, Dr. Maher served as an assistant superintendent of schools, a director of special education services, staff school psychologist, supervisor of a residential facility for conduct-disordered adolescents, and a teacher of the handicapped. He is an APA fellow in School, Community, and Media Psychology, a diplomate of the American Board of Sport Psychology, and fellow in the Academy of Learning and Developmental Disorders. He also is a licensed psychologist; credentialed as a school superintendent; and certificated as a school principal, counselor, reading teacher, learning consultant, and social worker. He sits on the board of directors of several private foundations and not-for-profit entities.



Donald R. Peterson

Donald R. Peterson, professor emeritus, served on the faculty of the Department of Psychology at the University of Illinois-Urbana-Champaign from 1952 to 1974, where he was director of clinical training and founder of the first doctor of psychology program. In 1975, he joined the faculty of the Graduate School of

Applied and Professional Psychology as its first dean. Retired in 1989, Dr. Peterson is still actively engaged in writing, research, and practice in the education of professional psychologists and the reduction of social prejudice. Among other honors, he has received APA awards for Distinguished Contributions to the Practice of Psychology (1983) and for Distinguished Career Contributions to

Education and Training in Psychology (1989), the American Psychological Foundation's Rosalee G. Weiss Award for Outstanding Contributions to Psychology, and the first award from the National Council of Schools of Professional Psychology for Distinguished Contributions to Education in Professional Psychology (1997).



Louis A. Sass

Louis A. Sass has strong interdisciplinary interests involving the intersection of clinical psychology with philosophy, the arts, and literary studies. His publications include critical analyses of psychoanalytic theory; phenomenological studies of schizophrenia and of modernist art and literature; and articles on notions of truth

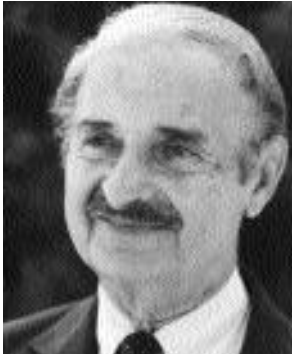
and of the self in psychoanalysis, hermeneutic philosophy, and postmodernism. He is the author of *Madness and Modernism: Insanity in the Light of Modern Art, Literature, and Thought* and *The Paradoxes of Delusion: Wittgenstein, Schreber, and the Schizophrenic Mind*. He also coedited *Hermeneutics and Psychological Theory*. Dr. Sass has been a member of the Institute for Advanced Studies in Princeton, NJ, and was awarded a fellowship from the National Endowment for the Humanities. Currently, he is a fellow of the New York Institute for the Humanities and a research associate in the history of psychiatry at Cornell Medical College. He also is a research associate in the Center for Cognitive Science and serves on the faculty of the program in comparative literature, both at Rutgers. In 1998-99 he was president of the Division of Psychology and the Arts of the American Psychological Association.



Kenneth C. Schneider

Kenneth C. Schneider has been chairman of the Department of Applied Psychology since 1990. As a school psychologist, he focused on students with educational disabilities. His academic interests focus on the psychological aspects of exceptionality and college students with learning disabilities; in this latter area,

he has developed a pilot study for Rutgers University. His current interests include advocacy for developmentally disabled individuals and their families. He works extensively with students and is a popular supervisor in the areas of both clinical work and dissertation research. Dr. Schneider is professionally active and a consultant to the New Jersey public defender's office. He is a licensed practicing psychologist.



Milton Schwebel

Milton Schwebel, professor emeritus, is interested in maximizing human development and learning through societal, organizational, and educational change and therapy. He recently studied well-functioning in professional psychologists and, with UNESCO, the effects of employment on prevention of conflict. He served as dean

of the Rutgers Graduate School of Education for ten years; was the founding chair of APA's Advisory Committee on Impaired Psychologists, serving for eight years; was president of Psychologists for Social Responsibility for two years; and is founding editor of the APA divisional publication, *Peace and Conflict: Journal of Peace Psychology*. A fellow in the American Psychological Association, American Psychological Society, and the American Orthopsychiatric Association, he received the 1991 Research Award from Psychologists for Social Responsibility and the 1995-96 SAGE Award from the Society for the Psychological Study of Social Issues. His recent books include *Assisting Impaired Psychologists*, *Personal Adjustment and Growth*, *Teacher's Handbook*, *Promoting Cognitive Growth over the Life Span*, and *Guide to a Happier Family*. He is completing a book entitled *Remaking America's Three School Systems: Now Separate and Unequal*.



James Walkup

James Walkup's early training was in philosophy, first at Yale University, then as a Rotary Foundation Graduate Fellow at St. Andrews University (Scotland). After receiving his Ph.D. degree in clinical psychology, he held a postdoctoral fellowship in inpatient psychiatry at SUNY (Downstate). In 1991, he was awarded a NIMH postdoc-

toral fellowship at the Institute for Health, Health Care Policy, and Aging Research at Rutgers. In 1994 he was hired as a full-time faculty member at the GSAPP. His research has concerned the organization and financing of care for people with serious mental illness, development of services for people who have combined medical and psychiatric problems, work disability, HIV and serious mental illness, and the history of general hospital psychiatry.



G. Terence Wilson

G. Terence Wilson has been a member of the Rutgers faculty since 1971. In 1985, he was appointed Oscar K. Buros Professor of Psychology. In addition to his faculty duties in the professional school, he also served as director of clinical training in the Ph.D. program and chair of the psychology department. Dr. Wilson was a

fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford (1976-77 and 1990-91) and visiting professor at Stanford University in 1980. His honors include receipt of the Award for Distinguished Scientific Contributions to Clinical Psychology from the Division of Clinical Psychology of the APA (1994), the Distinguished Contributions to Applied Scientific Psychology Award from the American Association of Applied and Preventative Psychology (1995), and election to the National Academy of Practice in Psychology. He is director of the Rutgers Eating Disorders Clinic and currently serves on the National Institute of Health's Task Force on the Prevention and Treatment of Obesity.



Lewis Gantwerk

Lewis Gantwerk is the director of the Center for Applied Psychology, the training and research branch of the GSAPP. His major areas of interest are in providing psychological services to underserved populations, development of the programmatic delivery of psychological services, and problems confronting children and adolescents. Dr.

Gantwerk has been involved in teacher training and clinical supervision and has conducted groups for doctoral students experiencing difficulty in completing their dissertations. He is currently the director of the New Jersey Psychological Association's Psychologists' Peer Support Program. He is a licensed practicing psychologist.



Don Morgan

Don Morgan is the director of the Psychological Clinic at the GSAPP and teaches in the clinical program. After graduating from the GSAPP in 1979, he was a National Institutes of Health Post-doctoral Fellow in Child Mental Health at Albert Einstein College of Medicine. He then spent fifteen years in full-time group private

practice, working with children, adults, and couples. Dr. Morgan's work is influenced by postdoctoral studies in yoga and self-regulation practices, Eastern studies, and a certificate in psychoanalysis. His research background includes psychophysiological studies of hypnosis, attention, and pain control. In 1985, he served as a consultant to Overlook Hospital's Department of Cardiology and developed its first stress management group program. He has specialized in working with clients with chronic diseases who can benefit from holistic, integrative therapies. Dr. Morgan also brings his experience in the formation and administration of outpatient behavioral health-care networks and their functioning in the current managed-care environment.



Michael R. Petronko

Michael R. Petronko joined the faculty as a research professor in 1992. He is a diplomate in Clinical Psychology of the APA and fellow of the AAMR. Prior to coming to Rutgers, he served as director of the Division of Psychological Services at Fairleigh Dickinson University from 1976 to 1991, where he also held the rank

of professor. Prior to that, he was chief psychologist of the American Institute for Mental Studies, the Vineland Training School. While at Fairleigh Dickinson University, Dr. Petronko pioneered the development of Natural Setting Therapeutic Management (NSTM), a community-based multiple-model service delivery program for the developmentally disabled and their families. This program has been adopted as a prototype for state and national mental health-care delivery and has been funded by the State of New Jersey's Division of Developmental Disabilities since 1980. In addition to his interest in developmental disabilities and exploring multiple model alternatives to service delivery, he maintains an active research and applied interest in the treatment of obsessive-compulsive disorders and posttraumatic stress, especially resulting from the Vietnam War.

Academic Programs

The Graduate School of Applied and Professional Psychology offers the doctorate in psychology (Psy.D.), emphasizing training in assessment, intervention, and planned change techniques in clinical, organizational, and school psychology. In addition, GSAPP faculty, who are also members of the Graduate School-New Brunswick faculty, participate in the research-oriented Ph.D. clinical psychology program. The Psy.D. is awarded by the Graduate School of Applied and Professional Psychology; the Ph.D. is awarded by the Graduate School-New Brunswick.

DOCTOR OF PSYCHOLOGY (PSY.D.)

The Doctor of Psychology (Psy.D.) degree in professional psychology is offered with specializations in the areas of clinical psychology, school psychology, and organizational psychology. The programs are offered by two departments: clinical psychology and applied psychology. The latter department houses programs in school psychology and in organizational psychology. The programs have separate but overlapping curricula, with many shared courses and others geared to the needs of the specialty. Most courses are open to both Psy.D. and clinical Ph.D. students.

Graduates of all programs are potentially eligible for licensing as psychologists in New Jersey. The Board of Psychological Examiners sets license eligibility rules and regulations. Students are encouraged to familiarize themselves with the licensing regulations of the state(s) in which they plan to practice.

American Psychological Association (APA) Resolution, January 1987

Professional Psychologist

The APA takes the position that the use of the title "professional psychologist," "school psychologist," or "industrial psychologist" is reserved for those who have completed a doctoral training program in psychology at a university, college, or professional school of psychology that is APA or regionally accredited. Only those so-trained are qualified to provide independent direct delivery of professional services, including preventive, assessment, and therapeutic services.

The American Psychological Association also recommends that all applicants for licensure, as a minimum, must be graduates of a regionally accredited institution of higher education and must have completed a doctoral training program accredited by the American Psychological Association.

Definition of a Professional Psychologist

A professional psychologist is a member of the organized community of scientific psychology who directs his or her activities toward the task of helping individual, group, or organizational clients with the prevention and remediation of problems in human behavior.

The disciplinary basis for modern professional psychology is comprehensive systematic psychology from biological psychology, through the overt and covert processes of individual, interpersonal, group, intergroup, and organizational processes. The parallel range of professional skills includes the assessment and regulation of psychobiological processes, analysis and change of individual behavior, interpersonal relationships, group and intergroup dynamics, and the appraisal and planned change of social organizations.

While this general conception of a professional psychologist is applicable to all areas of practice, areas of specialization are required due to the extensive amounts of knowledge and competence that are specific to age, gender, racial, ethnic, and family groups; institutional settings; problem types; and methods of assessment and intervention.

Modes of Instruction

The school offers relatively little instruction using only the straight lecture mode. Instead, considerable emphasis is placed upon learning by doing. Even in the first year of training, students observe clinical and applied demonstrations, try out newly developing skills through role playing, participate in classroom exercises, sit in with experienced practitioners, and receive careful supervision in their preliminary attempts at the application of professional techniques. Thus, applied issues and concerns are immediate and meaningful to the student. The student's level of involvement becomes progressively more intense throughout the course of training. During the later years, most courses include a seminar component oriented to case discussions or substantive theoretical issues of clinical and applied import, a practicum component during which students see clients in the intervention mode or problem area under study, and a supervision component in which the student receives guidance from an experienced instructor. All three components are coordinated around a central conceptual issue, such as a mode of intervention or a client problem.

Time Commitments

The amount of time needed to complete a program varies with the student's background, academic progress, and extent of practicum training or assistantship aid, but cannot exceed university-imposed time limitations.

The programs require a minimum of four years of full-time study from the bachelor's level of entrance—three years of graduate course work and practicum placement, including summer sessions, plus a year of internship. With the faculty's encouragement, many students choose to spread their course work and dissertation over four years, accepting an internship in their fifth year. The internship requires a minimum of ten months of full-time work.

The modal number of years from entrance until graduation for students who entered with a B.A. and who graduated in May 2002 was 5.0 years. The average was 6.5 for students entering at the B.A. level and 5.5 for part-time students entering at an advanced level.

All beginning-level applicants, including applicants with advanced degrees in allied mental health fields but not in psychology or with nonpractitioner master's degrees in psychology, should be prepared to attend the GSAPP on a full-time basis for at least the first three years.

Students who have completed some previous graduate work in psychology usually are able to transfer courses. This allows greater freedom for the student in the choice

of electives or the option of a lighter course load in the later terms of study.

Students admitted at an advanced level are eligible for part-time study. In the school psychology Psy.D. program, advanced level is defined as either a current New Jersey school psychologist, or one certified by the state Department of Education as a school psychologist or "certification eligible." The clinical Psy.D. program considers advanced applicants to be those individuals with a master's degree in clinical psychology. The organizational psychology program considers advanced applicants to be those with master's degrees in organizational psychology or equivalent studies.

Part-time study for all advanced students requires a commitment equivalent to two full days at the university for a minimum of two academic years and two summers.

Advanced students who have either a practicum or a job equivalent to two days per week, and full-time graduate assistants, can register for only three courses. Those with a practicum or job equivalent to three days per week can register for only two courses. Students beyond their first year whose practicum or job requires more than fifteen hours of work per week need an additional year to complete the program.

MASTER OF PSYCHOLOGY (PSY.M.)

The degree of Master of Psychology (Psy.M.) is awarded to students matriculated in each of the three doctoral programs upon meeting the program requirements noted below; no students are admitted only for a master's degree.

The clinical psychology faculty requires two full years of course work at the GSAPP (a minimum of 36 credits), of which 27 credits are specific, required courses. Students also must complete at least 12 experiential credits and have successfully completed the General Comprehensive Examination plus the case-related question of the Clinical Psychology Program Comprehensive Examination.

The organizational psychology faculty requires completion of the first two years of course work as stipulated in the sample five-year program, plus satisfactory completion of both the General Comprehensive Examination and the Organizational Psychology Program Oral Speciality Examination.

The school psychology faculty requires completion of the first three years of course work as stipulated in the sample four-year program, eligibility for the New Jersey School Psychology Certificate, and satisfactory completion of the General Comprehensive Examination.

PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY (Department of Clinical Psychology)

Goals and Means

The Doctor of Psychology program in clinical psychology aims to educate psychologists for practice in clinical and other applied professional settings.

The program does not adhere to a single model for training all students. It aims to provide the student with a solid foundation in clinical work, including the basic areas of psychology, within which much of clinical practice is grounded. Didactic training in basic psychological principles is

coupled with practical, graduated instruction in a range of assessment and intervention models. While advancing through the training program, the student has the opportunity to specialize in intervention modes oriented around several of the most widely accepted theoretical positions, and within particular problem areas of clinical treatment.

While encouraging the student to gain a broad appreciation of the roots of contemporary clinical practices, the program also encourages development of both student and faculty interest in areas of clinical and applied work that are innovative in nature—one of the most important functions of a university. To this end, faculty members are engaged in applied scholarly or research programs oriented around new intervention approaches and new modes of relating to societal issues. Students are encouraged to work in these programs.

Clinical training within a professional school of psychology permits the student to be immersed immediately in issues directly relevant to clinical and applied work. The student is encouraged to develop a speciality cluster focusing on an area of specific interest. This might be reflected in a concentration within a specific theoretical orientation such as behavioral, psychodynamic, or systems; or a particular application area such as children, community/organizational, marital, behavioral medicine, forensics, substance abuse, or sport psychology. Speciality areas are designed by the student in consultation with his or her adviser.

There has been considerable change in professional clinical psychology during the past decade, as managed care has influenced health care in general and resulted in diminished public access to mental health services. However, there is evidence that the pendulum is slowly swinging back toward giving consumers increased protection and better access to services.

Along with the pressure of managed care requiring increasingly time-efficient interventions, another converging pressure for change has come from the development of empirically supported interventions in clinical treatment. There are treatment procedures that have a sound base of empirical support demonstrating their beneficial effects. Fortunately, a number of the GSAPP faculty have been intimately involved in the development of some of these treatment methods and are well-positioned to educate students about these techniques.

Sensitive to the changing health-care delivery system, the GSAPP's goal is to produce graduates who will assume leadership roles in improving the development and delivery of mental health services, both in managed care and non-managed care settings.

Sample Five-Year Clinical Psy.D. Program

Although the clinical program can be completed in four years, students are urged to consider the merits of a five-year schedule, which allows more time to absorb a complex body of information and form one's identity as a professional psychologist. Variations on the model below are possible.

First Year

Fall and Spring Terms

18:820:563 Child Psychopathology (3)

18:820:565 Adult Psychopathology (3)

Ten week courses (each of the following sets of three courses runs in sequence for the full academic year, but not necessarily in the order given below):

18:820:502 Theoretical Foundations of Intervention:
Organizations (2)

18:820:503 Theoretical Foundations of Intervention:
Analytic (2)

18:820:504 Theoretical Foundations of Intervention:
Cognitive Behavioral (2)

18:820:531 Systematic Observation and Interviewing (3)

18:820:634 Psychodynamic Interview (2)

18:820:635 Cognitive Behavioral Assessment and
Intervention (2)

Practica

18:820:689 Professional Practicum Placement
(E3 per term)

18:821:546 Psychological Clinic Practicum (E1)

18:821:653 Clinical Practicum Supervision (E1)

Summer

18:820:505 Foundations of Cognitive/Affective
Psychology (1.5)

18:820:506 Foundations of Social Psychology (1.5)

Note: Judgment and Decision Making (18:829:682), a 3-credit course given during the academic year, may be substituted for the two 1.5 credit courses listed above. It would normally be taken in the second or third year; it is not listed again below.

or

18:820:632 Individual Cognitive Assessment (3) *or*
18:820:622 Clinical Psychopharmacology (3)

Students who do not have graduate assistantships or a two-day practicum may find it possible to take an additional course and should discuss this with their adviser.

Second Year

Fall and Spring Terms

Single term courses

18:820:570 Psychological Interventions with Ethnic and
Racial Minority Clients and Families (3)

or

18:820:575 Diversity and Racial Identity (3)

18:820:581 Statistical Methods and Design Analysis (3)

18:820:585 Advanced Statistics and Research Design (3)

18:820:632 Individual Cognitive Assessment (3) *or*

18:820:593 Community Psychology (3) *or*

18:820:613 Professional Development (3) *or*

18:820:622 Clinical Psychopharmacology (3)

Cluster course *or* elective *or* an intervention course (3)

Cluster course *or* elective *or* an intervention course (3)

Note: The above two courses usually involve one or two terms of therapy courses and/or a term or two of assessment courses, usually 18:820:637 Objective Personality Assessment or 18:820:638 Personality Assessment—Adult.

Practica

18:820:689 Professional Practicum Placement
(E6 per term)

18:821:544 Psychological Clinic Practicum (E2 per term)

18:821:546 Psychological Clinic Practicum (E1 per term)

Summer

18:820:613 Professional Development (3) *or* 18:820:632

Individual Cognitive Assessment (3) *or*

18:820:593 Community Psychology (3)

Third Year

Fall and Spring Terms

Single term courses

18:820:550 Philosophy and Systems of Psychology (3)

Intervention course, cluster course, *or* elective (3)

Cluster course *or* elective (3)

Elective (3)

Note: With permission, students may substitute another course or courses (taken at some point during their program) for Philosophy and Systems. Options include:
18:820:560 Self, Psychopathology, and the Modern Age (3);
18:821:633 Existential, Phenomenological, and Hermeneutic Approaches to Clinical Psychology (3).

Work on dissertation in professional psychology (6)

Practica

18:820:689 Professional Practicum Placement (E3 per term)

18:821:544 Psychological Clinic Practicum (E2 per term)

18:821:546 Psychological Clinic Practicum (E1 per term)

Fourth Year

Single term courses:

Cluster course *or* elective (3)

Cluster course *or* elective (3)

Elective (3)

Elective (3)

18:820:701 Dissertation in Professional Psychology (3)

Practica

18:821:544 Psychological Clinic Practicum (E2 per term)

18:821:546 Psychological Clinic Practicum (E1 per term)

Note: Students apply for internships during this year.

Fifth Year

18:821:657-658 Internship in Clinical Psychology (3,3)

The five-year program permits part-time employment in the third year and beyond. The four-year program requires a more concentrated course load and normally does not permit student employment other than the practicum.

A total of 1,080 clock hours of preinternship, supervised practicum experience is required. After completion of the supervised practicum, the student is eligible to begin the required full-year internship of 1,750 hours.

Total requirements for the clinical psychology program are 81 credits in course work, including 9 credits for the dissertation and 6 credits for internship; and 1,080 clock hours of preinternship practicum placement (32 E credits).

Sample Four-Year Clinical Psy.D. Program

First Year

Fall and Spring Terms

Single term courses

- 18:820:550 Philosophy and Systems of Psychology (3)
18:820:563 Child Psychopathology (3)
18:820:565 Adult Psychopathology (3)
18:820:632 Individual Cognitive Assessment (3)

Note: With permission, students may substitute another course or courses (taken at some point during their program) for 18:820:550 Philosophy and Systems; options include: 18:820:560 Self, Psychopathology, and the Modern Age (3); 18:821:633 Existential, Phenomenological, and Hermeneutic Approaches to Clinical Psychology (3).

Ten week courses (each of the following sets of three courses runs in sequence, but not necessarily in the order given below):

- 18:820:502 Theoretical Foundations of Intervention:
Organizations (2)
18:820:503 Theoretical Foundations of Intervention:
Analytic (2)
18:820:504 Theoretical Foundations of Intervention:
Cognitive Behavioral (2)

18:820:531 Systematic Observation and Interviewing (3)
18:820:634 Psychodynamic Interview (2)
18:820:635 Cognitive Behavioral Assessment of
Psychological Disorders (2)

Practica

- 18:820:689 Professional Practicum Placement (E3 per term)
18:821:546 Psychological Clinic Practicum (E1 per term)
18:821:653 Clinical Practicum Supervision (E1)

Students who do not have graduate assistantships or a two-day practicum may find it possible to take an additional course and should discuss this with their adviser.

Summer

- 18:820:505 Foundations of Cognitive/Affective
Psychology (1.5)
18:820:506 Foundations of Social Psychology (1.5)

Note: 18:829:682 Judgment and Decision Making, a 3-credit course given during the academic year, may be substituted for the two 1.5 credit courses listed above. It would normally be taken in the second or third year; it is not listed again below.

or

- 18:820:632 Individual Cognitive Assessment (3) or
18:820:622 Clinical Psychopharmacology (3)

Second Year

Fall and Spring Terms

Single term courses

- 18:820:570 Psychological Interventions with Ethnic and
Racial Minority Clients and Families (3)
or
18:820:575 Diversity and Racial Identity (3)
18:820:581 Statistical Methods and Design Analysis (3)
18:820:585 Advanced Statistics and Research Design (3)
18:820:613 Professional Development (3) or 18:820:593
Community Psychology (3), or 18:820:622
Clinical Psychopharmacology (3)

Intervention course (elective)

Intervention course (elective)

Elective course (usually an assessment course: 18:820:637
Objective Personality Assessment or 18:820:638
Personality Assessment—Adult) (3)

Summer

- 18:820:613 Professional Development (3) or 18:820:593
Community Psychology (3), or 18:820:622
Clinical Psychopharmacology (3)

Third Year

Fall and Spring Terms

Single term courses

- 18:820:550 Philosophy and Systems of Psychology (3)
18:820:622 Clinical Psychopharmacology (3) or elective (3)
Intervention course, cluster course, or elective (3)
Cluster course or elective (3)

Work on dissertation in professional psychology (6)

Practica

- 18:820:689 Professional Practicum Placement (E3 per term)
18:821:544 Psychological Clinic Practicum (E2 per term)
18:821:546 Psychological Clinic Practicum (E1 per term)

Note: Students apply for internships during this year.

Fourth Year

Fall and Spring Terms

- 18:821:657-658 Internship in Clinical Psychology (3,3)

Internship Placements—Clinical Psychology Psy.D. Program

1999–2000, 2000–2001, 2001–2002, 2002–2003

Astor Early Childhood Day Treatment Program,
New York, NY

Beth Israel Medical Center, New York, NY

Children's Hospital, Boston, MA

Columbia Presbyterian Medical Center, NY State
Psychiatric Institute, New York, NY

CPC Behavioral Healthcare, Monmouth County, NJ

DC Commission/St. Elizabeth Camp, Washington, DC

Albert Einstein College, Montefiore Medical Center,
Bronx, NY

Elizabeth General Medical Center, Elizabeth, NJ

Harvard Medical, Children's Hospital, Boston, MA

Harvard Medical School, Massachusetts Mental Health
Center, Boston, MA

Harvard University, Bureau of Study Counseling,
Cambridge, MA

Institute for Research and Reform in Education,
Toms River, NJ

Interface Medical Center, Brooklyn, NY

Lakeland/Andover Public Schools, Lafayette, NJ

Long Island Jewish Medical Center/Hillside—Adult
Psychology, Glen Oaks, NY

North Shore University Hospital, Manhasset, NY

Pennsylvania Hospital, Philadelphia, PA

Pollak Mental Health Services, Long Branch, NJ

Postgraduate Center for Mental Health, New York, NY

Princeton Public Schools, Princeton, NJ

St. Luke's, Roosevelt Hospital Center, New York, NY

Trinitas Hospital, Department of Behavioral Health and
Psychiatry, Elizabeth, NJ

UMDNJ, Adult Services, Newark, NJ
 UMDNJ, Child Psychiatry, Newark, NJ
 UMDNJ–Robert Wood Johnson Medical School,
 Piscataway, NJ
 University of California, Davis, CA
 University of Pennsylvania School/Children’s Seashore,
 Philadelphia, PA
 Utah State University, Logan, UT
 VA Medical Center, Brooklyn, NY
 VANJ Health Care System—Substance Abuse,
 East Orange, NJ
 VASouth Carolina—Health Care/UC Davis
 VAPuget Sound–American Lake Division, Tacoma, WA
 Vancouver Hospital and Health Science Center,
 Vancouver, BC
 Yale University, New Haven, CT

Practicum Placements—Clinical Psychology Psy.D. and Ph.D. Programs

1999–2000, 2000–2001, 2001–2002, 2002–2003

College Counseling Centers of Rutgers, The State University of New Jersey

Livingston College Counseling Center, Piscataway, NJ
 Rutgers College Counseling Center, New Brunswick, NJ
 Rutgers/Somerset Counseling Project, Somerset, NJ

University of Medicine and Dentistry of New Jersey

The CARRI Program, Piscataway, NJ
 University Behavioral Health Biofeedback Clinic,
 Piscataway, NJ

Hospitals, Clinics, and Institutes

Adolescent Health Center, Mt. Sinai Medical Center,
 New York, NY
 Bellevue Hospital, New York, NY
 Beth Israel Medical Center, New York, NY
 Children’s Hospital Abuse Management Program
 (CHAMP), Newark, NJ
 CPC Behavioral Health Care, Morganville, NJ
 East Orange VA Medical Center, East Orange, NJ
 Fort Hamilton Clinic, South Beach Psychiatric Center,
 Brooklyn, NY
 Hall-Mercer Community Mental Health Center,
 Philadelphia, PA
 Haven Hospice at JFK Medical Center, Edison, NJ
 Karen Horney Clinic, New York, NY
 Lenox Hill Hospital School-Based Primary Care Program,
 New York, NY
 Morristown Memorial Hospital, Center for Evaluation
 and Psychotherapy, Morristown, NJ
 Newark Beth Israel Medical Center, Newark, NJ
 Newark Renaissance House, Newark, NJ
 Pennsylvania Hospital Behavioral Health Services,
 Philadelphia, PA
 Postgraduate Center for Mental Health, New York, NY
 Princeton Child Development Institute, Princeton, NJ
 Rockaway Youth and Counseling Center, Long Island
 Jewish Hospital, Far Rockaway, NY
 St. Mary’s Hospital, Community Mental Health Center,
 Hoboken, NJ
 South Beach Psychiatric Center, Staten Island, NY
 SUNY Downstate, Brooklyn, NY
 VANew Jersey HealthCare System, Lyons, NJ
 Wicks HIV Mental Health Clinic, Columbia Presbyterian
 Hospital, New York, NY

Schools

Bonnie Brae, Liberty Corner, NJ
 Brookdale Community College, Lincroft, NJ
 Collier High School, Wickatunk, NJ
 Highland Park School-Based Youth Services, Highland
 Park, NJ
 Jefferson School SEL, Plainfield, NJ
 Lakeland-Andover School, Lafayette, NJ
 Linden Schools, Schools #8 and #9, Linden, NJ
 Little Falls Elementary School, Little Falls, NJ
 Marlboro Middle School, Marlboro, NJ
 McManus Middle School, Linden, NJ
 Middletown High School North/South, Middletown, NJ
 Piscataway Board of Education, Special Services
 Department, Piscataway, NJ
 Princeton Regional Schools, Princeton, NJ
 Westminster Academy, Elizabeth, NJ
 William Annin Middle School, Basking Ridge, NJ

Other Agencies

Bristol-Meyers Squibb/Princeton Management
 Development, Princeton, NJ
 Center for Cognitive-Behavioral Psychotherapy,
 New York, NY
 Corporate Consulting Group, Inc., Sea Girt, NJ
 IEP Youth Services, Freehold, NJ
 Infineum, USAL.P., Linden, NJ
 Institute for Community Living, Inc., New York, NY
 Job Corps, Edison, NJ
 Johnson & Johnson Corp., New Brunswick, NJ
 Merrill Lynch, Somerset, NJ
 PJEducational Services, New York, NY
 Princeton Center for Leadership Training, Princeton, NJ
 Roberto Clemente Family Guidance Center, New York, NY
 Worklife Institute, Summit, NJ
 Youth Development Clinic, Newark, NJ
 YWCA of Essex and West Hudson CATCH Program,
 West Orange, NJ

Rutgers, The State University of New Jersey

Career Services–Employment Center, Piscataway, NJ
 CBT Therapy Treatment Program for Anxiety and
 Depression, Douglass College Office of Psychological
 Services, New Brunswick, NJ
 Eating Disorders Clinic, Piscataway, NJ
 Foster Care Counseling Project, Piscataway, NJ
 GSAPP Psychological Clinic Program for Addictions,
 Consultation, and Treatment (PACT), Piscataway, NJ
 Mediation Center, Livingston Campus, Piscataway, NJ
 Organizational Psychology Consulting Group,
 Piscataway, NJ
 Program for Addictions, Consultation, and Treatment
 (PACT), Tourette Clinic, Piscataway, NJ
 Project Natural Setting Therapeutic Management (NSTM),
 Piscataway, NJ
 Rutgers Autism Program/Douglass Developmental
 Disabilities Center, New Brunswick, NJ
 Rutgers Family Business Forum, Piscataway, NJ
 Rutgers University Office of Judicial Affairs, Rutgers
 College, New Brunswick, NJ

PSY.D. PROGRAM IN ORGANIZATIONAL PSYCHOLOGY (Department of Applied Psychology)

Mission

The purpose of the organizational psychology program is to provide students with the finest possible education for practice and for becoming license-eligible in New Jersey and other states.

Definition of Organizational Psychology

The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being.

Always within the context of organizations, interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations.

Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes.

When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change.

Organizational psychology is practiced with service delivering and product generating organizations from the public, private, and not-for-profit sectors of society.

Sample Five-Year Organizational Psychology Psy.D. Program

First Year

Fall Term

- 18:820:503 Theoretical Foundations of Intervention—Analytic (first ten weeks) (2)
- 18:820:504 Theoretical Foundations of Intervention—Cognitive Behavioral (last five weeks fall, register in spring) (2)
- 18:820:581 Statistical Methods and Design Analysis (3)
- 18:821:546 Psychological Clinic Practicum (E1)
- 18:829:548 Psychology of Work and Careers (alternate years) (3)
Area elective (2-3)
- 18:829:605 Supervision in Organizational Psychology (E3)

Spring Term

- 18:820:502 Theoretical Foundations of Intervention—Organizations (last ten weeks) (2)
- 18:820:504 Theoretical Foundations of Intervention—Cognitive Behavioral (first five weeks) (2)
- 18:820:585 Advanced Statistics and Research Design (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:829:606 Supervision in Organizational Psychology (E3)
- 18:829:682 Judgment and Decision Making (3)

Summer

- 18:829:560 Group Development and Adult Learning (3)
and/or
- 18:820:622 Clinical Psychopharmacology (3)
- 18:829:559 Theory and Practice of Adult Learning and Training (see second term/third year) (3)
or
- 18:820:629 Biological Bases of Human Behavior (3)

Second Year

Fall Term

- 18:820:565 Adult Psychopathology (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:826:615 Program Planning and Evaluation (3)
- 18:829:604 The Group Psychology of Organizations (alternate years) (3)
- 18:829:617 Current Topics in Organizational Psychology: Emotional Intelligence at Work (elective-alternate years) (or area elective) (3)

Spring Term

- 18:820:593 Community Psychology (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:826:616 Planning and Evaluation of Human Services Program (3)
- 18:829:521 Interviewing and Observation—Organizations (3)
- 18:829:606 Supervision in Organizational Psychology (E3)
- 16:830:565 Prevention of Alcohol and Drug Abuse (3)

Summer

- 18:829:525 Experiential Group Dynamics (3)
- 18:829:616 Family Systems Theory—Organizational (elective-alternate years) (or area elective) (2-3)

General Comprehensive Examination

Third Year

Fall Term

- 18:820:613 Professional Development (3)
- 18:829:531 Group Relations and Organizational Diagnosis (Didactic-alternate years) (3)
- 18:829:532 Group Relations and Organizational Diagnosis—Advanced Practice (alternate years) (3)
- 18:829:616 Family Systems Theory for Organizational Psychologists (elective) (3)
- 18:820:689 Professional Practicum Placement (E3)

Spring Term

- 18:820:634 Psychodynamic Interview (elective) (or area elective) (2)
- 18:820:702 Dissertation in Professional Psychology (3)
- 18:829:559 Theory and Practice of Adult Learning (3)
- 18:829:560 Group Development and Adult Learning (see summer/first year) (or area elective) (3)
Area elective (3)
- 18:829:— Self-Development—Holistic Feedback (E1)

Summer

Organizational Psychology Written Area Exam

Fourth Year

Fall and Spring Terms

- 18:820:701,702 Dissertation in Professional Psychology (3,3)
Organizational Psychology Oral Specialty Exam
(to be completed before dissertation defense)

Fifth Year

Fall and Spring Terms

- 18:829:631-632 Internship in Organizational Psychology

After completion of course work, practica, and comprehensive examinations, students participate in a yearlong full-time internship with supervision. The culminating experience is the doctoral dissertation, an original research project reflecting the intellectual and practical interests of the degree candidate. To meet degree requirements, beginning students are required to earn at least 81 graduate course credits and 30 experiential credits. Experiential

credits (*E-credits*) are earned from practicum and supervision. The fieldwork portion of the *E-credits* must total at least 825 clock hours of practicum work. Group supervision for practicum work must total 12 *E-credits*. The program requires 1,500 clock hours for the internship credit; the State of New Jersey licensing requirement calls for 1,750 hours. Students who successfully complete the program are potentially eligible to take the State of New Jersey Licensing Examination for practicing professional psychologists.

Graduates of the organizational psychology Psy.D. program have obtained employment as consultants in private practice, professional staff members in large and small organizations, leader-managers in human service organizations, principals with consulting firms, and faculty in higher education.

Practicum and Internship Placements and Supervisors—Organizational Psychology Program

1999–2002

Aresty Institute—The Wharton School, University of Pennsylvania, Philadelphia, PA: Kenwyn Smith, *Ph.D.*
Avaya, Basking Ridge, NJ: Karen Riggs Slean, *Ph.D.*
Berlex Laboratories Human Resources Development, Wayne, NJ: James Shillaber, *Psy.D.*
Bristol-Myers Squibb, South Brunswick, NJ: Lynne Cannon, *M.S.*
Burke Strategic Consulting Group, Lowell, MA: Jaci Jarrett Masztal, *Ph.D.*
Corporate Consulting Associates, Manasquan, NJ: Whitney Collins, *Psy.D.*; Kathleen Cavallo, *Psy.D.*
Department of Psychology, Seton Hall University, South Orange, NJ: Kent D. Fairfield, *Ph.D.*

EMC Corporation, University Relations, Lowell, MA: Megan Bond, *Ph.D.*
Incentive Services, Inc., Allentown, PA: Christine Truhe, *Psy.D.*
Infineum, Rahway, NJ: Anne DeWilde, *M.D.*
Johnson & Johnson, New Brunswick, NJ: Michael Burtha, *Executive Director*
Manchester Consulting, Whippany, NJ: Carol Beavers, *Ph.D.*
Merrill Lynch, Princeton, NJ: Christine Truhe, *Psy.D.*; Bernadette Fusaro
New York University–Wagner School of Public Service, New York, NY
Office of Personnel Management, Washington, DC: Drs. M. Gowing, S. Shoun, L. Eyde
Personnel Decisions International, New York, NY: Jeffrey Kirschner, *Ph.D.*; Avi Shatzkes, *Ph.D.*
Personnel Decisions International, Alexandria, VA: H. Skipton Leonard, *Ph.D.*
PNC Bank, Pittsburgh, PA: Kenwyn Smith, *Ph.D.*
Princeton Center for Leadership Training, Princeton, NJ: Sharon Rose Powell, *Ed.D.*
Princeton Consulting Resources, Princeton, NJ: Ruth Orenstein, *Psy.D.*
Private Practice: David Weiman, *Psy.D.*, & Robert Tanenbaum, *Ph.D.*; Bala Cynwyd, PA
Truhe Consulting, Summit, NJ: Christine Truhe, *Psy.D.*
SuperValu Operations, Inc., New Egypt IGA, NJ: David Landy, *Ph.D.*

Rutgers, The State University of New Jersey

Career Psychology Consulting Group, GSAPP
Psychological Clinic: Christine Truhe, *Psy.D.*
Career Services: Ellen Azevedo, *Assistant Director*

Center for Organizational Development and Leadership; in partnership with Johnson & Johnson: Brent Ruben, *Ph.D.*
 Consortium for Research on Emotional Intelligence in Organizations: Cary Cherniss, *Ph.D.*
 Employee Assistance Program, Personnel Counseling Services: Jeffrey Hoerger, *M.A., N.C.C., C.E.A.P.*
 Family Business Forum: Clayton Alderfer, *Ph.D.*; David Neimeyer, *MA, M.S.M.F.T.*
 Johnson Knowledge Network Group: Brent Rubin, *Ph.D.*
 Office of Quality and Communications Improvement: Brent Ruben, *Ph.D.*
 Organizational Psychology Consulting Group: Ruth Orenstein, *Psy.D.*
 Shaping a Life, Douglass College, Rutgers University: Katherine Birckmayer, *Director*

PSY.D. PROGRAM IN SCHOOL PSYCHOLOGY (Department of Applied Psychology)

Goals and Means

The American Psychological Association accredited Doctor of Psychology program in school psychology prepares psychologists for practice in schools and other community settings. Greater focus is placed on preparation for consultation than on approaches involving direct delivery of services to pupils, as the role of the doctoral-level school psychologist is as a planner and innovator as well as a practitioner. The program seeks to develop in students a broad and articulated scientific approach to the analysis of helping procedures used in schools.

The nature of the school psychologist's assignment is affected by the particular problems of the educational setting served, but all graduates are expected to be able to conduct individual case studies, evaluate groups, organize and administer test programs, develop in-service education, and offer special-education service. The school psychologist is available for assistance to parents, teachers, supervisors, administrators, and community groups with respect to their mutually shared concerns for the psychological and educational development of children. The GSAPPSchool Psychology Program has long been in the vanguard of programs that emphasize bringing psychology in its broad sense to the schools, rather than focusing on the traditional assessment role long held by school psychologists.

Psychological theory, research, and techniques are coordinated with practical experience. Course work is integrated with a supervised practicum in a school setting during each year of graduate study. The program offers supervised school experiences, work with faculty in professional activities, opportunities to interact with leading scholars and practitioners in a variety of specialties, and informal interaction with faculty and other students.

Sample Four-Year School Psychology Program

All students, except already certified, experienced school psychologists, are required to enroll full time. Those with previous graduate work in an allied mental health or related educational field may integrate those courses into the program with greater freedom in choice of electives, but they too are expected to be full-time students. Many beginning-level full-time students choose to complete the program in five years.

First Year

Fall Term

- 18:820:503 Theoretical Foundations of Intervention—Analytic (2)
 18:820:531 Systematic Observation and Interviewing (3)
 18:820:543 Human Development (3)
 18:820:565 Adult Psychopathology (3)
 18:820:633 Individual Cognitive Assessment (3)
 18:821:546 Psychological Clinic Practicum (EI)
 18:826:550 Introduction to School Psychology (2)

Spring Term

- 18:820:502 Theoretical Foundations of Intervention—Organizations (2)
 18:820:504 Theoretical Foundations of Intervention—Cognitive Behavioral (2)
 18:820:563 Child Psychopathology (3)
 18:820:635 Cognitive Behavioral Assessment of Psychological Disorders (2)
 18:820:636 Personality Assessment—Child (3)
 18:820:689 Professional Practicum Placement (E3)
 18:826:506 Practicum Group Supervision—School Psychology (EI)

Summer

- 18:826:555 Exceptional Children in the School, Family, and Community (3)
 —:—:— Medical Aspects Elective/Adult Learning and Training (3)

Second Year

Fall Term

- 16:830:653 Seminar: Problems in Clinical Psychology (3)
 18:820:581 Statistical Methods and Design Analysis (3)
 18:820:689 Professional Practicum Placement (E3)
 18:821:546 Psychological Clinic Practicum (EI)
 18:826:557 Psychoeducational Foundations of Learning Disabilities (3)
 —:—:— Medical Aspects/Adult Learning and Training (3)
 —:—:— Diversity elective/or unconstrained elective (E3)
 18:826:605 Advanced Supervision in School Psychology (E3)

Spring Term

- 18:820:585 Advanced Statistics and Research Design (3)
 18:820:613 Professional Development (3)
 18:820:689 Professional Practicum Placement (E3)
 18:826:602 Seminar in Psychoeducational Intervention (3)
 18:826:606 Advanced Supervision in School Psychology (E3)
 18:826:612 Consultation Methods (3)

Summer

- 18:820:701 Dissertation in Professional Psychology (3)

Third Year

Fall Term

- 18:820:689-90 Professional Practicum Placement (E6)
 18:826:605 Advanced Supervision in School Psychology (E3)
 18:826:615 Program Planning and Evaluation (3)
 —:—:— Diversity elective/or unconstrained elective (3)
 —:—:— Unconstrained elective (3)

Spring Term

- :—:— Unconstrained elective (3)
 18:820:689-90 Professional Practicum Placement (E6)

- 18:820:701 Dissertation in Professional Psychology (3)
 18:826:606 Advanced Supervision in School Psychology (E3)
 18:826:616 Planning and Evaluation of Human Services Programs (3)

Summer

- 18:820:702 Dissertation in Professional Psychology (3)

Fourth Year

- 18:826:631 Internship in School Psychology (E3)

To meet degree requirements, beginning students are required to earn a minimum of 82 graduate credits in course work, and 36 E (experiential) credits that total approximately 825 clock hours of graduate preinternship practicum experience.

Policy regarding Practicum Placements

For the second term of the first year and the full second year, students spend one day per week at a practicum setting in a public school. In the third year, students spend two days per week at a practicum setting, often a paid opportunity. Students' experiences are of increasing diversity and involve increasing responsibilities.

School Psychology Minimum Program for Advanced Students

Advanced students, those certified or eligible for certification in New Jersey as school psychologists, may attend on a part-time basis but are expected to be at the GSAPP the equivalent of two full days each week.

To be an advanced student, one must have completed the equivalent of the first two years of the GSAPP program. Students must submit documented equivalency (course descriptions or similar material) for review and approval. Some courses require a waiver examination.

Students admitted at the advanced level must demonstrate completion of 81 graduate credits, of which at least 45 academic course credits must be taken at Rutgers after admission to the program. To meet the 81-credit requirement, a maximum of 30 graduate credits may be transferred to your Rutgers transcript from a previously attended graduate program; a maximum of 6 credits may be waived but no credits transferred. No credits may be transferred or waived for experiential, research, or internship credits earned at another university. In addition, part-time advanced students must earn 26 E credits while a student in the program; full-time advanced students must earn 24 E credits.

Policies regarding Practicum Placements and Internships

- Advanced students with three or more years experience as a certified school psychologist may be able to waive part of the practicum requirement or use their current job as part of the internship requirement if there is appropriate doctoral-level supervision. Such requests are decided on an individual basis, in compliance with APA guidelines for practicum and internship experiences. The nature of the student's experiences on the job and the doctoral supervision available are considered when these decisions are made.
- All advanced students must satisfy clinic assessment requirements by performing one complete psychological/educational assessment under the supervision of a faculty member.

- All advanced students must be present at the GSAPP on Friday mornings from 9:00 A.M. to noon to participate in a Friday morning supervision group.

First Year

Fall Term

- 18:820:504 Theoretical Foundations of Intervention—Cognitive Behavioral (2)
 18:820:531 Systematic Observation and Interviewing (3)
 18:820:543 Human Development (3)
 18:820:633 Individual Cognitive Assessment (3)
 18:821:546 Psychological Clinic Practicum (E1)
 18:826:550 Introduction to School Psychology (2)

Spring Term

- 18:820:502 Theoretical Foundations of Intervention—Organizations (2)
 18:820:503 Theoretical Foundations of Intervention—Analytic (2)
 18:820:563 Child Psychopathology (3)
 18:820:635 Cognitive Behavioral Assessment of Psychological Disorders (2)
 18:820:636 Personality Assessment—Child (3)
 18:820:689 Professional Practicum Placement (E3)
 18:826:506 Practicum Group Supervision—School Psychology (E1)

Summer

- 18:826:555 Exceptional Children in the School, Family, and Community (3)
 —:—:— Medical Aspects elective/Adult Learning and Training (3)

Second Year

Fall Term

- 18:820:613 Professional Development (3)
 18:820:593-594 Community Psychology (3)
 18:820:689 Professional Practicum Placement (E3)
 18:821:546 Psychological Clinic Practicum (E1)
 18:820:581 Statistical Methods and Design Analysis (3)
 18:826:557 Psychoeducational Foundations of Learning Disabilities (E3)

Spring Term

- 18:820:585 Advanced Statistics and Research Design (3)
 18:820:689 Professional Practicum Placement (E3)
 18:826:602 Seminar in Psychoeducational Intervention (3)
 18:826:606 Advanced Supervision in School Psychology (E3)
 18:826:612 Consultation Methods (3)

Third Year

Fall Term

- 18:820:565 Adult Psychopathology (3)
 —:—:— Diversity elective (3)
 18:820:689-90 Professional Practicum Placement (E6)
 18:821:546 Psychological Clinic Practicum (E1)
 18:826:605 Advanced Supervision in School Psychology (E3)
 18:826:615 Program Planning and Evaluation (3)

Spring Term

- 18:820:689-90 Professional Practicum Placement (E6)
 18:820:701 Dissertation in Professional Psychology (3)
 18:821:546 Psychological Clinic Practicum (E1)
 18:826:606 Advanced Supervision in School Psychology (E3)
 18:826:616 Program Planning and Evaluation (3)

Fourth Year

Fall Term

- 18:820:701 Dissertation in Professional Psychology (3)
—:—:— Unconstrained elective (3)

Spring Term

- 18:820:702 Dissertation in Professional Psychology (3)
—:—:— Unconstrained elective (3)

Fifth Year

- 18:826:631 Internship in School Psychology (E3)
18:826:632 Internship in School Psychology (E3)

Internship Placements and Supervisors— School Psychology Psy.D. Program

1998–1999, 1999–2000, 2000–2001, 2001–2002, 2002–2003

Schools

- Bergenfield Public Schools, Bergenfield, NJ: Arthur Freiman, *Psy.D.*
Highland Park School District, Highland Park, NJ: Jesse Wolpert, *Ph.D.*
Hewlett-Woodmere Public Schools, District #14, Hewlett, NY: Marc Krauss, *Psy.D.*
The Learning Exchange, Kansas City, MO: Connie Campbell, *Ed.D.*
Newport Public Schools, Newport, NH: Elizabeth Gibbs, *Ph.D.*
Westfield Public Schools, Westfield, NJ: Blanche Perlman, *Ed.D.*

Other Agencies

- Astor Home for Children/Astor Child Guidance Center, Reinbeck, NY: David Eckert, *Psy.D.*; David Crenshaw, *Ph.D.*
Center for Child and Family Development, Morristown, NJ: Steven Tobias, *Psy.D.*
Communications & Health Issues Research Group, Rutgers University: Lewis Gantwerk, *Psy.D.*
CPC Behavioral Health Care, Morganville, NJ: Kathryn Glaberman, *Ph.D.*
East Baton Rouge Pupil Appraisal Services, Metairie, LA: Gail Gillespie, *Ph.D.*
Ewing Residential Treatment Center—DHS-DYFS, Trenton, NJ: Komal Saraf, *Ph.D.*
Princeton Center for Leadership Training, Princeton, NJ: Sharon Rose Powell, *Ed.D.*
Youth Consultation Services, Newark, NJ: Barbara Bishop-Wells, John Kalafat, *Ph.D.*

Hospitals

- Children's Hospital/Harvard Medical School, Boston, MA: Eugene D'Angelo, *Ph.D.*
Elizabeth General Medical Center, Elizabeth, NJ: Beth Dorogusker, *Ph.D.*
Interface Medical Center, Brooklyn, NY: A. Steiner, *Psy.D.*
Newark Beth Israel Medical Center, Newark, NJ: Olivia Lewis Chang, *Ph.D.*
UMDNJ, Newark, NJ: Susan Esquilin, *Ph.D.*

Practicum Placements and Supervisors— School Psychology Psy.D. Program

1998–1999, 1999–2000, 2000–2001, 2001–2002, 2002–2003

Rutgers, The State University of New Jersey

- Foster Care Counseling Project: David Brodzinsky, *Ph.D.*; Robin Lang, *Psy.D.*
Graduate School of Applied and Professional Psychology, Psychological Clinic, Piscataway, NJ: Donald Morgan, *Psy.D.*
Learning Advantage—GSAPP Clinic: Karen Haboush, *Psy.D.*
Learning Resource Center, Livingston Campus, Piscataway, NJ: Karen Smith; Tina Sohn
Natural Setting Therapeutic Management, Piscataway, NJ: Doreen DiDomenico, *Ph.D.*; Cynthia Maher, *Psy.D.*; Julia Turovsky, *Ph.D.*
Psychological Clinic—Tourette's Program: Bonnie Cimring, *Psy.D.*
Rutgers Autism Program, FCCP: Beth Glasberg, *Ph.D.*; Robin Lang, *Psy.D.*
Rutgers College Counseling Center, New Brunswick, NJ: Anne McEaney, *Ph.D.*
University Behavioral Health Care, Piscataway, NJ: Norman Travis, *Ph.D.*

Schools

- Bayonne High School and Midtown Community School, Bayonne, NJ: Andrea Bacsik, *Psy.D.*
Bergenfield High School, Bergenfield, NJ: Bonnie Robinson, *Psy.D.*
Bogota Public Schools, Bogota, NJ: Joy Layng, *Ph.D.*
Bridgewater/Raritan Board of Education, Raritan, NJ: Ann Marie Rose; Rosemary Hinko, *M.D.*
Elizabeth High School, Elizabeth, NJ: Donna Bardo, *CSP*
Highland Park School District, Highland Park, NJ: Lewis Fischer, *Psy.D.*; Sol Hertzog, *Ph.D.*; Karen Peer, *M.A.*; Karen Haboush, *Psy.D.*
Hoboken Public Schools, Hoboken, NJ: Supervisor: Sharon Barth, *Psy.D.*
Lakehurst Elementary School, Lakehurst, NJ: Karl Calderone, *Ph.D.*
Little Falls Elementary School, Little Falls, NJ: Sherri Glassman, *Ph.D.*
Marlboro Township Public Schools, Marlboro, NJ: Richard Shackleton, *Ph.D.*; Nancy Asher-Schulz, *Psy.D.*

Mendham Township Elementary and Middle Schools,
Brookside, NJ: Ken Gates, *Psy.D.*
Middletown High School North, Middletown, NJ:
Lucinda Seares-Monica, *Psy.D.*
Morris School District, Morristown, NJ: Dr. Jane Mattingly
Mount Hebron Middle School, Montclair, NJ:
Angie Butler, *Psy.D.*
Piscataway Public Schools, Piscataway, NJ: Pat
Colontino, *Psy.D.*
Princeton Riverside Elementary School, Princeton, NJ:
Agnes Golding, *Psy.D.*
South Brunswick Board of Education, South Brunswick,
NJ: Diane Smallwood, *Psy.D.*
South Brunswick Youth-Based School Services, South
Brunswick, NJ: John Kalafat, *Ph.D.*
State Department of Education, Trenton, NJ:
Carol Kaufman
Theodore Roosevelt Middle School, Elizabeth, NJ: Gloria
Samartine, *M.A., R.N.*
West Orange Board of Education, West Orange, NJ: Kim
Buxenbaum, *Psy.D.*
Westminster Academy Elementary School, Elizabeth, NJ:
Val Raugas
William Annin Middle School, Basking Ridge, NJ:
Barbara Bush, *Psy.D.*

Other Agencies

CARRI Program—Healthy Families Program (UMDNJ),
Perth Amboy, NJ: Evelyn Orozco, *Ph.D.*
Center for Early Education: Steven Barnett, *Ph.D.*
CPC Behavioral HealthCare, Morganville, NJ: Dr.
Millicent Kellner
Haven Hospice at JFK Medical Center, Edison, NJ: Yvonne
Padilla-Hernandez, *M.S.W.; Harris, Ph.D.*
Institute for Community Living, New York, NY: Harvey
Lieberman, *Ph.D.*; Ken Heckart, *Psy.D.*
Jersey City Medical Center, Jersey City, NJ: Thomas
Hollenbach, *Ph.D.*; Jill Pfitzen Mayer, *Ph.D.*
Lenox Hill Hospital, New York, NY: Jayne Cohodas, *Psy.D.*
Newark Beth Israel Hospital, CHATT Program, Infant
Follow-Up Program, Newark, NJ: Barbara Caspi, *Ph.D.*;
Jennifer Fornberg, *Psy.D.*
Newark Beth Israel Medical Center, Newark, NJ: Susan
Buckley, *Psy.D.*
Newton Memorial Hospital, Newton, NJ: Gay Ressa, *M.A.*
Princeton Center for Leadership Training, Princeton, NJ:
Sharon Rose Powell, *Ed.D.*
Princeton Child Development Institute, Princeton, NJ:
Patricia Krantz, *Ph.D.*
Princeton Medical Center, Princeton, NJ: Mindy
Parisi, *Ph.D.*
Roberto Clemente Family Guidance Center, New York, NY:
Dr. Jimenez
St. Mary's Hospital—CMHC, Hoboken, NJ: Vicki Barnett,
Psy.D.
United Family and Children's Society, Plainfield, NJ:
Gordon Boals, *Ph.D.*
YCS Institute for Training in Infant and Preschool, Newark,
NJ: Jennis Hanna, *Ph.D.*
Youth Development Clinic, Our Lady of Good Counsel
School, Newark, NJ
Youth Empowerment Strategies, Morristown, NJ: Judith
Springer, *Psy.D.*

PH.D. PROGRAM IN CLINICAL PSYCHOLOGY (Graduate School–New Brunswick)

The APA-approved clinical Ph.D. program trains clinical psychologists whose primary interests are in research and teaching rather than in professional practice. Students are expected, however, to become competent clinicians because meaningful research demands an understanding of clinical problems. The clinical program is geared primarily to students whose interests are clearly cognitive behavioral and who seek to pursue such interests in a consistent and systematic fashion; there also are opportunities for students whose interests are eclectic and who seek to pursue a combination of courses in psychoanalytic, cognitive, behavioral, and other clinical research domains.

Clinical research facilities include the general outpatient Psychological Clinic and other specialized clinics available for clinical research in areas such as substance abuse, eating disorders, and behavioral medicine, as well as a program for people with autism. Amobile laboratory is available for research at neighboring schools. Specialized research equipment and computer facilities are easily accessible, as is a shop for construction of research equipment. Appropriate clinical training sites are available throughout the state.

The Ph.D. is offered by the Graduate School–New Brunswick; its curriculum is included here for the applicant's convenience.

Course Sequencing

The following distribution of courses is for students with a teaching assistantship or graduate assistantship. (Students with fellowships are able to take more course credits each term.)

First Year

Fall Term

Research Design and Analysis I (3)
Psychopathology (3)
Clinical Proseminar I (3)
Ethics—Clinical (1)
TA/GA support (E6)

Spring Term

Research Design and Analysis II (3)
Clinical Proseminar II (3)
Theory and Practice of Cognitive Behavior Therapy I (3)
Ethics—Research (1)
TA/GA support (E6)

Summer

Cognitive Assessment (3)
Nonthesis or Research in Psychology (3)

Second Year

Fall Term

Master's Research in Psychology (1)
Practicum in Clinical Psychology I (3)
Theory and Practice of Cognitive Behavior Therapy II (3)
Core elective (3)
TA/GA support (E6)

Spring Term

Master's Research in Psychology (3)
Practicum in Clinical Psychology II (3)
Therapy/Methods (3)
Core elective (3)
TA/GA support (E6)

Summer

Research in Psychology (6)

Third Year

Fall Term

Practicum in Clinical Psychology III (3)
Research in Psychology (3)
Core elective (3)
TA/GA support (E6)

Spring Term

Practicum in Clinical Psychology IV (3)
Research in Psychology (3)
Core or open elective (3)
TA/GA support (E6)

Summer

Research in Psychology (6)

Fourth Year

Fall Term

Research in Psychology (6)
Core or open elective (3)
TA/GA support (E6)

Spring Term

Research in Psychology (6)
Core or open elective (3)
TA/GA support (E6)

Fifth Year

Clinical Internship (0)

Required courses

Research Design and Analysis I

Research Design and Analysis II

Psychopathology

Ethics—Clinical

Ethics—Research

Clinical Proseminar I

Clinical Proseminar II

Cognitive Behavior Therapy for Adult Clinical Disorders

Cognitive Assessment

Two courses (6 credits) on psychological treatment

Biopsychology and Behavioral Neurosciences (designated course for clinical students offered in alternate years)

Clinical Psychopharmacology (designated course for clinical students offered in alternate years in sequence with the biopsychology course)

One social psychology course (3 credits)

One cognitive psychology course (3 credits)

Research Training

Students conduct active research throughout their graduate training, working closely with a research mentor with interests similar to that of the student. All students must complete a master's thesis and doctoral dissertation.

Practicum Training

Clinical training is scheduled to provide increasing levels of clinical responsibility and to train students in empirically supported approaches to assessment and treatment. In the first year, students receive formal course work to prepare them for later practicum experiences and initial clinical experiences through the student's research mentor. In the second year, students complete a one day per week clinical practicum through the GSAPP Psychological Clinic. In the third year, students participate in a one or two day per week off-campus clinical practicum. There is a broad range of practicum training opportunities available to clinical students. Students may elect to take a fourth year practicum. Many students also obtain extensive clinical training in standardized assessment and treatment techniques as part of their work with their research mentor.

Degree Requirements

PSY.D. DEGREE REQUIREMENTS

The Doctor of Psychology is the degree offered by the Graduate School of Applied and Professional Psychology. It is conferred in recognition of demonstrated excellence in professional practice, scholarship, and investigation and evaluation of a special area within the field.

Credit Requirements

Students entering at the beginning level must devote a minimum of three years of full-time study, plus one year of an approved internship, to be eligible for the Psy.D. degree. The university requires a minimum of 72 credits of graduate course work. The three programs within the GSAPP have additional requirements listed as electives or requirements in the model program charts in the Academic Programs chapter. Finally, each program requires a specific number of clock hours of pre-internship practicum placement supervision.

While students with prior training entering at an advanced level may be exempted from courses when their backgrounds justify this, departments require some courses for all students.

Transfer of Credit and Residence Requirement for Advanced Students

Graduate courses completed at other institutions, if they would normally form a part of the student's field of concentration, may be accepted for credit toward the doctorate. Transfer of credit cannot be granted until the student has completed at least one full term of course work at the GSAPP with satisfactory grades. The responsibility for requesting transfer of credit lies with the student, in consultation with his or her adviser. Research, independent study, internship, practicum, or courses with a grade lower than *B* are not transferable. A maximum of 30 graduate credits may be transferred.

Advanced school psychology students (those who are certified school psychologists with a minimum of three full years of experience) may apply for a waiver of the practicum for their second year in the program. If the waiver is granted, students may take a part-time internship and register for 1 credit in the fall term and 2 credits in the spring term, earning 750 hours of the 1,750 hours needed to complete the internship. The additional 3 credits can only be taken after all course work has been completed and comprehensive examinations taken.

Advanced clinical psychology students may apply for a waiver of practicum credits for those experiences that have been supervised by licensed, doctoral-level psychologists. Decisions about practicum waivers are made by the practicum coordinator and the department chairperson. It is strongly urged that students not waive the practicum, as this is the context in which they practice what they learn in the classroom.

An internship is considered part of the total supervised training experience required by each program. The objectives of these programs differ in several important respects. Therefore, for example, a school psychology internship normally would not substitute for a clinical psychology internship, nor would an organizational psychology internship substitute for one in school psychology. It is possible that each program might accept some portion of an internship from the other area, but this would not be acceptable for a total internship experience. The extent and nature of the internship requirements for the transfer student are individually planned in consideration of the student's total program.

For the advanced student, the required minimal 45 GSAPP credits include 9 credits for dissertation and 36 didactic course credits. Internship credits are not allowed as part of the 45 credits. To meet the GSAPP residence requirements, advanced students must register for the minimum 45 credits of approved course work within three consecutive academic years.

Scholastic Standing

Any one of the following requires the faculty to consider a student's possible termination from the school: three grades of *C* or *Incomplete* (which have not been remediated to completion), or *No Credit*; failure to pass the comprehensive examination; consistent inability to meet practitioner requirements as evidenced by faculty or supervisors' evaluations; or inability to complete a dissertation.

Time Limits

A student who has earned a master's degree prior to enrollment in the professional school must complete all the requirements of the program within seven years of matriculating as a GSAPP student, or within seven years of the beginning of any course work beyond the master's degree to be counted toward the doctoral degree.

A student admitted to the doctoral program at the bachelor's degree level must complete all requirements of the program within eight years of the first registration as a GSAPP student.

Extensions may be granted by the department faculty only under extraordinary conditions as detailed in the policy statement printed in the *GSAPP Guide for Students: Academic Policies and Procedures*. An approved leave of absence does not extend the time limitations for the degree. See Time Commitments in the Academic Programs chapter for the average number of years from entrance to graduation.

Program Proposal

The program proposal is an outline of the student's anticipated progression through the GSAPP. All students receive a program proposal form, including applications for waivers of courses and for transfer of course credits, during the summer following admission. Advanced-level students meet with an adviser during their first term to initiate their individual program proposal. Upon approval of all waivers by course instructors and approval by the adviser, the proposal is sent for review and approval to the department chairperson. Students entering at the beginning level complete the program proposal during the second term of their first year.

Following this approval, the student's program may not be materially affected by modifications in staff personnel, program, or school policy. Minor adjustments, reflecting changes in the student's interests and needs, are accomplished through requests initiated with and approved by the student's adviser and department chair.

Changes in Degree Requirements

The requirements for the Psy.D. degree are intended to provide the strongest possible professional preparation for students undertaking these programs. Therefore, changes are necessary from time to time. Unless the revised requirements fundamentally alter the nature of the work required of the student, either quantitatively or qualitatively, they go into effect immediately.

Substantial alterations are never imposed on students proceeding at a normal rate of progress toward the completion of their work. Students are subject to new curriculum revisions unless they have an approved program proposal.

Comprehensive Examination

The purpose of the comprehensive examination is to establish high standards of mastery for the integration of knowledge representing what should be known by professional psychologists, and the ability to express that knowledge. Prospective candidates for the doctorate are not permitted to proceed to the comprehensive examination unless their record in course work and supervision demonstrates evidence of satisfactory progress toward doctoral-level practice. This evidence consists of both grades and narrative evaluations.

All candidates for the degree of Doctor of Psychology are required to take the written segments of the comprehensive examination, which are administered each summer, as soon as a major portion of course requirements is completed.

Prior approval by the student's adviser is necessary.

The examination is composed of three parts:

1. The written general part applies to all GSAPP students and covers areas of knowledge common to the general field of professional psychology. Questions are solicited from and prepared by faculty from each program working jointly. The general part is given over two days.
2. The written program part is designed for students in the individual programs and requires knowledge of the particular discipline. Faculty from each program devise their own examinations.
3. The oral specialty part examines a segment of the student's actual work with clients or consultees. The student is expected to present faculty examiners with a written, audio, and/or videotape of a work sample. The case write-up is to reflect the student's thinking and theoretical orientation. The examination generally lasts one to two hours.

The clinical Psy.D. program requires that the written general and program sections of the comprehensive examination must be completed successfully before the student may accept an internship.

Professional Dissertation

Each candidate for the doctorate pursues, under faculty direction, an original investigation of a problem pertinent to professional psychological practice and presents the results of this investigation in a dissertation. The proposed topic—the problem addressed and the strategy for dealing

with it—must be shown to be professionally relevant, i.e., the potential contribution of the dissertation to improved understanding or constructive change in current practice must be explicitly established.

Many topics are suitable as dissertation projects. Among these are systematic analyses of community needs for professional services; systematic descriptions of services available to meet those needs; case studies of individuals, groups, or organizations in a framework that includes thorough scholarly exploration of the issues the case represents; studies of the technical properties of assessment procedures; studies of the processes of assessment or intervention; and studies of specified client populations.

Also suitable are conceptual analyses of theoretical, metatheoretical, methodological, or axiological issues in the assumptive foundations of practice; the design, implementation, and evaluation of programs likely to improve professional services; and experimental or quasi-experimental studies of the outcomes of alternative approaches to intervention.

Strategies of inquiry and modes of presentation will vary to suit the topics chosen. In all cases, however, a thorough evaluation of pertinent theoretical and empirical literature is required, and the inquiry must be conducted in the most rigorous and disciplined way that the subject matter and practical circumstances allow. The report must define clearly the scope as well as the limits of the inquiry. Presentation must be conceptually coherent, consistent with known empirical facts, articulated with prior literature on the topic, linguistically clear, and rhetorically persuasive.

The professional dissertation is assigned 9 credits. The "size" is to be an approximation of the time and effort demands of three core courses (9 credits). As a benchmark, the quality of each dissertation must be sufficiently high to merit publication in an appropriate outlet. The dissertation requirement reflects the GSAPP's understanding that high-quality scholarship is an integral part of professional psychology.

Students may begin the dissertation at any point in the program, but cannot proceed to the oral defense of the dissertation until they have successfully completed all three segments of the comprehensive examination.

GSAPP Student Handbook

Each student matriculated in the school receives the *GSAPP Guide for Students: Academic Policies and Procedures*. This handbook details information on course-related matters, internship and practicum procedures, university regulations, and departmental and degree requirements.

PH.D. DEGREE REQUIREMENTS

Students must (1) satisfy the course and clinical requirements of the program; (2) pass the comprehensive qualifying examination; (3) complete both a master's thesis and doctoral dissertation; (4) pass a final oral examination, related to the subject of the dissertation; and (5) satisfactorily complete a one-year predoctoral internship.

Transfer of Credits

Graduate courses completed at other institutions, if they would normally form a part of the student's program in the field of concentration, may be accepted for credit toward

the Ph.D. at Rutgers. The student must have been registered in these courses during the six-year period preceding the qualifying examination and earned a grade of B or better. The limit to the number of courses for which transfer of credit may be granted is normally one-half of the courses required in the student's program toward the doctorate, but in no case may the amount exceed 24 credits. Credit may not be transferred for a master's thesis or related research. Transfer of credit will not be granted until the student has completed at least one full term of course work in the Graduate School-New Brunswick with satisfactory grades. The responsibility for requesting transfer of credit lies with the student.

Master of Science Degree

Each student is required to complete a Master of Science (M.S.) degree as part of his or her program of study for the doctorate. No student is admitted for a terminal master's degree. Thirty credits of successful graduate study, including at least 6 research credits, are required for the M.S. The M.S. degree must be completed no later than three years after first registration unless an extension of time is granted by the Graduate School-New Brunswick. The candidate also must complete an original research project about a problem or problems in the field of concentration, which culminates in a thesis. The research for the thesis is supervised by a committee of at least three members or associate members of the graduate faculty. The thesis must be approved by the professor in charge and accepted by the other members of the student's committee.

Scholastic Standing

Prospective candidates for the doctorate ordinarily are not permitted to proceed to the qualifying examination unless their record in course work shows evidence of distinction.

Qualifying Examination

The purpose of the qualifying examination is to determine if a student has acquired sufficient mastery of the field of concentration to warrant admission to candidacy for the Ph.D. degree. It is taken as soon as a student has completed the major portion of his or her course requirements, no later than six years after the student has first registered, and no later than two terms before he or she expects to defend the dissertation. The qualifying examination must be successfully completed before the student may accept a clinical internship. The examination, conducted by a committee of at least four members, is comprehensive in character, both written and oral.

The Qualifying Examination Committee consists of four members or associate members of the graduate faculty, selected by the student and approved by the area coordinator and the graduate program director. The student then develops eight questions to be researched. The chair of the Qualifying Examination Committee assists in developing these questions, advising as to scope, comprehensiveness, and depth.

The student develops a reading list and distributes it to the committee for additions and deletions. Following compilation of the final reading list, essentially unlimited preparation time is allowed.

When ready, the student meets with the faculty member responsible for the examination, who then picks two of the eight questions for which papers must be written. The finished papers must be distributed to the committee members in one week, with an oral examination to follow one week later (two weeks overall). During the examination, the committee may ask questions pertaining to any of the eight original questions.

The Qualifying Examination Committee makes a pass/fail decision at the end of the examination. If there has been unsatisfactory performance, the committee can recommend either termination or reexamination. In either case, the entire clinical faculty reviews the recommendation and makes the final decision.

In addition, the student is expected to meet a program requirement of presenting an appropriate diagnostic assessment or intervention protocol that demonstrates both an appreciation of the salient issues involved and advanced clinical skills. This requirement is to be satisfied either at the qualifying examination or on a mutually agreed-upon future date. Students also must present and discuss a written clinical case to the satisfaction of two clinical faculty members.

Dissertation

Each candidate for the doctorate shall pursue, under faculty direction, an original investigation of a problem or problems in the field of concentration and present the results of his or her investigation in a dissertation. The dissertation must be approved by a faculty committee of four members, headed by the member of the graduate faculty who supervises the investigation. The committee includes three other members or associates of the graduate faculty appointed by the graduate director, one of whom shall be from outside the program in which the degree is sought. A public examination shall be held under the auspices of the committee in charge of the candidate's course of study. The candidate must defend the dissertation and otherwise satisfy the committee and faculty of the Graduate School-New Brunswick that he or she is qualified to receive the degree of Doctor of Philosophy.

Degrees Conferred, October 1998– May 2002

Following each student's name is the dissertation title and the name of the dissertation committee chairperson.

Doctor of Psychology

- Ijeoma Achara-Abrahams: An Exploratory Study of the Social Consequences for Parents Bereaved by the Homicide of a Child (John Kalafat and Nancy Boyd-Franklin)
- Mitchel G. Adler: Conceptualizing and Measuring Application: The Development of a New Positive Psychology Construct (Nancy S. Fagley)
- Runar Helgi Andrasen: Utilizing the Program Planning and Evaluation Process as a Framework for Providing Sport Psychology Consultation with a Collegiate Soccer Team (Charles A. Maher)
- Nicole Baker: Referral Information and Test Observation Effects on the Classification Decision of School Psychologists (Nancy Fagley)
- Sherry L. Barr: The Role of the College Environment in Developing and Maintaining Eating and Weight Control Attitudes and Behavior (John Kalafat)
- Deirdre Barrett: Development of an Improved Methodology for Competency to Stand Trial Evaluations in New York City (Fred Rotgers)
- Catherine Basile: Looking for Love in All the Wrong Places: An Exploration of the Underlying Motivations in Teen-age Pregnancy and Childbearing (Nancy McWilliams)
- Joann Michelle Berns: The Impact of Clinical Practice on the Personal Lives of Psychologists (Lewis Gantwerk)
- Felicia Nicole Bleecker: The Development of a Multimodal Couplehood Questionnaire (Arnold A. Lazarus)
- Nancy Bloom: Family Factors That Influence Self-Resolution of Alcohol Problems: The Drinker's Perspective (Barbara S. McCrady)
- Jackson Tay Bosley: Inducing Empathic Responses in Adolescent Sexual Offenders Victims Talk Back: A Demonstration Project (Arnold A. Lazarus)
- Lisa E. Brown: The Role of Perceived Similarity to Parents in Adopted Children's Adjustment (David M. Brodzinsky)
- Justine M. Cancilla: The Development and Evaluation of a School-Based Multicultural Program to Promote Respect for Individuality and Diversity in Elementary School Children: Project P.R.I.D.E. (Kenneth Schneider)
- Jill Carty: An Examination of the Relative Effectiveness of Three Cognitive Behavioral Group Treatments for Depression in an Australian Treatment Resistant Population (James Langenbucher)
- Abigail Herron Churney: Promoting Children's Social and Emotional Development: A Follow-Up Evaluation of an Elementary School-Based Program in Social Decision Making/Social Problem Solving (Maurice J. Elias)
- *Laura-Anne Elizabeth Colletti: Effects of an Anger-Management Program in the Classrooms of Emotionally Disturbed Adolescents (Brenna H. Bry)
- Kathleen Boyle Dalen: An Examination of a Middle School Peer Leadership Program Identifying Factors That Contribute to Program Institutionalization (John Kalafat)
- Cecilia Sanchez D'Elia: Information Retained by Parents following Their Child's First IEP Conference (John Kalafat)
- Cecilia Dintino: The Subjective Experience of Negative Symptoms of Schizophrenia (Louis Sass)
- Lisa Kathleen Driscoll: A Developmental Reconceptualization of the Concept of Therapist Experience (Stanley Messer)
- Dana K. Everson: Prediction of Treatment Attrition in a Psychological Training Clinic Using the Personality Assessment Inventory, Client Variables, and Therapist Variables (James Langenbucher)
- Erica Fran Feldman: Transition-of-Care and Related Issues concerning Adult Siblings of the Developmentally Disabled: An Exploratory Study (Charles A. Maher)
- Amy L. Fowler: Psychological Ramifications of Presymptomatic Genetic Testing for Huntington's Disease: An Exploration of Coping, the Partner Relationship, and Reproductive Decision Making (Michael McCormack)
- Michael S. Fowlin: Extracting the Sense from (Non)Sense: A Theoretical Dissertation Applying Existential Themes to Gang Membership and Behavior (Nancy McWilliams)
- †Milton A. Fuentes: A Program Evaluation of a Home-Based Family Therapy Pilot Program for Latino Families in Northern New Jersey (Charles A. Maher)
- Celena A. Gates: Organizational Processes in the Allocation and Utilization of Services to and by Black and White Adolescent Males (Clayton P. Alderfer)
- Rochelle A. Glidden: The Validity of the Wide Range Assessment of Visual Motor Abilities (Kenneth Schneider)
- Jesse Gora: Theories of Defensive Functioning: Diverse Models for Clinical Work (Seth Warren)

- Suzanne M. Guerzon: A Comparative Study of the Career Choices of Academic and Direct Service Latina Psychologists (Clayton P. Alderfer)
- Clayton Sims Guthrie: An Examination of Current Practices in Group Treatment of HIV-Positive Gay and Bisexual Men (Nancy Boyd-Franklin)
- Beth Leuchten Haessig: The Process of Implementing Program Evaluation at a Medical Facility: A Case Study (Charles A. Maher)
- † Nancy Woodruff Hamilton: An Investigation of the School's Response to Child Abuse: A Study of Activities, Knowledge, and Attitudes and the Role of the School Psychologist (W. Donald Clark)
- Rebecca Cohen Hoitash: Development and Initial Implementation of a Quality Assurance Plan for an Organization That Manages Group Homes for Individuals with Developmental Disabilities (Charles A. Maher)
- Shannon Holmes: To Be Young, Gifted, and Black: Case Studies of a Special Population of African-American Female Adolescent Students (Nancy Boyd-Franklin)
- Jacalyn Hughes: Adjusting the Mirror: Strategies for Coaching Executives with Narcissistic Personality Features (Nancy McWilliams)
- Rachel Shira Hyman: A Handbook for Clinicians: Assessing and Treating Mentally Retarded Individuals Who Have Been Sexually Abused (Kenneth Schneider)
- Dawn M. Jackson: The Rise and Fall of a Nonprofit Treatment Program: A Case Study Using the Program Planning and Evaluation Framework (Charles A. Maher)
- Robin L. Jacobs-Lowery: A Formative Evaluation of an Adolescent Development Program: The Logic Model Process (John Kalafat)
- Beryl-Ann Johnson: Neuropsychological Findings in Vietnam Veterans with Combat-Related Posttraumatic Stress Disorder (Frederick Rotgers)
- Kimberly Kay Johnson: Correlates of Sexual Abuse in a Sample of Married Alcoholic Women (Elizabeth E. Epstein)
- Patricia Kamarinos: Attitudes and Approaches in a School Administrator Training Program toward Preparing Administrators to Promote Emotional Intelligence in Schools (Maurice Elias)
- Audra Jennine Keitt: Intergroup Dynamics of Interorganizational Teams Developed to Help Women on Welfare with Substance Abuse Problems (Clayton P. Alderfer)
- Shelagh Kelly-Navarro: A Program Evaluation of a Community-Based Family Support Program: From the Participants' Perspectives (John Kalafat)
- Joseph Michael Klein: An Exploration into the Perspectives of Gay Family Therapists Who Work with Gay Male Couples (Nancy Boyd-Franklin)
- Michael A. Klein: Mechanisms of Change and New Technology: Universalizing Video as a Psychological Intervention (Lewis Gantwerk)
- Linda S. Kost: Posttraumatic Stress Disorder: The Perspectives of Object Relations and Self Psychology in Individual and Group Psychodynamic Psychotherapy with Vietnam Military Combat Veterans (Nancy McWilliams)
- Joel Lawrence Kushner: Charting an Unfamiliar Path: Black and White Supervisors Talk about Multicultural Supervision: An Exploratory Qualitative Interview Study (Nancy Boyd-Franklin)
- Sally Anna Kydd: A Case Study of Program Planning and Evaluation in Assisting Montserratian Evacuees and British Government Officials in Natural Disaster Planning (Charles A. Maher)
- § Larissa Labay: Empathy and Psychological Adjustment in Siblings of Children with Cancer (Sandra L. Harris)
- J. Miles Lawrence: A Case Study in Sport Psychology Consultation: Utilizing a Program Planning and Evaluation Framework with a Collegiate Tennis Team (Charles A. Maher and Donald Morgan)
- Allison Marie Lefebvre: An Exploration of Cognitive Abilities between College Students with Learning Disabilities Diagnosed before and after College Admission (Kenneth Schneider)
- || Debra Lefkowitz: Service Provision to Families of Children with Disabilities: An Exploration of the Relationship among Parent Involvement, Empowerment, and Perception of Professional Behavior (Sandra L. Harris)
- David Leigh: A Study of Factors Influencing the Decisions to Classify Students as Learning Disabled (Kenneth Schneider)
- Brian L. Levine: The Impact of Managed Care on Agency-Based Clinicians: An Application of the Pragmatic Case Study (Daniel B. Fishman)
- Kathy M. Lewis: African-American Female Adult Development: The Journey from Employee to Business Owner (Clayton P. Alderfer)
- Denise M. Lyons: Freer to Be Me: Executive Development at Midlife (Clayton Alderfer)
- Resi Maddox: Peer Pressure, Coping, and Racial Identity among Academically Achieving Black Adolescent Females: An Exploratory Study (Clayton P. Alderfer)
- Melissa Rivera Marano: The Creation of the Latina Values Scale: An Analysis of Marianismo's Effect on Latina Women Attending College (Peter J. Guarnaccia)
- Delaina Degree Martinez: Young Fathers: The Forgotten Partner in Adolescent Pregnancy (Brenna H. Bry)
- Denise Beck Mazza: Developing Services for Learning Disabled Students at a Postsecondary Institution (Kenneth Schneider)
- Andrew Aloysis McCabe: A Case Study of the Process of Involving Citizen Volunteers in the Revitalization of a Midsized American City Using an Adaptation of a Program Planning and Evaluation Framework (Charles A. Maher)
- Anita McLean: A Collision of Worldviews: Theory and Implications for Therapy with Hindu Indians in America (Nancy McWilliams)
- Leora Messer: A Case Study of the Design and Implementation of a Peer Supervision Program for Foster Care Therapists in a Practicum Setting (Charles A. Maher)
- Alexandra Miller: The Effectiveness of Feedback Type in Moving toward an Ideal (Cary Cherniss)
- Elizabeth Miller: An Evaluability Study of a Community Living Program Serving Single Parents with Histories of Homelessness, Mental Illness, and Often Co-Occurring Substance Abuse Who Are Living Together with and Parenting Their Children (Kenneth Schneider)

* 2000 recipient of the Cyril M. Franks Award for Excellence in Research
 † 1999 recipient of the Robert D. Weitz Award for Professional Psychology
 ‡ 1999 recipient of the Cyril M. Franks Award for Excellence in Research
 § 2001 recipient of the Cyril M. Franks Award for Excellence in Research
 || 2002 recipient of the Cyril M. Franks Award for Excellence in Research

- Damaris Miranda: The Impact of Michael White's Technique of "Externalizing the Problem" on Adolescent Participation in Family Therapy Sessions (Brenna H. Bry)
- Kate Muller: Comorbid Symptoms in Individuals with Panic Disorder: Nature and Prevalence (William C. Sanderson)
- Deirdre A. Narcisse: Racial Identity Attitudes and Racial Socialization Messages of Middle-Class African-American Mothers and Their Adolescents (Brenna H. Bry)
- John J. O'Connor: Organizational Assessment of Family Businesses: Development of a Methodology for Use by Family Business Consultants (Cary Cherniss)
- Melissa W. O'Neill: A Support Group Addressing the Social-Emotional Needs of Learning Disabled Primary Students (Kenneth Schneider)
- **Ruth L. Orenstein: Executive Coaching: An Integrative Model (Clayton P. Alderfer)
- Michael E. O'Shaughnessy, Jr.: Providing Consultative Services to Multiple Groups Working within a School-Based Peer Resource Program: A Case Investigation (Kenneth Schneider)
- Kimberly Charisse Owens: An Evaluation of Student Knowledge and Expectations of a College Counseling Center and the Development of a Counseling Manual and Brochure for Students (Nancy Boyd-Franklin)
- Kate Panzer: Factors Influencing Career Development and Advancement for the Female Rabbi (Lewis Gantwerk)
- Gabriela Pashturro: Boundaries, Group Membership, and Role Analysis: A Group Perspective (Clayton P. Alderfer)
- Jonathan A. Pastor: Latino Clinicians' Perceptions of Latino Men in Psychotherapy: An Exploratory Study (Sandra L. Harris)
- Jonathan Peretz: What Makes Gay Couples Work? Sex Roles, Social Supports, and Psychological Well-Being? (Barbara S. McCrady)
- Tatiana Perrino: Volunteerism in Community First Aid Squads: Factors Involved in Motivating and Maintaining Members (Cary Cherniss)
- ††Lauren Picciano: Treating Chronic Somatization: An Intergroup Exploration of Collaboration among Patient, Therapist, and Medical Providers (Clayton P. Alderfer)
- Stephen Pick: Using Embedded Intergroup Relations Theory as a Tool for Reducing Self-Serving Bias (Clayton P. Alderfer)
- ‡‡Simon A. Rego: An Examination of the Impact of Massed-Intensive versus Traditionally Administered Cognitive Restructuring for Panic Disorder (William C. Sanderson)
- David J. Rosenfeld: A Pragmatic Approach to the Inclusion of Children with Severe Emotional Problems into Public School Settings (Daniel B. Fishman)
- Margo Rebecca Ross: An Assessment of the Professional Development Needs of Middle School Principals around Social and Emotional Learning Issues in Schools (Maurice Elias)
- Diana Salvador: Anger Management and the Development of Prosocial Behavior (Lewis Gantwerk)
- Letitia S. Sandrock: An Evaluation of Foster-Adopt: A Pilot Project to Expedite Permanent Placement for Children Unlikely to Return to the Birth Family (Maurice Elias)
- Sandra Santana: An Evaluation of a Home-Based Child Abuse Prevention Program for Teen Mothers in a Predominately Latino Community (John Kalafat)
- Adrienne D. Sims: An Intergroup Examination of African-American Executive's Developmental Relationships: Traversing the Invisible Hurdles of Corporate America (Clayton P. Alderfer and David Thomas)
- Jennifer Tucker: The Role of Skin Color; Hair Texture; Facial Features; and Body Shape, Size, and Weight on the Self-Esteem and Body Satisfaction of Professional African-American Women: An Exploratory Study (Nancy Boyd-Franklin)
- Mariela Vargas-Irwin: Evaluation of a Bereavement Group for Children (Charles A. Maher)
- David Fleetwood Venarde: Medication and Meaning: Psychotherapy Patients Subjective Experiences of Taking Selective Serotonin Reuptake Inhibitors (SSRIS) (Karen Riggs Slean)
- Ken A. Verni: Sitting Still in the Midst of Change: An Exploration into the Usefulness of Group Training in Mindfulness Meditation for Adolescents (Lewis Gantwerk)
- §§Sudha M. Wadhvani: An Assessment of the Concerns and Service Needs of Asian Indian College Students (John Kalafat)
- Karen Turitz Wasserstein: Therapeutic Factors in Groups Attended by Spouses of Cancer Patients (John Kalafat)
- Nadia Elizabeth Webb: Frontal Cortex Monoamine Turnover in a Rodent Model of Posttraumatic Stress Disorder (George C. Wagner)
- || Mark S. Weiner: Understanding the Embedded Intergroup Relations of an Inner City Catholic High School: Learning from Student and Faculty Leaders (Clayton P. Alderfer)
- Julie M. Wern: Classification of Binge, Episodic, Sporadic, and Steady Drinkers (Elizabeth E. Epstein)
- Jen-Mai Wong: Protective Factors against High Risk Sexual Behavior in Adolescent Girls: The Role of Ethnicity, Socioeconomic Status, and Immigration (G. Terence Wilson)
- Deborah Denise Wright: Predicting Postsecondary Group Membership: Understanding Who We Are May Explain Why We Belong (Maurice J. Elias)

** Recipient of the APA Division 13 dissertation award

††2000 recipient of the NJPA dissertation award

‡‡2002 recipient of the Robert D. Weitz Award for Professional Psychology

§§2001 recipient of the Robert D. Weitz Award for Professional Psychology

|| 2000 recipient of the Robert D. Weitz Award for Professional Psychology

Areas of Faculty Research and Clinical Work

Full-Time Faculty/Program Directors

Clayton P. Alderfer: organizational diagnosis; race relations; group and intergroup dynamics; personality and leadership; educational leadership; experiential methods; family firms

Nancy Boyd-Franklin: multicultural issues; African-American families in therapy; family and couples therapy; the treatment of inner-city families through a multisystems approach

Brenna H. Bry: development and prevention of adolescent conduct problems, such as substance abuse, juvenile delinquency, and school failure; preventive intervention effects on risk and protective factors and their mechanisms of action

Cary Cherniss: emotional intelligence in the workplace; job stress and burnout; organizational development and

planned change; consultation; management training; human resource development; community psychology; career development; school change

Nancy S. Fagley: effects of problem framing on choice; judgment and decision making; appreciativeness and life satisfaction

Daniel B. Fishman: the systematic case study method in psychology; cognitive behavior therapy; the epistemological foundations of psychology; organizational behavior management; community psychology; program evaluation; organizational consultation

Susan G. Forman: behavioral and cognitive-behavioral interventions in educational settings; organizational interventions in educational settings; stress management

Cyril M. Franks, professor emeritus: conceptual and methodological foundations, current problems and issues; advances and future perspectives in behavior therapy; the MMPI and the assessment process, with special reference to executive selection

Lewis Gantwerk: staff development and training; supervision of professionals in training; dissertation resistance; adolescent psychotherapy; education of handicapped children; providing colleague assistance

Beth Glasberg: sibling understanding of autism and related disorders; individual and family cognitive behavior therapy for pervasive developmental disorders; behavior analysis; autism

Jan S. Handleman: autism, pervasive developmental disorders; educational programs for children/families with autism

- Sandra L. Harris: behavioral treatment of autism and other severe developmental disabilities; parent training and the impact of the handicapped child on functioning of the family
- John Kalafat: development and evaluation of school-based family intervention and youth service programs; crisis intervention; youth suicide prevention; program evaluation
- Shalonda Kelly: prevention, assessment, and intervention pertaining to couple relationships; measurement of racial perspectives; understanding how ethnicity impacts couple and family functioning
- Russell Kormann: individuals with developmental disabilities and severe behavior problems; community support and training for caregivers; posttraumatic stress disorder in U.S. veterans
- Robin Lang: factors contributing to placement breakdown/attrition in foster care; parenting training; special needs adoptions; best practices in services for individuals and families affected by adoption and foster care
- James Langenbacher: alcoholism and other drug addiction; diagnosis, nosology, and descriptive psychopathology of adult disorders; cost studies and policy analysis; research methodology and quantitative methods; forensic evaluation; problems of the elderly
- Arnold A. Lazarus, professor emeritus: application of multimodal therapy to individuals, couples, families, and groups; counseling; the use of brief yet comprehensive therapy; limits of technical and theoretical integration; prescriptive therapies and specific treatments of choice; the important distinction between boundary violations and boundary crossings; the pros and cons of dual relationships
- Charles A. Maher: program planning and evaluation; sports psychology; self-management for business/the professions; supervisor and management training; enhancing workplace learning and performance; organizational development; team development; organizational school psychology; organizational behavior management; sports psychology
- Barbara S. McCrady: research to develop and test effective approaches to treat alcohol and drug use disorders; the role of the family and other social support systems in recognition, coping with, and resolving substance use disorders; self-help groups; behavioral assessment and treatment of marital problems; cognitive-behavior therapy
- Stanley B. Messer: brief psychodynamic therapy; visions of reality in different forms of therapy; integration and eclecticism in psychotherapy; philosophical issues in psychotherapy; research in psychodynamic therapy; case formulation
- Donald Morgan: integrative psychotherapies; holistic approaches to chronic illness; biofeedback; psychophysiological disorders; contemporary psychoanalysis; yoga and Eastern approaches to mind/body health
- Donald R. Peterson, professor emeritus: cultural diversity and intergroup conflict; social prejudice and intercultural understanding
- Michael R. Petronko: developmental disabilities; obsessive/compulsive disorders; posttraumatic stress
- Louis A. Sass: severe psychopathology, especially schizophrenic, schizoid, and borderline conditions; philosophy and psychology; phenomenology, hermeneutics, psychoanalytic theory; psychology and the arts
- Kenneth C. Schneider: cognitive assessment; learning disabilities; behavioral consultation with students, parents, and teachers; families with exceptional individuals
- Milton Schwebel, professor emeritus: the psychology of conflict, violence, and peace; educational reform through systemic social change; promoting psychologists' well-functioning; cognitive development over the life span
- James Walkup: severe psychopathology; psychiatric disability; links between general psychology and clinical work; theory revision; mental health policy; depression in the medically ill; disability; impact of managed care; medical/psychiatric comorbidities including serious mental illness and HIV/AIDS
- Mary Jane Weiss: applied behavior analysis interventions with autistic individuals; intensive early behavioral intervention in autism; practitioner training in applied behavior analysis
- G. Terence Wilson: theory and practice of cognitive behavioral therapy for adults; assessment and treatment of eating disorders

Visiting Faculty

- Karen Haboush: play therapy; psychological testing; clinical supervision and professional training of psychologists; comprehensive school-based models of service delivery
- Monica Indart: psychosocial aspects of HIV disease, loss and bereavement; trauma; clinical and diagnostic interviewing; crisis intervention
- Nancy McWilliams: psychoanalytic psychotherapy and supervision; the relationship between psychodiagnosis and treatment; alternatives to DSM-IV diagnostic conventions; integration of feminist theory and psychoanalytic knowledge; the application of psychoanalytic understanding to the problems of diverse clinical populations; altruism; narcissism; structural diagnosis; multiple personality and dissociation
- Ruth L. Orenstein: executive development/coaching; leadership, intergroup dynamics, the effects of downsizing; the impact of unconscious forces within organizations
- David Panzer: best practices in group psychotherapy; couples therapy; psychodynamic individual therapy; combining treatment modes
- Lucinda Seares-Monica: best practices in school psychology; psychological testing for learning disabilities and emotional disorders; crisis and disaster intervention; group process and personal development; family therapy; group therapy; Alzheimer's disease; schizophrenia; caretaker issues
- Karen Riggs Slean: philosophy and psychology; clinical training and supervision; short-term dynamic psychotherapy; psychodynamic and integrative psychotherapy; psychodynamics of career development
- Christine Truhe: organizational change through diagnosis of leadership and intergroup dynamics; executive coaching, especially cross-racial issues; integrating organizational group relations with individual level assessment; career consulting using both psychology and career assessments

Joint Appointment and Collaborating Faculty (Rutgers)

Marta Aizenman: psychodynamic orientation in individual and group psychotherapy; cross-cultural therapy; treatment of incest victims; issues in violence and acquaintance rape; women and sexuality

George Atwood: personality theory; psychotherapy; psychopathology; psychology of knowledge; psychoanalytic theory of intersubjectivity

David Brodzinsky: developmental psychology; child clinical, socioemotional development; adoption and foster care; stress and coping in children; developmental psychopathology; divorce and child custody issues; forensic psychology; adjustment of children raised by lesbian and gay parents

Richard Contrada: psychosocial factors in physical illness; ethnicity and stress; psychophysiologic pathways linking stress and disease

Lara Delmolino: autism and developmental disabilities: diagnosis, assessment, and treatment; applied behavior analysis

Maurice J. Elias: community psychology; child and adolescent clinical psychology; design and evaluation of primary preventive interventions; school-based action research; social problem solving; social-ecological theory; "emotional intelligence"; social-emotional learning; Jewish education and identity development

Beth Epstein: etiology and treatment of substance abuse and related personality disorders; marital therapy; alcohol subtypes; etiology of psychopathology; cognitive-behavioral treatment of substance abuse

Arnold Glass: learning and memory, including agnosia and amnesia; language, including specific language disorder and aphasia

Peter Guarnaccia: medical anthropology; cross-cultural patterns of psychiatric disorders; family strategies for coping with chronic illness; psychiatric epidemiology among Latinos

Stephen E. Hansell: social psychology of health/illness behavior; factors influencing symptom reporting and use of medical care; adolescent health behavior, depression, and substance abuse; effectiveness of inpatient and aftercare services for seriously mentally ill adolescents

Charles Heckscher: alternatives to bureaucratic systems of management; consultant on organizational transformation, especially in joint union-management settings; collaborative and more democratic forms of work; the development of collaboration in local unions, corporations, and health care systems; adviser on the "Workplace of the Future" initiative in telecommunications

Carlton James: cognitive behavioral therapy; family systems; humanistic/existential spiritual approaches to psychotherapy; psychology and religion

James Jones: psychology of religion; philosophy of science and its application to psychology; hypnosis and altered states of consciousness; religion and mental health, religious and spiritual issues in psychotherapy

Kenneth Kressel: marital and family therapy; divorce therapy, divorce mediation, and the psychological and interpersonal dynamics of divorce; mediation of disputes in health care, higher education, and scientific research organizations; organizational, family, and interpersonal conflict and conflict management

Erich Labouvie: multivariate modeling and analysis of intra-individual change; developmental trajectories of alcohol and drug use in early adulthood; the role of affect in drug use

Tom Morgan: cognitive-behavioral coping skills treatment; behavioral couples treatment, time-limited interventions; training/supervision of addiction's counselors; retention/engagement in substance abuse interventions; dissemination of empirically supported treatments to real world settings, and assessment of treatment processes

Nat Pallone: psychological factors in criminal behavior; substance use and neurochemical influences on criminal aggression; clinical treatment of criminal offenders; counterconditioning with criminal sexual psychopaths; professional psychology in forensic practice

Rob Pandina: psychopharmacology and neuropsychology, experimental and clinical; alcohol and drug dependence longitudinal studies; forensic psychology; sports psychology

Lawrence Pervin: personality theory and research; affect and personality; individual-environment interaction

N. Andrew Peterson: empowerment theory; community organization; program evaluation

Kathleen Pottick: barriers to effective mental health services for children and adolescents; disadvantage populations and the effects of urban life on adolescent mental health; effects of inpatient psychiatric care on psychosocial role functioning of children and adolescents

Brent Ruben: theoretical and applied research on the nature and functions of human communication in interpersonal, organizational, health, intercultural, and educational settings; organizational assessment and improvement in higher education

Mina Silberberg: long-term care policy; KidCare; homecare policy; state health care reform; NGO assistance to community organizations

George Wagner: animal studies on the neuropathology, neuropharmacology, and possible etiology of Parkinson's disease, schizophrenia, and autism

David Wilder: social categorization and intergroup relations; stereotypes and group identities; issues resolving prejudices created by intergroup conflict; construction of people and their representations of social groups; how membership in groups affects self-consciousness

Louise Wilkinson: sociocognitive development of preschool and school-age children; metacognitive awareness; language development, literacy, and schooling; assessment of literacy and oral language competence in real-life situations including classrooms, family interaction, and spontaneous play

Robert Woolfolk: depression; selfhood; stress; psychotherapy; philosophical foundations of psychology

Joint Appointment and Collaborating Faculty (University of Medicine and Dentistry of New Jersey)

Olivia Lewis Chang: non-pharmacological pain management for children with HIV/AIDS; emotional, prosocial, cognition, and prosocial behavior in minority children; issues associated with female African-American clients

John Clabby: social problem solving/social decision making; cognitive-behavioral psychotherapy; behavioral medicine; adult learners; program development

- Javier I. Escobar: somatoform disorders; long-term care facilities; neuropsychology of aging; cognitive behavioral therapy-personality, trauma and resilience with elders
- Edward Johnson: pathological gambling, alcoholism, and access to health care; psychological evaluation
- Paul Lehrer: relaxation methods and stress reduction; behavioral medicine; biofeedback; music performance anxiety and its treatment; psychophysiology of asthma; breathing, meditation, and respiratory psychophysiology
- Sandra Leiblum: female sexuality and reproductive health, including issues of menopause, infertility, and cross-cultural sexuality
- Elaine Leventhal: normal aging and pathologies associated with geriatric disease; mental health of the elderly; emotional changes across the life span; aging and the autonomic nervous system
- David Mueller: Director, Crisis Service, University Behavioral Health Care; patients' perceptions of involuntary and other emergency interventions
- Evelyn A. Orozco: community interventions and treatment of minority adolescents and families; Latino child and adolescent issues; acculturation of new minority groups
- Ray Rosen: sexual function and dysfunction; sleep disorders; quality of life in cardiovascular disease
- Donald P. Spence: nature of case studies; psychoanalytic theory; psychoanalysis and psychotherapy
- Philip Yanos: clinical psychology; recovery and successful community integration of the seriously mentally ill; active coping and community adjustment; impact of self-help and psychosocial rehabilitation services on outcomes; financing and the quality of care
- Contributing Faculty**
- Lisa Blum: clinical/community psychology; adolescent health/social-emotional development; teen health and educational programs; family-oriented group practice
- Daniel S. Bromberg: behavior therapy with children and adolescents; interventions for children and adolescents with disruptive behavior disorders; assessment and treatment of child sexual abuse
- W. Thomas Bundick: neuropsychological evaluation and psychotherapy with adults, geriatrics, and adolescents
- Peter Campanelli: rehabilitation psychology/principles and practices as applied to psychiatric rehabilitation; organizational development, administration, and service application of evidenced-based treatment methodologies to public mental health systems; delivery in not-for-profit corporations
- Margaret Cangelosi: child behavioral disorders; ADHD, anxiety, and depression; psychoeducational evaluations; adult anxiety, depression, grief, and relationship issues
- Joseph T. Giacino: neuropsychological assessment of neurobehavioral syndromes following acquired brain injury (anosognosia, confabulation, misidentification syndromes); assessment, outcome prediction, and treatment of disorders of consciousness (coma, vegetative state)
- Judith Glassgold: psychology of women and gender; lesbian, gay, and bisexual issues; psychotherapy, agency, and social change; ethics
- Steven B. Gordon: cognitive behavior therapy with children, families, couples, and adults; behavioral parent and teacher training; attention deficit hyperactivity disorder
- Kenneth Heckart: rehabilitation psychology; principles and practices as applied to psychiatric rehabilitation; organizational development, administration, and service; community psychology
- Karen Heffernan: working with trauma; expert testimony in trauma; forensic assessment
- Nancy Hickey-Harrison: clinical intervention in child abuse; trauma; child and family issues; postdivorce adjustment; women's issues
- W. Stan Kowalski: statistics in behavioral sciences; research methods and designs; tests and measurement (psychometrics); behavior modification approach in clinical psychology
- Judith Margolin: sexual abuse and trauma; school psychology; brief therapy and managed care
- Barbara Menzel: child trauma; parent/infant psychopathology; child psychotherapy; play therapy
- Sharon Powell: adolescent and family therapy; peer leadership; prevention programs in schools; school reform and restructuring; group dynamics; management training
- Anthony J. Uzwiak: neurobiological and neuromolecular basis of drug addiction
- Mark Weiner: professional development; therapy with youth and adults; organizational diagnosis and consultation; group dynamics and intergroup relations among adults and youth in schools; group and individual interventions
- Phil Witt: cognitive-behavior therapy; treatment of paraphilias; forensic psychology; objective personality assessment

Admission

Inquiries concerning the clinical psychology Psy.D. program, the school psychology Psy.D. program, the organizational psychology Psy.D. program, or the clinical psychology Ph.D. program should be addressed to:

Office of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
18 Bishop Place
New Brunswick, NJ 08901-8530

All Psy.D. programs use the same application and have a common deadline date, which is January 5.

To avoid an unnecessary delay in processing, candidates should submit the application, fee, and all supporting credentials in one envelope marked with the name of the program to which they are applying. Sealed envelopes containing transcripts and letters of recommendation should be included in the packet.

Early applications may receive priority review.

GENERAL INFORMATION

Both the Graduate School of Applied and Professional Psychology and the clinical Ph.D. program of the Graduate School-New Brunswick are open to men and women from the United States and abroad who have graduated from approved institutions of learning with a background in psychology or its demonstrated equivalent. An attempt is made to create a diversity of backgrounds and interests among students admitted.

The size of each entering class is strictly limited, and admission is highly selective. Therefore, some candidates who meet or surpass the stated requirements may be denied admission.

The American Psychological Association has requested that all schools list the following data on admissions in their catalog. There were 442 applications for admission to the entering Psy.D. programs for September 2002. Forty-nine individuals were invited to attend (9 percent), and thirty (14.7 percent) accepted admission to one of the three Psy.D. programs: clinical, organizational, or school. Of those who entered the programs, 78 percent were female; 16 percent identified themselves as African American, Asian American, or Latino/a; ages ranged from 22 to 50; none indicated any physical disability.

Students are admitted for entrance into these programs only in the fall term. The formal application plus all supporting materials must be received by the graduate admissions office no later than January 5. *It is suggested that applications and all supporting credentials be submitted as early as possible, as programs begin to review applications after December 1. Applications received after January 5 may be reviewed and acted upon only if time permits adequate review of credentials.*

Candidates who are accepted are expected to register in the fall of the year for which they applied. Those who fail to do so must repeat the entire application process when they wish to be reconsidered.

The application and supporting credentials are carefully reviewed and decisions are made by the faculty of the program to which the applicant has applied. The Committee on Admissions reserves the right to act on incomplete applications, but applicants should be aware that *incompleteness reduces the likelihood that the application will be rated highly.*

The GSAPP abides by the informal procedures of the major psychology programs, offering admittance to applicants on or about April 1 and expecting a final decision no later than April 15. An individual who formally accepts another program and subsequently wishes to accept the GSAPP's offer must request and receive a written release from the original school before accepting the GSAPP's offer.

PSY.D. ADMISSIONS PROCEDURES

1. Obtain application materials from the graduate admissions office or its web site, gradstudy.rutgers.edu. The completed application form must be returned to the admissions office with a nonrefundable application fee of \$50 payable by check or money order to Rutgers, The State University. Latino/a applicants may contact Project 1000 for a generic graduate application, 800/327-4893.
2. Return the application, personal statement, and supporting documents together in the envelope provided. Applicants should indicate the program to which they are applying (clinical Psy.D., school Psy.D., organizational Psy.D., or clinical Ph.D.) on the envelope.
3. Include with the application official transcripts from each undergraduate and graduate institution attended in the sealed envelopes which the applicant received from the provider. Applicants should indicate the name of the program to which they are applying in the lower left-hand corner of the envelopes before enclosing them with the application.
4. Include completed Letter of Recommendation Forms, which have been returned directly to the applicant in sealed envelopes.
5. All applicants to Psy.D. programs must submit the Graduate Record Examination general and psychology subject test scores directly to the graduate admissions office. If available, the scores should be enclosed with the application. A copy of both GRE general and psychology subject test scores should be sent directly to the GSAPP program to which the student is applying at Rutgers, The State University of New Jersey, Graduate School of Applied and Professional Psychology, 152 Frelinghuysen Road, Piscataway, NJ 08854-8085. Ph.D. applicants may send copies of the required GRE general test (and the optional psychology test) to Room 207, Psychology Building, Piscataway, NJ 08854-8020. Faculty policy effective for all Psy.D. and Ph.D. applicants: GRE scores are not accepted if taken more than six years prior to the deadline date of the application.

For admission	Application deadline	GRE scores cannot be earlier than
Sept. 2003	Jan. 5, 2003	Jan. 1997
Sept. 2004	Jan. 5, 2004	Jan. 1998

For registration forms and other information, write to the GRE, Educational Testing Service, Princeton, NJ 08541, or call 609/921-9000.

Without GRE scores, the application is considered incomplete.

6. International applicants should request the International Application from the graduate admissions office and complete and file it with that office, preferably well in advance of the deadline. Reasonable proficiency in spoken and written English is a prerequisite for all graduate study at Rutgers. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service. The TOEFL requirement may be waived for applicants who can present sufficiently compelling evidence of their abilities in English.
7. The application, fee, and all supporting credentials must be submitted together in the envelope provided, clearly marked with the program of application, to the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530, and be postmarked no later than January 5 for Psy.D. applicants and December 15 for Ph.D. applicants.

Applicants may not register for any courses unless they have been formally admitted. The university does not assume the responsibility for informing applicants of the completeness of their applications. It is the applicant's responsibility to check with the graduate program to be certain that the application is complete. Do not assume that you will be notified if it is not complete.

GENERAL QUALIFICATIONS FOR ADMISSION

An application to any one program implies a commitment to that particular program. Applicants should apply to only one of the following: School Psychology, Organizational Psychology, or the Clinical Psy.D. program, all at the Graduate School of Applied and Professional Psychology, or the Clinical Ph.D. program offered through the Graduate School–New Brunswick. A person wishing to transfer from one program to another must go through the regular admissions procedure.

Psy.D. Student Selection

Consideration for admission to Psy.D. programs requires a bachelor's or master's degree, preferably with a major in psychology; an excellent scholastic average; scores from both the Graduate Record Examination general test and the psychology subject test; favorable recommendations from at least three faculty persons who know the academic and personal qualifications of the applicant; and appropriate statements from the applicant as stated on the application form. Requests for admission interviews are too numerous to honor. However, the admissions committee may invite applicants for an interview after the initial screening of written applications. Notifications of decisions are sent to all applicants on or about April 1.

Students entering the programs at GSAPP need not have majored in psychology. However, they are generally expected to have taken the main courses for an

undergraduate major in the field. Prior to entering the program, students must have taken courses covering the following areas: introductory psychology, statistics, abnormal psychology, and the biological bases of psychology. Students also should have taken at least one and preferably two courses in the following areas: cognitive psychology; psychology of perception, conditioning, and learning; developmental psychology; psychology of personality; and social psychology. We prefer that one of the above-listed courses have a laboratory component. The organizational psychology program encourages applicants with M.B.A.'s. All three programs welcome applications from Rutgers students who are properly prepared with good academic records and references.

Ph.D. Student Selection

Entering students must have a bachelor's degree from an accredited college with at least one laboratory course in psychology beyond the introductory one and a course in statistical analysis. In addition, developmental psychology, learning theory, physiological psychology, personality theory, and abnormal psychology are considered important preparation. Some knowledge of computer programming and up-to-date experience with statistics is helpful. The Graduate Record Examination general test is required for application; the psychology subject test is optional.

Applicants must be strongly research-oriented. They should be searching and questioning, seeking expertise in a particular area of clinical psychology. Following the initial screening of applications, applicants may be invited for interviews.

SPECIAL STUDENTS

GSAPP courses are available only to matriculated GSAPP students or alumni and clinical Ph.D. students enrolled in the Graduate School–New Brunswick. Certain specified theoretical courses may be taken by qualified students matriculated in doctoral programs in social work, education, or nonclinical areas of psychology, depending upon their psychology background and a documented need for a particular course.

Professional staff members or psychology interns at the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School who meet prerequisite requirements may be able to register for theoretical courses, as defined by the GSAPP Faculty Council. All such individuals must contact the associate dean for further information before registering for a GSAPP course.

The GSAPP endorses the APA policy regarding training of psychologists who wish to change their specialty: "Psychologists seeking to change their specialty should take training in a program of the highest quality, and where appropriate, exemplified by the doctoral training programs and internships accredited by the APA.

"With respect to subject matter and professional skills, psychologists taking such training must meet all requirements of doctoral training in the new psychological specialty, being given due credit for relevant course work or requirements they have previously satisfied.

"It must be stressed, however, that merely taking an internship or acquiring experience in a practicum setting is not, for example, considered adequate preparation for becoming a clinical, counseling, or school psychologist when prior training has not been in the relevant area.

"Upon fulfillment of all formal requirements of such a training program, the students should be awarded a certificate—thus according them due recognition for their additional education and experience."

Therefore, courses are open only to persons with the necessary prior training and who meet all the requirements of the specialty. In effect, courses are not open to persons other than matriculated GSAPP and clinical Ph.D. students, with the possible exceptions mentioned in the first paragraph. For the detailed school policy, see the Academic Policies and Procedures chapter.

FINANCIAL OFFERS AND ACCEPTANCE DECISIONS

An applicant may receive more than one offer of admission before April 15 and/or receive statements that he or she is listed as an alternate. *To protect a candidate against premature decisions, most graduate schools allow the applicant until April 15 to make a final decision.* This is in accordance with the resolution adopted by the Council of Graduate Schools and supported by 317 universities and colleges and by the directors of four granting agencies:

"Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer."

The Council of Graduate Departments of Psychology has modified the resolution regarding offering and accepting financial aid after April 15: "An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the proviso that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date. These rules are binding on all persons acting on the behalf of the offering institution."

Tuition and Fees

FEE SCHEDULE

2002–2003 Academic Year for Incoming Psy.D. Students

Note: The university reserves the right to alter the amounts indicated on the following schedule at any time before the first day of classes of a term.

Application Fee, nonrefundable \$ 50.00

Tuition (first year)*

Full-time New Jersey resident, per term	4,539.00
Full-time non-New Jersey resident, per term	6,652.00
Part-time New Jersey resident, per credit	373.70
Part-time non-New Jersey resident, per credit	551.70

Student Fee†, per term

Full time (12 or more credits)	391.00
Part time (11 or fewer credits)	103.00

Miscellaneous Fees

Basic health insurance program (optional), per term (part-time students only) ‡	96.66
Major medical insurance plan (optional), per year ‡ §	257.00/337.00
Computer fee	
Full time	100.00
Part time	100.00
Late registration fee	50.00
Late payment fee	125.00
Partial payment fee	10.00
Late payment fee for partial payments	
For one day to one week	10.00
For each additional week or part thereof	5.00
Returned check fee	10.00
Testing materials fees for certain courses	70.00
Parking fee	
Full-time student, per term	30.00
Part-time student, per term	15.00
Microfilming of doctoral dissertation	50.00

Note: All breakage and damage to university property are billed in full. The university is not responsible for loss by fire or theft of private property in its buildings.

* For information about the New Jersey residency guidelines, see Student Residency for Tuition Purposes in the Academic Policies and Procedures chapter.

† The student fee covers student use of the student center and the health center and provides financial support for student activities and certain administrative services. The fee *does not* include the fee for intercollegiate athletics, which entitles undergraduates to discounted prices for tickets.

‡ Basic health insurance and major medical insurance coverage of at least \$50,000 is required for international students.

§ \$50,000 limit/\$100,000 limit.

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the first and second terms, with due dates indicated. Students who do not receive a term bill by July 20 for the fall term and by December 5 for the spring term should notify their local student accounting office promptly.

It is the student's responsibility to obtain, complete, and return the term bill on time. Students who fail to do so are charged a late payment fee of \$125. Graduate students enrolled for 6 or more credits who are unable to pay their term bills in full by the stipulated time may pay their bill according to the partial payment plan outlined below.

Payment of the term bill may be made in person or by mail. Checks or money orders are preferred and should be made payable to Rutgers, The State University of New Jersey. Cash should not be sent through the mail.

PARTIAL PAYMENT PLAN

Graduate students enrolled in 6 or more credits who are unable to pay their term bill in full may arrange with the local cashier's office to pay their bill, if it indicates a net balance due of \$200 or more, in three installments under the partial payment plan, as follows:

1. First payment: 50 percent of the net balance due plus a \$10 nonrefundable partial payment fee payable on or before the date indicated on the term bill.

2. Second payment: 25 percent of the net balance due on or before September 15 for the fall term and on or before February 1 for the spring term.
3. Third payment: Net balance due on or before October 15 for the fall term and on or before March 1 for the spring term.

Any student submitting a term bill after classes have begun for the term must make payment according to the following schedule:

1. First payment: 75 percent of net balance due plus a \$10 nonrefundable partial payment fee.
2. Second payment: Net balance due on or before October 15 for the fall term and on or before March 1 for the spring term.

The nonrefundable fee for this partial payment plan is \$10 per term and must be included with the first payment. Any subsequent installment not paid on time incurs an initial late fee of \$10 for the first week or part of a week that payment is late, plus a \$5 late fee for each additional week or part of a week that payment is late.

TUITION REMISSION

Exemption from payment of tuition is granted to teaching and graduate assistants if they carry a minimum of 9 credits per term. All graduate students are subject to student fees and fees for application, late registration, microfilming of the dissertation, and transportation and parking.

REGISTRATION

Activation of Registration

A student's registration is activated through the proper submission of a term bill, accompanied by payment, or through an appropriate claim of financial aid. Activation of registration does not take place if there are "holds" placed on a student's records because of failure to meet outstanding obligations.

Termination of Registration

The university exercises the right to terminate the registration of any student who has an outstanding financial obligation to the university, after sufficient notice has been given to the student. A student whose registration is terminated at any time during the refund period because of nonpayment of amounts owed the university will receive a revised bill based on a refund calculated as if it were a voluntary withdrawal. The university reserves the right to "hold" transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. "Holds" are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of enrollment by satisfying the indebtedness to the university and paying a \$125 reinstatement fee.

Cancellation of Registration

To cancel registration and obtain a full refund of tuition and fees, students must notify the registrar in writing prior to the first day of classes. A student whose registration is canceled by the registrar will receive a full refund of tuition and fees, and prorated charges for room and board, if applicable. Notification of cancellation received on or after the first day of classes is treated, for billing purposes, as a withdrawal, and a refund will be made based on the general refund policy.

GENERAL REFUND POLICY

A student who voluntarily withdraws from all courses during the first six weeks of a term will receive a partial reduction of tuition (and charges for room and board, if applicable) according to the week of withdrawal as follows:

First and second week: 80%

Third and fourth week: 60%

Fifth and sixth week: 40%

No reduction will be granted after the sixth week.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the registrar. Student fees are not refundable.

No reductions will be granted after the tenth day of classes to students who withdraw from one or more courses but remain registered in others. No adjustment from full-time to part-time status is made after the tenth day of classes. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies.

Failure to attend class is not equivalent to a withdrawal, and a student will not receive an adjustment of charges unless a formal withdrawal is filed with and approved by the registrar, regardless of whether the student actually attended classes or took examinations.

Refund Policies for Title IV Funds Recipients

There are two additional refund schedules that differ from the General Refund Policy schedule for Title IV funds recipients. First-time Title IV funds recipients who withdraw completely from Rutgers are provided with a separate schedule under the Pro-Rata Refund policy. Title IV funds recipients who are not first-time attendees are provided a schedule of refunds via the Appendix A Refund Policy.

For further information, please contact the financial aid office.

Financial Aid

The staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, is concerned with students' educational expenses. The impact of educational expenses upon the student and his or her family is sizable, in spite of the fact that tuition at Rutgers covers only a small portion of the actual cost of instruction for each student. In order to allow students with limited financial resources to attend the GSAPP, every effort is made to assist these students in finding the funds to finance their education.

The majority of graduate students at the university, like most graduate students in the United States, receive some measure of financial aid. The amount of support each student receives depends in part, of course, upon the availability of funds. The availability of support is often dependent upon the specific graduate program and degree status. Support ranges from grants partially covering tuition charges to awards sufficient to pay all educational and living expenses. The sources of support include university funds, federal and state government funds, corporate and individual bequests to the university, and grants from educational and scientific foundations.

Limited funds are available from scholarships, grants, low-interest loans, and part-time employment to students at the school.

All students are strongly encouraged to file an application for financial aid.

HOW TO APPLY

All applicants must complete the Free Application for Federal Student Aid (FAFSA) annually and submit it to the federal processor no later than March 15. The applications are available at Rutgers financial aid offices. Applicants are considered for all types of aid for which they are eligible. A separate application is required for assistantships. The FAFSA should be filed as soon as possible after January 1, but no later than March 15 to ensure full consideration for all available funds.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are limited and awards are made on a first-come, first-served basis. Therefore, there is a definite advantage to submitting an early, accurate, and complete application.

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember that charges often differ significantly from school to school. Therefore, the important thing to consider is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

Applicants completing the appropriate section of the admission application will be considered for those financial awards granted by the university for which they may be eligible. Only full-time students are considered for an assistantship or fellowship. Please keep in mind that applications for assistantships and fellowships are competitive and requests exceed availability.

International Students

Students who are permanent United States residents and have an Alien Registration Receipt Card (I-151, I-551, or I-551C), or an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service (INS) showing one of the following designations, are classified as eligible noncitizens for the purpose of receiving federal and state financial assistance: (1) Refugee, (2) Asylum Granted, (3) Indefinite Parole and/or Humanitarian Parole, (4) Cuban-Haitian Entrant, Status Pending, and (5) Conditional Entrant (valid only if issued before April 1, 1980).

Students who possess only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464) are not eligible for federal student aid. International students with an F1 or F2 student visa only, or a J1 or J2 exchange visitor visa only, cannot get federal student aid. Also, persons with G series visas (pertaining to international organizations) are not eligible for federal student aid.

Part-Time Students

Since financial need is determined by comparing a student's resources with the cost of attending college, part-time students who are gainfully employed typically are not found to demonstrate financial need.

The federal student financial aid sources (Federal Perkins Loan, Federal Work-Study Program, and William D. Ford Federal Direct Loan Programs) require that a student enroll in a minimum of 6 credits per term to be eligible. The state of New Jersey does not provide funds for assisting part-time students.

The university has extremely limited financial aid funds for part-time students. All application procedures and deadlines applicable to full-time students also apply to part-time students.

SOURCES OF FINANCIAL AID

Fellowships, Scholarships, and Grants

Rutgers Excellence Fellowship Awards. This award is issued on the basis of exceptional academic merit, as evidenced by scholarly promise. The award is for \$12,000 plus tuition remission for varying periods of time.

Diversity Advancement Program in Teaching and Research. DAP awards support African-American, Hispanic, or Native American students in various graduate programs. These fellowships include stipends of \$13,000 plus tuition. For more information, contact DAP, Rutgers, The State University of New Jersey, 25 Bishop Place, New Brunswick, NJ 08901-1181, or call 732/932-8122.

GSAPP Alumni Fellowship. The Alumni Fellowship, first offered in fall 1997, is given to an incoming student who evidences excellent potential as a professional psychologist. The amount of the fellowship fluctuates based on interest received the previous year from the ever-increasing Alumni Endowment Fund.

GSAPP Scholars. First awarded in fall 1996, these funds are divided equally between the two departments and are given annually. All incoming students are considered for these scholarships.

Ralph Johnson Bunche Distinguished Graduate Award. Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the black American statesman, Nobel Peace Prize laureate, and recipient of an honorary Doctor of Laws from Rutgers in 1949.

Bunche fellowships provide \$14,000 per academic year, plus tuition remission, to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage who are United States citizens or permanent residents. The award is renewable for a second year. To apply, check the appropriate box on the graduate and professional school application form and attach a statement (in duplicate) that describes the reasons for consideration for this award. Only those applicants receiving an award are notified. The award is contingent upon acceptance into a graduate or professional school program and upon full-time enrollment. The applicant must submit an application form to the admissions office by the program deadline.

Graduate and Professional Scholar Awards. Outstanding students in the graduate and professional schools are eligible for scholarships of approximately \$2,200 per year for full-time study for up to two academic years. To apply, check the appropriate box on the graduate and professional school application form. Only those applicants receiving an award are notified. The award is contingent upon acceptance into a graduate or professional school program.

American Psychological Association Minority Fellowship Program. This program is funded jointly by the National Institute of Mental Health and the American Psychological Association. It is open to minority students beginning or continuing graduate study leading to the doctorate. Students should apply to the American Psychological Association, 750 First Street, NE, Washington, DC 20002. The program provides matching funds.

Educational Opportunity Fund (EOF). New Jersey residents who are full-time students and who can demonstrate backgrounds of financial and academic hardship are eligible for EOF grants ranging from \$200 to \$2,650. Students who received EOF grants as undergraduates are presumed eligible if they fall below the maximum income parameters required for all recipients of this state grant. Graduate students who did not receive EOF grants as undergraduates, but feel that they come from backgrounds of financial hardship and wish to be considered, should write to the financial aid office for consideration. The grants are renewable for the duration of the student's degree work, subject to continued student eligibility and provided satisfactory academic progress is made. Students must complete the FAFSA form.

New Jersey State Grant. Full-time graduate students who are classified as New Jersey residents for tuition purposes and who demonstrate financial need are eligible to receive a New Jersey State Grant. Amounts vary from \$200 to \$1,000 per year and are dependent upon available funds. Grants are renewable. Application is made by submitting a FAFSA. EOF grant recipients are not eligible.

Other Nonuniversity Awards. Some graduate students at the university are supported by fellowships funded by sources outside the university. Students may wish to consult standard reference materials for sources of nonuniversity fellowships.

Students should be aware that each department continually seeks funds from outside agencies to help defray student expenses. Grants and awards of this nature vary each year. Inquiries regarding the availability of such monies can be made through program advisers.

Students should contact clubs; fraternal, religious, and national professional organizations; and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid.

Loans

William D. Ford Federal Direct Student Loans

Federal Direct student loans allow students and parents to borrow money from the federal government to pay for education, eliminating the need for an outside lender, such as a bank. Students must complete the FAFSA to be considered for a Federal Direct student loan. Money for which students are eligible is credited directly to their accounts. Because Rutgers participates in this program, it cannot accept any Federal Stafford Loan applications from students or their lenders. Since the U.S. Department of Education is the lender for the Federal Direct student loan program, borrowers send all loan repayments to the U.S. Department of Education rather than to several lenders.

In general, to be eligible for a Federal Direct student loan, a student must be a United States citizen or an eligible noncitizen, be enrolled at least half time per term, be making satisfactory academic progress, have a Social Security number, sign a statement of educational purpose, not be in default on prior loans or owe refunds to federal grant programs, and if required, have registered with the Selective Service Administration.

In addition to these requirements, all first-time Federal Direct Stafford/Ford Loan and Federal Direct Unsubsidized Stafford/Ford Loan borrowers must attend both an entrance interview in order to be informed of their rights and responsibilities regarding the loan and an exit interview prior to withdrawal from college or graduation.

Federal Direct Stafford/Ford Loan. This loan is based on financial need. The federal government pays the interest on the loan while the student is attending school. The interest rate is variable; that is, it is adjusted each year. The maximum rate for the Federal Direct Stafford/Ford Loan is 8.5 percent. Additionally, borrowers are charged an origination fee of 4 percent. Students may borrow \$18,000 per year, cumulatively, in both Federal Direct Stafford/Ford Loans and Federal Direct Unsubsidized Stafford/Ford Loans.

Federal Direct Unsubsidized Stafford Loan. This loan is not based on need. All interest charges must be paid by the student. The interest rate and loan maximums are the same as for the Federal Direct Stafford Loan.

Federal Perkins Loan (formerly National Direct Student Loan–NDSL)

Federal Perkins Loans are available to students who are enrolled in a minimum of 6 credits per term, who are citizens or permanent residents of the United States, and who demonstrate need through the FAFSA. The maximum amount a graduate student can borrow under this program at Rutgers is \$3,000 per academic year, with the maximum aggregate loan amount not to exceed \$30,000 (including undergraduate NDSL and Perkins loan total).

Interest at the rate of 5 percent simple begins nine months after the borrower ceases to enroll in a minimum of 6 credits per term and extends over a maximum repayment period of ten years. Monthly payments of at least \$40 are required. Deferral of repayment is permitted for certain kinds of federal service, and cancellation of loans is permitted for certain public services.

Consistent with federal regulations, all first-time Federal Perkins Loan borrowers at Rutgers are required to attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan. In addition, Federal Perkins Loan recipients must attend an exit interview prior to graduation or withdrawal from school. Further details and procedures regarding the repayment of the Federal Perkins Loan are sent to each student recipient by Rutgers, The State University of New Jersey, Student Loans, Division of Accounting, 65 Davidson Road, Piscataway, NJ 08854-8094.

Emergency Loans

Students who are experiencing a financial emergency may apply for a university loan for up to \$500. The interest rate is 3 percent simple, and the loan must be repaid within the same term. An emergency need must be demonstrated and funds must be available.

Students should contact their local financial aid office for additional information. If loans in excess of this amount are required, an appointment with a counselor is recommended. Students do not need to be recipients of financial aid nor have filed a financial aid application to be considered for these loans.

GSAPPFunds

The *Cheryl Burkett Memorial Fund* was established in 1980 to memorialize Cheryl Burkett, Psy.D. (1979); the *Linda J. Barron Hassler Memorial Fund* was established in 1981 to honor the memory of the daughter of Jules Barron, Ph.D., and Nina Barron, Psy.D. (1978). Each memorial was funded by classmates, faculty, and alumni of the GSAPP, and friends of the families. The funds are used to provide emergency, interest-free loans to students in temporary need of financial assistance. Students may apply for these funds through the associate dean's office. The *Milton Schwebel Student Fund* was established in April 1985 to honor Dr. Schwebel on his retirement from the faculty of Rutgers. Students, faculty, alumni, and friends provided funding for short-term, interest-free student loans.

NJCLASS Loans

The NJCLASS, initiated by the State of New Jersey and administered by the New Jersey Higher Education Assistance Authority (NJHEAA), is a loan program that makes loans available to students regardless of income level. Students must be permanent New Jersey residents classified as citizens or eligible noncitizens of the United States for at least six months prior to filing the NJCLASS Loan application. Students also must file all financial aid information required by the school to determine the student's eligibility for Federal Direct Loans, and must accept loan funds from these programs, if eligible, before applying for NJCLASS Loan funds. There is no annual aggregate loan limit and the interest rate may be fixed or variable. For more information about NJCLASS, call the NJHEAA Financial Aid Hotline at 800/792-8670.

Employment

Assistantships Awarded by the University. The beginning salary for teaching and graduate assistantships is \$14,300–\$14,510 (2002–2003) plus tuition remission for the academic year and for 6 credits in the summer.

Preceptorships and Counselorships. Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. The offices of the deans of students of those colleges, on request, provide information regarding the duties required of preceptors and counselors; the benefits, such as room, board, and tuition grants; and the procedures for application. Applications for September appointments normally must be received before May 1.

Paid Practicum Placements. Advanced students in the GSAPP may receive stipends for practicum work depending upon the agency, the student's experience, and financial need. This is determined immediately prior to or during the student's first term at the school.

Federal Work-Study Program (FWSP). Federal work-study employment may be offered as a self-help portion of the financial aid award to U.S. citizens and eligible noncitizens. Application for this program as well as for all federal aid programs is made by filing the FAFSA. On-campus jobs are available in many areas, including the GSAPP. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work between six and twenty hours weekly throughout the fall and spring academic terms. During the summer, students may work up to thirty-five hours per week. Students also may work off campus in not-for-profit agencies. A number of paid community services positions are available. Off-campus employment usually is limited to returning students. Contact the Student Employment Office for further information. All students who want to work through the FWSP must receive authorization before beginning a job.

Other Sources of Aid

Veterans Benefits. The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouses or children of any veteran killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with a service-related total disability, and certain members of the selected reserve. Inquiries concerning eligibility may be directed to the Veterans Administration office in Newark, New Jersey (800/827-1000) or to the veterans' coordinator on each campus. For New Brunswick, the number is 732/445-3557.

Veterans and others mentioned above who plan to utilize veterans' education benefits should initially present the Veterans Administration Certificate of Eligibility Form(s) and/or discharge papers (certified copy of the DD214) when registering for courses. If applying for other financial aid with the university, veterans must report the fact that they will receive veterans' education benefits to the Office of Financial Aid.

Veterans planning to train under Chapter 32 VEAP, Chapter 30 of the New (Montgomery) GI Bill of 1984, or Chapter 106 for Reservists, are required by the university to pay cash for tuition, fees, books, and supplies, when due. Veterans, in turn, receive an allowance for each

month of schooling based upon credit hours and the number of dependents.

No veteran may officially withdraw from a course (or courses) without prior approval from the academic services and/or dean of students offices. All withdrawals must be submitted in writing. The date of official withdrawal will be the determining date for changes in benefits. Failure to comply with the official school withdrawal procedure may affect both past and future benefits. Any change in schedule must also be reported to the campus Office of Veterans Affairs.

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Graduate students ordinarily may not accept two different financial awards from the university simultaneously. Students who have applied for two different awards and are offered both should inquire at the dean's office of the school of matriculation before acceptance. Students who hold fellowships, assistantships, internships, or Russell Scholarships may not accept employment outside of their academic department without the permission of the graduate director and the dean of the school of matriculation.

Graduate students who have received aid administered by the Office of Financial Aid must report to that office any change in income, such as scholarships, loans, gifts, assistantships, or other employment received subsequent to the original aid award.

Student Life and Services

LIBRARIES

With holdings of over three million volumes, the Rutgers University Libraries rank among the nation's top research libraries. Comprised of twenty-six libraries, collections, and reading rooms located on Rutgers' campuses in Camden, Newark, and New Brunswick, and RU-Online, a digital library, the Libraries provide the resources and services necessary to support the university's mission of teaching, research, and service.

There are two large research libraries on the New Brunswick campuses: the Library of Science and Medicine, which houses the primary collections in behavioral, biological, earth, and pharmaceutical sciences, and engineering; and the Archibald S. Alexander Library, which provides extensive humanities and social sciences collections. The Mabel Smith Douglass Library supports undergraduate education and houses the primary collections for women's studies and the performing arts. The Kilmer Library is the primary business library in New Brunswick and provides support for undergraduate instruction. There also are several specialized libraries and collections in the New Brunswick area including Alcohol Studies, Art, Stephen and Lucy Chang Science Library, Chemistry, East Asian, Entomology, Mathematical Sciences, Music, Physics, and Special Collections and University Archives.

The John Cotton Dana Library in Newark (which also houses the Institute of Jazz Studies) supports all undergraduate and graduate programs offered on the Newark campus with an emphasis on business, management, and nursing. The Robeson Library houses a broad liberal arts collection, which supports all undergraduate and graduate programs offered on the Camden campus. Law libraries also are located on both the Camden and Newark campuses and have separate policies and online catalogs.

The Libraries provide numerous electronic resources to the Rutgers community. Library users can search IRIS, the online catalog, through the Libraries' web site at www.libraries.rutgers.edu/. IRIS identifies materials owned by Rutgers libraries in Camden, Newark, and New Brunswick, and contains records for most items acquired since 1972. Students, faculty, and staff also can access online a variety of electronic indexes and abstracts, full-text electronic journals, research guides, and library services. The Libraries provide hundreds of CD-ROM titles in addition to online resources.

Rutgers University students, faculty, staff, and alumni are entitled to borrow materials from any of the Rutgers University Libraries. The Rutgers Request Service and Interlibrary Loan Service allow library users to request books and journal articles located at distant Rutgers libraries or outside the university. The loan period for faculty, staff, and graduate students is one full term. All other borrowers, including undergraduate students, may keep materials for twenty-eight days. All materials, regardless of loan period or borrower's privileges, are subject to recall.

Reference librarians are available at all of the major libraries to assist with research projects, classroom instruction, and research strategies. In addition to individual instruction at the reference desk, librarians also provide in-class teaching at instructors' requests. Members of the reference department are available to help with both computerized and noncomputerized reference searches. For a fee, librarians also provide specialized subject database searching.

The Libraries are committed to providing equal access to services and collections for all library patrons. Users with disabilities may request special services through the circulation or reference department in each library.

COMPUTER FACILITIES

Rutgers University Computing Services (RUCS) provides extensive centralized and decentralized computing and network services for students, faculty, and staff of all academic and administrative units of the university. In addition to the RUCS facilities, many departments and schools operate computing facilities of various types.

For instructional applications and general student use, a group of Sun computer systems, collectively called "eden," is available. Any registered student can create his or her own account on these systems. These systems run the UNIX operating system and provide electronic mail; access to the Rutgers University data communications network, RUNet; access to the Internet; applications software such as SAS and SPSS; and programming language compilers. Machine-readable data files are available for census data, social science data, and other areas.

For research applications, a second group of Sun computer systems with greater capacity is available.

Public computing facilities are located on each campus. These facilities include Apple Macintosh and DOS/Windows personal computers and X-terminals. All of the workstations in the hubs are connected to RUNet. Software is available for word-processing, spreadsheets, desktop publishing, graphics, statistical analysis, and other applications.

For further information, call 732/445-2296 or write Rutgers University Computing Services, Information Center, Rutgers, The State University of New Jersey, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854-8045.

TEACHING ASSISTANT PROJECT (TAP)

The Teaching Assistant Project (TAP) is a multitiered program designed to promote excellence in undergraduate and graduate education at Rutgers–New Brunswick through the professional development of the teaching assistant staff. The four main components of this project are a preterm orientation, ongoing training during the term, discipline-specific training within each program, and written materials designed for TAs. The two major publications of TAP are the *Teaching Assistant Handbook*, a comprehensive introduction to the university and teaching, and *Tap Talk*, a newsletter that focuses on topics of interest to TAs. A dedicated telephone line, the TA HelpLine (932-11TA), provides daily assistance to TAs who have questions about teaching. The TA Project's web site, taproject.rutgers.edu, also provides extensive information for TAs about teaching at Rutgers. Videotaping equipment is available for TAs who

wish to have a class videotaped as a means of improving teaching performance. TAP recognizes the dual role of TAs in the university and seeks to assist them in teaching on the college level while balancing their responsibilities as students engaged in graduate study. Questions about TAP should be directed to the Office of the Dean, Graduate School–New Brunswick at 732/932-7747.

HOUSING

Attractive and comfortable residence facilities for graduate students are available on all five New Brunswick campuses.

Single graduate students may choose to reside in furnished residence halls located on the Douglass, College Avenue, and Livingston campuses, or in furnished apartments available on the Cook and Busch campuses. Graduate residence halls have shared bath and kitchen facilities. The graduate apartments house four students in single bedroom accommodations and offer full kitchens and bathrooms.

Graduate families are housed in one- and two-bedroom unfurnished apartment units located on the Busch campus. These units are very popular and a waiting list is maintained. Early application is recommended.

Single graduate students may select housing for a full calendar year or for the academic year. Summer housing also is available.

For additional information, call the Graduate Housing Office at 732/445-2215; email uhousing@rci.rutgers.edu; or access the Housing web site at www.housing.rutgers.edu. You also can visit the Graduate Housing Office at 581 Taylor Road on the Busch campus.

OFF-CAMPUS HOUSING SERVICE

As part of Campus Information Services, the Off-Campus Housing Service is the information and referral center for off-campus renting and housing needs at the New Brunswick campus and can be reached by calling 732/932-7766, or via email at ochs@cis.rutgers.edu. The service is located at 542 George Street, at the corner of George Street and Seminary Place on the College Avenue campus, where trained staff can offer help with just about any topic regarding off-campus housing and living. All office information and listings are available twenty-four hours a day online. Maps, informational items, and staff assistance also are available. The Off-Campus Housing Service can assist students, faculty, and staff in finding information about available rentals and "for sale" properties in the area. For a modest charge, the office is able to mail or fax listing printouts to any location in the United States. The service is available year-round with hours of 8:30 A.M. to 4:30 P.M., Monday through Friday; and Thursday, from 8:30 A.M. to 7:30 P.M. During off-hours, callers have the option of recording their questions and having them answered when the staff returns.

The Off-Campus Housing Service web site can be accessed via the Internet at ruoffcampus.rutgers.edu. It contains a large database of available rentals, apartment complex information, landlord-tenant rights information, tips to finding housing and preventing problems, and forms for a variety of renting purposes. The Off-Campus Housing Service also conducts a free legal clinic throughout the year. Students and staff may make appointments in

person or by phone to speak to a volunteer lawyer. These attorneys specialize in landlord-tenant matters and provide free advice on any housing-related problem or question.

DINING SERVICES

The Division of Dining Services operates and maintains six student dining facilities and eleven cash facilities. These include Brower Commons on the College Avenue campus, Busch Dining Hall and Davidson Commons on the Busch campus, Cooper and Neilson Dining Halls on the Cook/Douglass campus, and Tillett Dining Hall on the Livingston campus. Each facility offers hours to suit student dining needs.

Dining Services offers several different “block plans,” which provide convenience and flexibility to fit personal lifestyle and dining habits. Students can take advantage of “all-you-can-eat dining,” in which there is no limit on the number of meals they can enjoy each week. Students may even bring in ten guests per term.

For additional information, visit Dining Services in Records Hall on the College Avenue campus, call 732/932-8041, or go to the Dining Services web site at www.rci.rutgers.edu/~rudining.

RUTGERS UNIVERSITY HEALTH SERVICES

Rutgers University Health Services provides comprehensive ambulatory medical, outpatient, and health education services for all full-time students. Part-time students may become eligible by paying the student health service and insurance fee to the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180.

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch/Livingston Health Center, located at Hospital Road and Avenue E on the Livingston campus, is open from 8:30 A.M. to 5:00 P.M., Monday through Friday. The Hurtado Health Center, located at 11 Bishop Place on the College Avenue campus, is open seven days a week when classes are in session during the academic year (8:30 A.M. to 8:00 P.M., Monday through Friday; 10:00 A.M. through 4:00 P.M., Saturday and Sunday). The Willets Health Center, located on Suydam Street on the Douglass campus, is open from 8:30 A.M. to 5:00 P.M., Monday through Friday. The Hurtado Health Center is the only one of these clinics that operates year-round. During the summer and breaks, it is open 8:30 A.M. to 4:30 P.M., Monday through Friday.

Health centers are staffed by physicians, nurse practitioners, and registered nurses. A wide range of services is provided, including general primary care, gynecology, mental health services, alcohol and substance abuse outpatient treatment programs, health education, immunizations, allergy desensitization injections, laboratory tests, physical examinations, referrals, and X rays. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment.

The Department of Health Education, a part of Health Services, works to increase discussions, examine issues, and explore the underlying contexts of selected health behavior. This exploration might focus, for example, on the use of food and chemical substances to manage feelings and situations, relationships, and sexuality.

Pharmacies are located at each health center and are open during the following hours: Busch-Livingston Pharmacy, 9:30 A.M. to 5:00 P.M., Monday through Friday; Rutgers Pharmacy (Hurtado), 9:30 A.M. to 5:30 P.M., Monday through Friday, and 10:00 A.M. to 3:00 P.M., Saturday; and Willets Pharmacy, 9:00 A.M. to 5:00 P.M., Monday through Friday. During Summer Session and breaks, the Rutgers Pharmacy (Hurtado) is open 9:00 A.M. to 4:30 P.M., Monday through Friday.

Rutgers University Health Services is accredited by the Joint Commission on Accreditation of Healthcare Organizations for meeting national standards of ambulatory health-care delivery.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service and insurance fee, are insured for up to \$5,000 in medical expenses brought about by illness or injury. This policy provides excess coverage over any other insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies should consider this more extensive coverage. Information and applications are available from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-8285).

Compulsory International Student Insurance Fee

All students in F or J immigration status whose visa documents are issued by Rutgers are required to have both the basic and the major medical insurance coverages. The costs for insurance are charged to such students on their term bills. All accompanying family members (spouse and children) also must be insured. Insurance coverage for spouses and children must be purchased at the Center for International Faculty and Student Services, Rutgers, The State University of New Jersey, 180 College Avenue, New Brunswick, NJ 08901-8537 (732/932-7015).

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, short-term counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programming on issues

concerning sexual assault, dating violence, stalking, and peer harassment are available to the university community.

For more information or to schedule an appointment or program, call 732/932-1181, look at the department web page at www.rutgers.edu/SexualAssault/, or email the staff at sascva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus.

COUNSELING SERVICES

University Career Services

The university provides a comprehensive career service for students enrolled in graduate and professional studies throughout New Brunswick. Graduate students concerned with career issues, career decisions, preparing résumés/vitae, developing interviewing skills, and conducting a job search are encouraged to take advantage of this service. Seminars, workshops, and special programs designed to meet the needs of students with advanced degrees are offered each term. Individual counseling is available by appointment.

Career libraries at three locations house resource materials to assist in the career development and job search process. These include career planning and development books; sample résumés/vitae; current job listings; employer directories; federal and state job information; company literature; testing information; and internship, fellowship, and grant information. A credentials service is available for students and alumni who wish to compile letters of recommendation for future use in applying for employment or advanced degree programs.

The Career Services Office also sponsors an on-campus recruitment program. Through this program, three hundred to four hundred employers from business, industry, and government agencies are invited each year to come to the campus to interview qualified students.

For further information concerning career services at Rutgers, students should visit one of the career offices located at 61 Nichol Avenue on the Douglass campus (732/932-9742), 46 College Avenue and 56 College Avenue (732/932-7287), both on the College Avenue campus; or the Busch Campus Center (732/445-6127).

Counseling Centers

Psychological counseling for graduate students is available through the counseling centers connected with the undergraduate colleges.

Appointments can be made by contacting the appropriate office: Cook College Counseling Center, Cook Campus Center, 732/932-9150; Douglass College Psychological Services, Federation Hall, 732/932-9070; Livingston College Counseling Center, Tillett Hall, 732/445-4140; Rutgers College Counseling Center, 17 Senior Street, 732/932-7884; and University College Office of Counseling, Miller Hall, 732/932-8074. Only the Rutgers College center is open during Summer Session.

Student can choose the service that is most convenient. Services are free for students, and strict confidentiality is maintained. All centers are staffed primarily by clinical or counseling psychologists.

Each counseling center offers individual and group psychotherapy and sees couples for marital/relationship issues. Therapy groups specifically for graduate students are available at several of the counseling centers. Most

counseling is short term. Referral is available to other agencies or private practice when ongoing psychotherapy is needed or desired.

Psychological services also are available through the psychiatrists at the Rutgers Student Health Service (732/932-7827).

Peer Counseling Services

There are four telephone hotlines and/or drop-in services on campus that offer supportive and anonymous listening and talk, help with crises, and a wide range of referral information. Each is staffed primarily by undergraduate students with special training. They are open mostly on Sunday and weekday evenings, and their current hours are given on answering machines at each service. The services include: 56 Peer Counseling Service, located in Bishop House (third floor), College Avenue campus, 732/247-5555; Women's Support and Resource Center (focused on women's issues), 732/828-7273; Gatehouse Peer Counseling Hotline, Cook-Douglass campus, 732/846-0957; and the Rutgers University Lesbian/Gay Alliance Hotline (focused on issues of interest to gays and lesbians), 732/932-7886.

Services for International Faculty and Students

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015; email: ru_cifss@email.rutgers.edu; web address www.rci.rutgers.edu/~cifss) coordinates services for the university's international students, scholars, and faculty. The center provides direct support in the following areas: U.S. immigration regulations and procedures; liaison to campus offices, community groups, and U.S. and foreign government agencies; advice on nonimmigrant status, employment, medical care, adjustment to American life, cross-cultural differences, family concerns, financial planning, and other personal matters. In addition, the center sponsors programs of interest to the international community, including a comprehensive orientation, a community-based International Friendship Program that gives students the opportunity to get to know American families, informational and cross-cultural seminars, and a variety of support programs for students and their families.

To ensure personal contact, all international students are assigned an international student adviser at the center and are encouraged to establish and maintain a close working relationship with center staff throughout their stay at Rutgers.

Nonimmigrant students in F-1 or J-1 status must register with the center upon arrival in New Brunswick and inform the center of any change in their academic program, address, or enrollment status. All questions regarding one's status as a foreign student or exchange visitor in the United States are addressed to this office.

Services for Students with Disabilities

Students with disabilities on the New Brunswick campus of Rutgers University are entitled to the same benefits of the university's educational mission, the same quality of student life, and are subject to the same academic and procedural requirements as other students. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The university's services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with

permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities also may contact the New Brunswick campus coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information. The New Brunswick campus coordinator is TDD-accessible through the Student Information and Assistance Center, located at 542 George Street (732/932-9090). Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 may be directed to the Director of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312).

CAMPUS INFORMATION SERVICES

Rutgers Information and Referral Center

Rutgers Information and Referral Center is the gateway to Rutgers, The State University of New Jersey, and can be reached by calling 732/932-INFO. Trained student information assistants offer help and answers about admission or any area of campus or community life. The service is available Monday through Friday, from 8:30 A.M. to 8:30 P.M., and Saturday and Sunday, from 10:00 A.M. to 4:00 p.m., during the academic year. The hours during the rest of the year are Monday through Friday, from 8:30 A.M. to 4:30 P.M. Twenty-four hour access to the information and referral service is available via email through "Ask Colonel Henry" at colhenry@ur.rutgers.edu; information about activities and events at Rutgers also is provided online at www-ac.s.rutgers.edu/calendar. The New Brunswick official Listserv is the source for timely academic and student information. Every Tuesday during the term, a weekly bulletin of official notices is sent directly to the email account of each student on the New Brunswick campus. Students are responsible for knowing the information and taking appropriate actions contained in the notices.

Rutgers INFO Channel/ Rutgers INFO Radio

The Rutgers INFO channel, Channel 3 on the RU-TV network, is available on the New Brunswick campus and is operated by Campus Information Services. The station provides twenty-four-hour-a-day information about events, programs, activities, and services available to students. Members of the Rutgers community may request that information about activities, services, and events be displayed on the Rutgers INFO channel. Visit rutv.rutgers.edu/infochannel.html for more information.

Rutgers INFO radio, on the New Brunswick campus, also is operated by Campus Information Services. The station operates twenty-four hours a day and is found at 530 AM. The station can be heard within a six-mile radius of the campus. Rutgers INFO radio broadcasts timely transportation, parking, special events, and general information, and gives weather emergency updates. The station also is available through live webcasts at rutgersinfo.radio.rutgers.edu.

Historical Tours

Campus Information Services provides historical campus tours, led by seasoned guides and lasting approximately one-and-one-half hours. Reservations are strongly encouraged, as tours are given on a first-come, first-served basis. Special tours also may be scheduled. For more information, call 732/932-9342, ext. 619.

STUDENT ASSISTANCE

Since the personal welfare of students must be the concern of an academic community, redress of grievances for graduate students at the university is provided for through a number of informal arrangements. Depending upon the subject at issue, students matriculated in the Graduate School-New Brunswick may approach their graduate director, the Office of the Dean of the Graduate School, or their departmental representative to the Graduate Student Association. In addition, many graduate programs have departmental student associations. Further information may be obtained from the Graduate Student Association at the student center on College Avenue or from the Office of the Graduate School.

DAY-CARE CENTERS

In New Brunswick, day care is available on the Cook, Douglass, and Livingston campuses. On the Cook campus, the Department of Nutritional Sciences runs a half-day pre-school for three- and four-year olds, which is open during the academic year only. The fee is set for the academic year with limited scholarships available based upon financial need. For information, call 732/932-8895.

On the Douglass campus, the Department of Psychology runs the Douglass Psychology Child Study Center. This center offers full-time day care for children who are one through six years of age. Hours are from 7:30 A.M. to 6:00 P.M., Monday through Friday, year-round. Kindergarten is offered in two and one-half hour sessions, Monday through Friday, within the day. A summer camp program for school-aged children also is offered. The fee for care is based on the number of days. Different payment plans are available (weekly, monthly, and yearly). For information, call 732/932-8881.

The Rutgers-Livingston Day-Care Center on the Livingston campus is a private, nonprofit center that offers a full-time developmental program for children two years of age through kindergarten age. Hours are 7:00 A.M. to 5:30 P.M., Monday through Friday, year-round. There are two fee rates: 1) set rate tuition and 2) reduced rate tuition based on family size and income. For an application form and information, call 732/445-8881.

All the day-care services are heavily used and there is frequently a waiting list. Students should contact the centers early.

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) is dedicated to providing progressive community policing services that focus on the prevention of crime through the development of university-based partnerships. The department provides police, security, and safety services and is staffed by commissioned police officers, a professional security staff, and technical employees.

The University Police Department is located at 5 Huntington Street on the College Avenue campus. The campuses are patrolled on foot, in vehicles, and on bicycles. To contact RUPD to report emergencies (police, fire, or emergency medical), dial 911; from university centrex telephones, dial 6-911. For nonemergency telephone calls to the police, dial 732/932-7211; from university centrex telephones, dial 2-7211. You also may contact the police by using any of the more than sixty light blue emergency telephone boxes on the campuses or by using the housing telephones located near dormitory entrances.

Community policing offices are located in each of the campus student centers. These offices are staffed by front-line, campus-based officers who act as community organizers, team builders, and problem solvers. They provide a communications link between the community and the police department, serve on campus bias committees, and perform proactive patrol. Security officers also patrol the campuses, serving as "eyes and ears" for the police while securing facilities and providing escort services. A student-staffed bicycle patrol has been established on the Douglass-Cook and Livingston campuses. Student safety officers provide an evening equestrian patrol on the Douglass-Cook campus and evening walking escorts on the Livingston campus. Student safety officers also control access to selected residence halls during evening hours. For more information about these programs, call 732/932-5400.

The Rutgers University Police Department's efforts help create a safer environment, but the department cannot guarantee the safety and security of individuals and their property. Individuals can reduce their vulnerability to crime by practicing common sense preventive measures such as the following:

1. Avoid isolated areas.
2. Maintain awareness of the persons and circumstances around you.
3. Keep doors and windows locked and do not allow strangers into your residence building.
4. Do not leave property unattended or unprotected.
5. Avoid the use of alcohol or other drugs and persons who are intoxicated.

All members of the university community are urged to immediately report any suspicious persons or activities to the university police. A cooperative effort between the police and the community can make the campuses safer places to work and learn.

PARKING AND TRANSPORTATION

Any vehicle using campus parking facilities must be registered and must display a valid permit at all times. Fees for students vary according to their classification. Resident student vehicles are assigned in their specific residence lot only. Commuter student vehicles are assigned to a parking

zone, according to college affiliation, on a particular campus only. Maps indicating resident and commuter student lots are available from the Department of Parking and Transportation Services, 26 Mine Street, College Avenue campus.

An intercampus bus transportation service is available to all Rutgers students, faculty, and staff. This bus service provides transportation within walking distance of all major campus areas and the major public transportation centers in New Brunswick. Schedules for the campus bus service are published each fall. Van transport is available for students with permanent disabilities who are unable to use campus buses to get to and from class. Requests for this service should be made through the office of the student's dean.

For more information, call 732/932-7744, email parktran@rci.rutgers.edu, or visit the Parking and Transportation web site at parktran.rutgers.edu.

Student parking for the Civic Square building is available at the New Street parking lot, which is located a few blocks away. An access card for the lot should be obtained from the Department of Parking and Transportation Services.

STUDENT GROUPS AT THE GSAPP

GSAPP Student Alliance

The GSAPP Student Alliance, open to all Psy.D. students, is the umbrella organization for psychology professional graduate students. It is actively concerned with promoting open communication between students and faculty. It ensures student representation and input on all faculty decisions regarding student concerns. In addition to providing student representatives for faculty committees and for the monthly Faculty Council meetings, the GSAPP Student Alliance executive committee plans and coordinates student-sponsored social and educational activities, such as assisting with admissions interview days and the annual orientation program for new students. There also are separate student groups for black and Hispanic students. Other student support services include voluntary support groups for first-year students, regular meetings with program directors and department chairs, and for first-year students, meetings in small groups with the dean and associate dean.

Asian Psychology Students' Association

APSA (Asian Psychology Students' Association) promotes the social, cultural, and academic interests of Asian students at the Graduate School of Applied and Professional Psychology via a meaningful exchange of knowledge and information. Membership is extended to all Asian graduate students enrolled at the Graduate School of Applied and Professional Psychology. Members meet once a month. Events planned include both social and educational activities for those at the school as well as those in the mental health fields within the Rutgers community.

Diversity Group

Diversity Group is a multicultural initiative involving a working group of interested students, faculty, and staff who are committed to addressing issues of diversity across race, gender, ethnicity, sexual orientation, and other domains. Objectives of Diversity Group include facilitating personal and professional identity development of

students, administration, faculty, and staff specific to multicultural understanding, via small group discussions; developing the ability to better serve the larger Rutgers community with respect to awareness and acceptance of its culturally diverse members. Atypical group is composed of six to eight members and one or two cofacilitators, meeting at least once a month for ninety minutes.

GSAPP.Comm

Organized by students, this initiative began in fall 1998. One to three groups of incoming students address issues such as managing the transition into life at the GSAPP, handling the unique stresses that graduate training creates, and maintaining a sense of community through enhancing communication across the three programs. Participation is encouraged, but optional. Groups are led by upper-year student facilitators who receive faculty supervision.

Hispanic and Black Student Groups

The Hispanic Organization of Professional Psychology Students (HOPPS) was formed in March 1985 by a group of Spanish-speaking students. In April 1986, black students organized the Black Students of Graduate Professional Psychology Programs (BSGPPP). Both groups are composed of doctoral students enrolled in the Psy.D. programs and the clinical Ph.D. program at Rutgers. The goal of these organizations is to enhance the personal and professional development of Hispanic and black graduate students.

The primary objectives are (1) to facilitate the recruitment and admission of qualified and competent Hispanic and black students; (2) to support the efforts of incoming and continuing Hispanic and black students; (3) to collaborate with other student and alumni organizations within the Graduate School of Applied and Professional Psychology community; (4) to sponsor educational activities that pertain to the delivery of mental health services to black and Hispanic populations; and (5) to support the efforts of local, state, and national organizations devoted to the enhancement of mental health service delivery to the black and Hispanic communities.

International Student Group

The International Student Group (ISG) was formed in 2001 to organize, support, and facilitate the integration of international students in the GSAPP culture. ISG members are GSAPP students who identify themselves as international students regardless of immigration status. ISG helps incoming international students achieve a smooth transition into GSAPP life, guides international students in the application process, and advocates for international students' needs. ISG also serves as a resource for GSAPP by informing about the needs and achievements of clients and therapists from foreign countries.

Additional Student Groups

Depending on the interest of students in particular years, other student groups have included a women's group, a men's group, a gay-lesbian and bisexual student group, and a student/faculty/staff meditation group.

Student-Faculty Groups/Committees

Students also may participate in the Committee on Diversity; the Comprehensive Exam Committee; the Alumni Organization Committee; the Psychological Clinic Advisory Committee; and/or the Dean's Multicultural Advisory Committee. Also, student representation is sought on the Rutgers University Senate, the GSAPP Faculty Council, and at the Clinical, Organizational, and School Programs' Departmental Faculty meetings.

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA), of which all graduate students are automatically members, sponsors a variety of social and cultural activities for graduate students and represents their interests to the university and the agencies of the state through its legislative body. The GSA provides free legal advice and it sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full time or part time, in any of the six New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its Council, which meets once a month. Every graduate program and department may elect one representative for every forty students enrolled; schools not organized into departments elect their representatives at large, one for every forty students enrolled. (Departments with less than forty students also are allowed one elected representative.) If you are interested in being a department representative, check with your departmental organization or the GSA office. The GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 732/932-7995 (GSA) or 7994 (GSL).

Graduate student lounges, located in the Rutgers Student Center, Busch Campus Center, and Douglass College Center, are primarily for the use of graduate students and for the functions sponsored by and for graduate students. These provide a comfortable atmosphere for socializing, lounging, and studying.

PAUL ROBESON CULTURAL CENTER

The Paul Robeson Cultural Center, established in 1969, serves to document, preserve, and present the contributions of African peoples to world civilizations, with particular reference to the artistic, scientific, social, and political contributions of people of color in the Americas and New Jersey. The center provides leadership, vision, and support for the more than 40,000 people each year, including more than 5,000 African-American students at Rutgers, through cultural programs and educational opportunities that broaden their understanding and appreciation of the American diaspora. Further, the center works closely with the tiers of communities served by Rutgers in local, state, national, and international spheres.

The center is open Monday through Thursday, from 8:30 A.M. to midnight; Friday, from 8:30 A.M. to 9:00 P.M.; Saturday, from noon to 8:00 P.M.; and Sunday, from 1:00 P.M. to 9:00 P.M. The center is located on Bartholomew Road, Busch campus, adjacent to the Busch Campus Center. For more information, call 732/445-3545.

CENTER FOR LATINO ARTS AND CULTURE

Opened in April 1992, the center's primary mission is to research, promote, document, and interpret Latino culture. The center identifies scholars, artists, and experts who help develop interdisciplinary programs that define and examine Latino culture, history, literature, and the arts. These programs, as well as special projects, are designed to foster academic excellence and advance the appreciation, growth, and well-being of the Latino cultural community.

The center builds a broader understanding of Latinos and their culture through conferences, exhibitions, lectures, theater productions, symposia, workshops, artists' forums, concerts, academic seminars, publications, and collaborative projects with community organizations outside the university.

Located at 122 College Avenue, the center is open weekdays from 9:00 A.M. to 5:00 P.M. For special events, the center also is open on weeknights and weekends. Please call 732/932-1263, 1494 for further information.

OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS

The Office of Diverse Community Affairs and Lesbian-Gay Concerns, established in the spring of 1992 as a resource for the campus community, provides coordination, assistance, information, educational activities, and public programs to staff, faculty, and students in the areas of lesbian-gay-bisexual-transgender awareness; the concerns of students with disabilities; and bias awareness, prevention, and intervention.

Undergraduate and graduate students interested in becoming involved in lesbian-gay-bisexual-transgender issues and programs; students with disabilities who wish to identify resources; and students who have experienced, witnessed, or are concerned about bias and intolerance on the basis of race, ethnicity, language, color, national origin, religion, sexual orientation, gender, and/or physical ability may contact the director of the office, Cheryl Clarke, at 3 Bartlett Street, College Avenue campus (732/932-1711) for assistance, advisement, counseling, and referral. Faculty, staff, and student groups who wish to obtain technical assistance, staff development, or in-service training in these areas also may contact the director.

The office is TDD-accessible by calling 732/932-8670.

ACTIVITIES

Athletic Facilities

The athletic facilities at Rutgers include several gymnasiums, swimming pools, tennis courts, and baseball fields, and an eighteen-hole golf course. A fee is charged for the use of the golf course; graduate students otherwise are entitled to make use of these facilities without charge. Several of the athletic clubs in the undergraduate colleges—bowling, judo, lacrosse, rugby, skiing, and others—also are open to graduate students.

Athletic Ticket Policies

Tickets to intercollegiate football and basketball games are available at a special rate. All ticket information is available at the ticket office located in the Louis Brown Athletic Center.

Concerts, Dramatic Productions, and Lectures

Several series of concerts by world-famous musicians, bands, dancers, and musical organizations are presented on campus each year by the Office of University Arts Services, the departments of music and dance of the Mason Gross School of the Arts, the New Brunswick Programming Committee, the student center programming boards, and the concert organizations of the different campuses. Many events are free.

The Department of Theater Arts of the Mason Gross School of the Arts presents fifteen to eighteen productions a year at the Rutgers Arts Center on the Douglass campus. The Cabaret Theater Society and the College Avenue Players are student organizations that provide students who are not in the professional Mason Gross program with the opportunity to express their theatrical talents and to broaden their acting experience.

Numerous lectures are presented regularly by academic departments, lecture series groups, and other organizations. Several concert series, movie series, and numerous lectures are sponsored at the university throughout the year.

GSAPP AWARDS

Virginia C. Bennett Award. This award is presented annually to the Doctor of Psychology student who evidences dedication to the use of psychological skills and knowledge to alleviate problems of minority-group children in coping with the educational process. The award was established in 1983 by students, alumni, colleagues, and friends of Virginia C. Bennett on the occasion of her retirement from the GSAPP.

Dean's Award for Contribution to Student Life. This award is presented annually to the students who have done the most to foster and enhance the quality of life at the GSAPP during the academic year.

Cyril M. Franks Award for Excellence in Research. This award was instituted in 1992 to honor Dr. Franks on his retirement from the faculty. It is presented each year to a graduating student whose doctoral dissertation, completed during the previous twelve months, evidences outstanding scholarship.

Peterson Prize. This prize was instituted in 1990 to honor the first dean of the school, Donald R. Peterson, and is awarded annually to a GSAPP graduate who, through a sustained career in professional psychology, has contributed to the public good at the highest level of distinction. Candidates must have earned the doctoral degree at least five years prior to receiving this prize.

Robert D. Weitz Professional Award. Established in 1976, this award is presented annually to the graduating student whose energy, spirit, and enthusiasm evidence a dedication and willingness to work in the interests of professional psychology and the people it serves. The recipient is decided by a vote of all students eligible for the award, all full-time faculty, and all visiting faculty members in residence during the academic year.

ALUMNI

GSAPP Alumni Organization

In 1992, the GSAPP Alumni Organization was officially established with its own bylaws and officers. The alumni organization publishes a quarterly newsletter and works with the dean's office to update the annual alumni directory of all graduates. Other activities of the alumni organization include mentoring current students, participating on the Dean's Multicultural Advisory Council, providing professional networking opportunities, and fund-raising for the GSAPP Alumni Fellowship and other activities that support the school. The GSAPP Alumni Organization is the newest member of the Rutgers Alumni Federation.

The GSAPP Alumni home page can be accessed through the GSAPP web site <http://gsappweb.rutgers.edu>.

The sterling performance of the GSAPP's alumni is reflected in their national leadership roles. Alumni include past presidents of the American Psychological Association, the Province of Ontario Psychological Association, and the National Association of School Psychologists and many officers and presidents of the New Jersey Psychological Association.

Alumni Relations

The university seeks the support of its alumni and, in return, offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering more than 300,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling its educational goals. Second, the department encourages alumni to continue their college friendships after graduation through social, educational, and reunion activities.

All undergraduate colleges and most graduate and professional schools have their own alumni associations that sponsor programs based on the interests of the alumni of that college. Active membership is maintained through payment of regular alumni dues. Many alumni associations are represented in the Rutgers University Alumni

Federation, which sponsors universitywide programs such as homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance. The Department of Alumni Relations provides guidance and administrative services to each of the college associations, as well as to a network of regional alumni clubs throughout the country.

The university publishes an award-winning magazine for alumni and friends of the university.

The department's New Brunswick office is located at Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1262 (732/932-7061).

Rutgers University Foundation

The Rutgers University Foundation is the fund-raising arm of Rutgers, The State University of New Jersey. The Rutgers Foundation was incorporated in 1973 to support the university in obtaining private funds to meet important needs for which adequate monies may not be available from state, federal, or other sources. Scholarship and fellowship support for undergraduate and graduate students is essential, and academic programs seek the extra margin of excellence that only private giving can provide.

The professional staff of the Rutgers Foundation has helped the university's faculty, administration, and staff raise well over a half-billion dollars since its incorporation twenty-nine years ago. Private fund-raising in the 2000–2001 fiscal year totaled \$123,302,686, an all-time yearly high.

Rutgers is now embarked on a major universitywide campaign to raise \$500 million by June 2004 and is well on its way toward reaching that goal. "The Rutgers Campaign: Creating the Future Today" is designed to advance Rutgers' academic growth as one of the nation's top public universities. The purposes of the campaign include attracting and supporting the best students, ensuring a superior academic program, advancing the quest for knowledge, recruiting and retaining top faculty, enriching the campus and community environment, and providing outstanding facilities and equipment.

The Rutgers Foundation staff provides information about the full range of giving opportunities to donors and prospective donors, including individuals, corporations, and foundations. The staff also cultivates donors and potential donors through a variety of activities, helps donors make sound choices on how to give and the designation choices available to them, and ensures that they are properly thanked for their gifts. Fund-raising officers are also based in many of the university's schools and colleges and work very closely with the foundation.

Persons interested in making contributions to any unit of the university or to Rutgers as a whole may do so by writing a check payable to the Rutgers University Foundation. The check should be accompanied by a brief note stating the designation of the donation and whom the gift is from. Checks should be mailed to: Accounting Department, Rutgers University Foundation, 7 College Avenue, New Brunswick, NJ 08901-1261.

More information about private giving to Rutgers may be obtained from the Rutgers University Foundation, Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1261; 732/932-7777.

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

This catalog and the student handbook, *GSAPP Guide for Students: Academic Policies and Procedures*, provide a compendium of the rules governing work in graduate professional psychology at the university. Students are advised to keep their copies as reference handbooks. Academic and other regulations established by the faculty and administration of the Graduate School of Applied and Professional Psychology and the Board of Governors of the university are subject to amendment at any time.

Graduate Student Mailing Address

Official communications among faculty, students, and staff are delivered via campus mail to the mailboxes available to each faculty member and student. Certain official communications are mailed to the student's home address via the U.S. Postal Service. It is the student's responsibility to keep the registrar and the program secretary informed of a current mailing address.

REGISTRATION AND COURSE INFORMATION

General Procedures

Formal admission to the Graduate School of Applied and Professional Psychology (or to the Graduate School-New Brunswick for clinical Ph.D. students) and payment of all charges to the cashier are prerequisites for registration. Once enrolled, students are expected to remain registered in every fall and spring term thereafter until completing the program and earning the doctorate.

A student's registration is activated through the proper submission of a term bill, accompanied by payment, or through an appropriate claim of financial aid. Activation of registration does not occur if there are "holds" placed on a student's records because of failure to meet outstanding obligations.

Continuous Registration

All matriculated students must be in continuous registration for every fall and spring term. Students satisfy this requirement by registering for such course work or dissertation study as may be required according to their program proposal.

Leaves of absence are not ordinarily granted. If such a requirement becomes necessary, the student must submit a written request detailing reasons to his or her adviser and department chairperson. Such an approved leave, however, does not extend the time limitations for the degree. See Time Limits in the Degree Requirements chapter.

Matriculation Continued

Students who are obliged to interrupt their studies may, with the approval of their departmental chairperson, register for matriculation continued (leave of absence). There is no tuition fee for this registration, although a fee of \$27 is charged. This category of registration is available only to students not present on campus and not using faculty time or university research facilities. Those students who are away from campus but working on their dissertations and in contact with their committees register for a minimum of 3 credits per term.

Summer Registration

The requirement to remain in continuous registration from the time admitted until the degree is earned applies only to the regular academic years (fall and spring terms), not to the summer sessions. Summer Session registration information is sent to each student with the fall term registration instructions. Summer Session catalogs are available after March 10 at the Summer Session Office, Rutgers, The State University of New Jersey, 191 College Avenue, New Brunswick, NJ 08901-8546, or at the registrar's office.

Late Registration

A student who fails to register during the dates specified may do so during the first week of each term. A late fee of \$50 is assessed and must be paid in person at the cashier's office when the registration is processed.

Change of Courses and Withdrawal

Changes of courses are permitted during the first two weeks of each term. Courses may be added or dropped after the second week of the term only with the associate dean's approval. Courses dropped after the second week are listed on the transcript with a grade of *W*. The date on which the graduate registrar receives the student's written notification of withdrawal from school governs the academic and financial consequences of the withdrawal. A student who stops attending a course without notifying the registrar receives a grade of *F* in that course. No refunds of the tuition or student fee are given in the case of individual course withdrawals after the second week of classes, although a student who withdraws from all courses may receive a partial refund according to the rules described in the section on the refund policy in the Tuition and Fees chapter.

Full- and Part-Time Students

A full-time student is defined as one who is enrolled for 12 or more credits; a part-time student is one who registers for less than 12 credits. All courses, including practicum placements and audited courses taken "not for credit," are totaled in determining a student's status. A full-time program averages 12 to 15 credits per term. The maximum program is normally 18 credits, although under some circumstances, additional credits may be permitted with the approval of the department chairperson and the associate dean.

Students engaged in part-time employment outside the university that averages sixteen to thirty hours per week may not register for more than 9 course credits per term.

Full-time graduate/teaching assistants register their assistantship for 6 *E* credits. These 6 *E* credits plus at least 6 additional course credits constitute full-time status. All courses, including official audits, are counted in determining a student's recordable program of work. These regulations govern tuition charges, student fees, statistical records, residence requirements, and other issues affected by this definition.

Accessibility to GSAPP Courses

A limited number of *matriculated doctoral* students in non-clinical areas of psychology, or from the Graduate School of Education, the School of Social Work, or UMDNJ-RWJMS (psychology interns) may be able to register for *theoretical courses*, as defined by the GSAPP Faculty Council, by means of intercollege registration, provided that (1) they meet admissions standards and prerequisites, (2) there is room in the course as approved by the GSAPP associate dean, and (3) they have the permission of the course instructor.

Meeting these same requirements, UMDNJ-RWJMS staff not enrolled in a doctoral program may request permission to officially *audit* GSAPP courses. Since these students are not matriculated, no credit is given, but the course and grade are recorded. The student must register at the regular time, pay tuition, and complete all course work except the final exam. The student may receive a narrative evaluation if he or she so chooses.

Nontheoretical courses are available only to students matriculated in the GSAPP or in the Ph.D. clinical psychology program. This policy recognizes the school's integrated and coordinated program of courses and its mission to train professional psychologists, as well as the extraordinary number of applicants who wish access to these programs.

Requests for rare exceptions to this policy must be documented in writing by the graduate student to the associate dean, who consults with the course instructor and the department chairperson. The final decision is made by the GSAPP Operations Committee. Graduates of the Psy.D. and clinical Ph.D. programs are able to take courses on a space-available basis.

A maximum of three courses in the GSAPP may be taken by graduate students who are not matriculated in the GSAPP or the clinical Ph.D. programs.

CLASS SCHEDULES AND HOURS

Starting and closing dates for each term and scheduled holidays can be found in the academic calendar. All class periods are 160 minutes in length and meet once a week, unless otherwise specified. There is a minimum of fifteen weeks of instructional activity for each course. Students are expected to be present at each meeting of their classes.

University examinations are not scheduled on Saturdays except in those courses that regularly meet on Saturday.

Absence Due to Religious Observance

It is the policy of the university to excuse without penalty students who are absent because of religious observances and to allow the makeup of work missed because of such absence. Examinations and special required out-of-class activities ordinarily are not scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation are not

counted for purposes of reporting. A student absent from an examination because of required religious observance is given an opportunity to make up the examination without penalty.

Cancellation of Classes

It is the general policy of the university not to cancel classes because of inclement weather. However, because of the occasional hazards of night driving in winter, exceptions may be made for evening classes and, under exceptionally hazardous conditions, exceptions may be made for daytime classes.

During severe weather conditions, announcements concerning the cancellation of classes are made over the following radio stations: WRNJ (1510 AM), WCTC (1450 AM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM), RUINFO (530 AM), and NEWS12 (cable).

Arrangements for makeup work are announced by individual instructors.

In addition, class cancellation and office closing information is available on the recorded message system at 732/932-7799 for the New Brunswick campuses, 973/353-1766 for the Newark campus, or at ur.rutgers.edu/news/weather/weather.html.

GRADES AND RECORDS

In the Graduate School of Applied and Professional Psychology, the following grades are used:

- A** Outstanding.
- B+** Intermediate grade.
- B** Good.
- C** Satisfactory. Less than the GSAPP requirement; credits not counted toward degree requirements.*
- S/U** Satisfactory or unsatisfactory. Used for official audits or for dissertation credits.
- P/NC** Pass or no credit. Used for *E* credit courses (supervision, practicum placements, fieldwork) and the internship.
- W** Withdrawn without evaluation. Used when a student officially drops a course or withdraws after the second week of classes.
- IN** Incomplete. The requirements for all courses and their time parameters are clearly delineated in each course. Unless a student has given the instructor an Incomplete Request Form and it has been accepted by the instructor, the student receives a grade of *F* if the requirements have not been completed. All work is to be completed no later than May 1 for the fall term, or December 1 for the spring term or for courses taken during Summer Session.
- F** Failing.

Credit Prefixes

The number of credits appearing on course records and registration cards may be preceded by a letter prefix as follows:

- E** Course excluded from credit toward a degree; used for experiential courses, i.e., supervision, practica, graduate or teaching assistantships. A grade of *P* or *NC* is given.

* While "satisfactory" is the official university definition, the GSAPP Faculty Council voted on May 2, 1988, that a course that is graded *C* may not be counted toward meeting the required number of credits for graduation.

N Course is audited, i.e., “not for credit.” Examination is not permitted; a final grade of *S* (satisfactory) or *U* (unsatisfactory) is assigned.

Transcripts

Requests for official transcripts should be addressed to the Department of Records and Transcripts, Rutgers, The State University of New Jersey, Office of the Registrar, 65 Davidson Road, Piscataway, NJ 08854-8096. The request should include the student’s Social Security number, the school in which the student was enrolled, the dates of attendance, and any other relevant information. It must be received at least ten working days prior to the date the transcript is desired. Request forms may be obtained from the registrar’s office. There is no fee for providing transcripts.

Student Identification Cards

New graduate students admitted for the fall term should visit the RUconnection Card Office during the summer months to be photographed for student identification cards. Instructions for students not photographed by the beginning of the term will be provided by the office. For the spring term, new graduate students should visit the office prior to the beginning of the term. The RUconnection Card Office is located at the Busch Campus Center. Information regarding hours of operation, card benefits, and replacing lost or stolen cards may be obtained at the RUconnection web site address, www.rci.rutgers.edu/~ruconxn, or by telephone at 732/445-6949.

Holds

The privileges of registration, advance registration, receipt of a diploma at commencement, and receipt of transcripts of record are barred to students having outstanding obligations to the university. Obligations may take the form of unpaid monies, unreturned or damaged books and equipment, parking fines, other charges for which a student may become legally indebted to the university, and failure to comply with disciplinary sanctions or administrative actions.

University departments and offices may place “holds” on registration, diplomas, and transcripts for any students having an outstanding obligation.

SCHOLASTIC STANDING

The rules of the Graduate School of Applied and Professional Psychology governing scholastic standing—including policy statements on academic probation, dismissal, and readmission—may be found in the *GSAPP Guide for Students: Academic Policies and Procedures*, which is provided to each student upon entrance to the program.

Each program annually monitors the academic and practitioner progress of all students. Any of the following requires the faculty to consider a student’s possible termination from the school: three grades of *C* or *Incomplete* (which have not been remediated to completion), or *No Credit*; failure to pass the comprehensive examination; consistent inability to meet practitioner requirements as evidenced by faculty or supervisors’ evaluations; or inability to carry out a dissertation.

Student Academic Appeals

Student academic appeals are handled within the structure of the graduate degree program. The student should take the issue to the director of the graduate program or a designee for review and mediation. The director, or a designee, consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to a faculty committee, as designated in the bylaws of the program. The committee may consult with whomever it chooses in arriving at a recommendation in the matter and, in extraordinary cases, may ask third parties from among the faculty to review previous decisions by the faculty involved.

While action within the faculty is normally final, a student may appeal to the dean in cases where he or she feels that the process by which the program reached its decision was unfair. The case is then reviewed by the dean or the designee of the dean, whose decision is final.

GRADUATION

Degrees are conferred by the university only after a formal application has been filed with the registrar and upon recommendation of the faculty. Degrees are conferred and diplomas are normally issued at the annual commencement each May. A student who completes degree requirements in time to apply for an October- or January-dated degree may request an earlier issuance of the diploma. All students may request a suitable certificate for use until issuance of the diploma. Deadlines for filing the Diploma Application Form with the registrar are October 1 for an October-dated degree, January 2 for a January-dated degree, and April 1 for a May-dated degree.

POLICY ON ACADEMIC INTEGRITY SUMMARY

“Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions to this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the university community, and breaches of academic integrity constitute serious offenses” (Academic Integrity Policy, p. 1).

The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them.

Faculty members have an obligation to educate students to the standards of academic integrity and to report violations of these standards to the appropriate deans.

Students are responsible for knowing what the standards are and for adhering to them. Students also should bring any violations of which they are aware to the attention of their instructors.

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others

access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Violations of academic integrity are classified into four categories based on the level of seriousness of the behaviors. Brief descriptions are provided below. This is a general description and is not to be considered as all-inclusive.

Level One Violations

These violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily involve a very minor portion of the course work. These violations are considered on academic merit and not as disciplinary offenses.

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

Level Two Violations

Level two violations involve incidents of a more serious nature and affect a more significant aspect or portion of the course.

Examples: Quoting directly or paraphrasing without proper acknowledgment on a moderate portion of the assignment; failure to acknowledge all sources of information and contributors who helped with an assignment.

Recommended Sanctions: Probation, a failing grade on the assignment, or a failing grade in the course.

Level Three Violations

Level three offenses involve dishonesty on a significant portion of course work, such as a major paper, an hourly, or a final examination. Violations that are premeditated or involve repeat offenses of level one or level two are considered level three violations.

Examples: Copying from or giving others assistance on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, using a purchased term paper, presenting the work of another as one's own, altering a graded examination for the purposes of regrading.

Recommended Sanctions: Suspension from the university for one or more terms, with a notation of "academic disciplinary suspension" placed on a student's transcript for the period of suspension, and a failing grade in the course.

Level Four Violations

Level four violations are the most serious breaches of academic integrity. They include repeat offenses of level three violations.

Examples: Forgery of grade change forms; theft of examinations; having a substitute take an examination; dishonesty relating to senior thesis, master's thesis, or doctoral dissertation; sabotaging another's work; the violation of the ethical code of a profession; or all infractions committed after return from suspension for a previous violation.

Recommended Sanctions: Expulsion from the university and a permanent notation on the student's transcript.

Faculty members who believe that violations have occurred should immediately contact the Office of the Dean. Students who suspect that other students are involved

in actions of academic dishonesty should speak to the instructor of the course. Questions on reporting procedures may be directed to the Office of the Dean.

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

A university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Its rules should be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the university. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Preamble

University Code of Student Conduct

Overview

Communities establish standards in order to ensure that they are able to fulfill their mission and keep their members from harm. The University Code of Student Conduct (referred to as "the code" in the remainder of this summary) defines those kinds of behavior that violate the standards of the Rutgers University community and also provides the mechanism for addressing alleged violations. In doing so, the code protects the rights of those accused of offenses (referred to as "respondents" in the remainder of this summary) by providing due process while also protecting victims of those offenses and the university community as a whole.

Process

The following summary presents key aspects of the code. Students should consult the code itself for complete information on each point.

Filing a Complaint

Any individual may file a complaint against a student suspected of violating the code by notifying the dean of students (or equivalent) of the respondent's college or school, or the director of judicial affairs in the Division of Student Affairs.

Preliminary Review

Upon receipt of a complaint, a preliminary review is conducted by the dean of students (or equivalent) or his or her designee to assess the evidence and determine if it is sufficient to proceed to a hearing. The dean conducting this review also assesses the seriousness of the charges. The most serious charges can, upon a finding of responsibility, result in separation from the university (suspension or expulsion). These serious cases are decided at university

hearings. Less serious offenses (nonseparable offenses) are heard according to procedures in place at the student's college or school.

Separable Offenses

The following offenses are deemed serious enough to result potentially in separation from the university should a student be found responsible at a hearing:

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing
7. violation of the university's Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students' office.)
8. unauthorized entry into, unauthorized use of, or misuse of university property, including computers and data and voice communication networks
9. intentionally or recklessly endangering the welfare of any individual or intentionally or recklessly interfering with any university activity or university sponsored activity
10. use, possession, or storage of any weapon, dangerous chemical, fireworks, or explosive, whether or not a federal or state license to possess the same has been issued to the possessor
11. the distribution of alcohol, narcotics, or dangerous drugs on university property or among members of the university community, if such distribution is illegal, or the possession of a sufficiently large quantity as to indicate an intention to distribute illegally
12. theft of university services or theft of, or intentional or reckless damage to, university property or property in the possession of, or owned by, a member of the university community, including the knowing possession of stolen property (Intentional or reckless misuse of fire safety equipment is regarded as damage under this section of the code.)
13. the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession
14. violations of federal, state, or local law where such violations have an adverse effect on the educational mission of the university
15. failure to comply with the lawful directions of university officials, including campus police officers acting in performance of their duties
16. knowingly providing false testimony or evidence; disruption or interference with the orderly conduct of a disciplinary conference or hearing; violating the terms of any disciplinary sanction imposed in accordance with this code, or any other abuse of the university's disciplinary procedures.

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including speaking on their behalf. The Office of the Vice President for Student Affairs maintains a list of trained campus advisers for this purpose. Students are free to select any members of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

Complainants and respondents also may, at their own expense, seek the advice of an attorney in addition to that of a campus adviser. Attorneys are free to advise students, to assist in the preparation of their cases, and to attend hearings, but may not speak on behalf of their clients or question witnesses at a hearing.

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board usually composed of three students and two faculty members. It is the hearing board's responsibility to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the vice president for student affairs. The vice president for student affairs considers the hearing board recommendation and determines the sanction.

Appeals

A student found responsible for violating the code may appeal the finding, the sanction, or both. Appeals are filed through the Office of the Vice President for Student Affairs, which forwards them to the Appeals Committee of the appropriate campus (Camden, Newark, New Brunswick).

Authority for Student Discipline

Ultimate authority for student discipline is vested with the Board of Governors of Rutgers, The State University of New Jersey. This authority has been delegated to university administrators, faculty, students, committees, and organizations as set forth in the University Code of Student Conduct. The above summary is intended to present some key facts of the code. Copies of the code are available from all dean of students' offices and have been placed at the reference desks of all university libraries. In addition, the director of judicial affairs in the Division of Student Affairs will provide copies of the code upon request and is available to answer any questions about the code or related judicial matters.

UNIVERSITY SAFETY AND SECURITY

Providing a safe and secure environment for all members of the university community is the highest priority of the university's public safety staff. The staff is comprised of commissioned police officers with full investigative and arrest authority, trained emergency medical technicians, fire inspectors, security officers, dispatchers, and students employed as community services and student safety officers. Members of the public safety staff patrol each campus and respond to emergencies and requests for assistance 24 hours a day, 365 days a year.

Rutgers' public safety employees are part of the universitywide crime prevention team that includes all members of the university community. It is everyone's duty to maintain actively a safe environment and to be careful while complying with all local, state, and university regulations.

The executive director for public safety is responsible for safety and security services on the New Brunswick/Piscataway campus. On the Camden and Newark campuses, these responsibilities reside in the Office of the Provost.

Information regarding public safety at Rutgers is available from the campus police departments. *Safety Matters*, a brochure outlining public safety statistics, services, and programs on each of Rutgers' regional campuses, is published annually and distributed free of charge. To receive a copy of *Safety Matters*, call the appropriate Rutgers Police Department office at one of the following numbers:

Camden: 856/225-6009

Newark: 973/353-5547

New Brunswick: 732/932-8407

Safety Matters may be viewed online at:

Camden: www.camden.rutgers.edu/~rupdcamd/index.htm

Newark: nwkpolicerutgers.edu

New Brunswick: publicsafety.rutgers.edu

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

An academic community, where people assemble to inquire, to learn, to teach, and to reason together, must be protected for those purposes. While all members of the community are encouraged to register their dissent from any decision on any issue and to demonstrate that dissent by orderly means, and while the university commits itself to a continual examination of its policies and practices to ensure that causes of disruption are eliminated, the university cannot tolerate demonstrations that unduly interfere with the freedom of other members of the academic community.

With this in mind, the following administrative procedures have been formulated to guide the implementation of university policy:

1. The president of the university and the vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick, the senior vice president and treasurer will have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.

4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the vice president for academic affairs, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions that the university police are unable to handle. In extraordinary circumstances, where neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer in New Brunswick and the provosts on the Camden and Newark campuses have the same authority.
5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

POLICY PROHIBITING HARASSMENT

The university prohibits harassment based on race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. Harassment is a kind of discrimination that violates state and federal civil rights laws. It is defined for purposes of those laws and the university's policy as any behavior that:

1. is unwelcome,
2. targets a person because he or she has one or more of the protected characteristics,
3. is engaged in by a person employed by or doing business with the university, and
4. is sufficiently severe or pervasive to alter negatively that person's or a group member's living, educational, or working environment.

Sexual harassment can take the form of unwelcome sexual advances; requests for sexual favors; or other unwelcome written, verbal, electronic, telephonic, or physical conduct of a sexual nature. *Hostile environment harassment* on the basis of sex, race, religion, color, national origin, ancestry, age, sexual orientation, disability, or marital or veteran status is severe or persistent behavior that has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating a hostile environment.

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or need more information, you are encouraged to contact the Office of Compliance, Student Policy, and Judicial Affairs, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190, by telephone at 732/932-7312, or by email at uhr@rci.rutgers.edu. You may obtain copies of the *Policy Prohibiting Harassment* and the *Harassment Complaint Process* on our web page (www.rci.rutgers.edu/~uhc).

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

Intolerance and bigotry are antithetical to the values of the university and unacceptable within the Rutgers community. One of the ways the university seeks to effect this principle is through a policy of nondiscrimination, which prohibits discrimination on the basis of race, religion, color, sex, age, sexual orientation, national origin, ancestry, disability, marital status, or veteran status in university programs. In order to reinforce institutional goals of nondiscrimination, tolerance, and civility, the following policy against verbal assault, defamation, and harassment makes clear that such behavior toward others violates acceptable standards of conduct within the university. (This policy is not intended to supersede the university's policy against harassment.)

Verbal assault, defamation, or harassment interferes with the mission of the university. Each member of this community is expected to be sufficiently tolerant of others so that all students are free to pursue their goals in an open environment, able to participate in the free exchange of ideas, and able to share equally in the benefits of our educational opportunities. Beyond that, each member of the community is encouraged to do all that she or he can to ensure that the university is fair, humane, and responsible to all students.

A community establishes standards in order to be able to fulfill its mission. The policy against verbal assault, defamation, and harassment seeks to guarantee certain minimum standards. Free speech and the open discussion of ideas are an integral part of the university community and are fully encouraged, but acts that restrict the rights and opportunities of others through violence, intimidation, the destruction of property, or verbal assault, even if communicative in nature, are not protected speech and are to be condemned.

Prohibited Conduct

Any of the following acts, even if communicative in nature, are prohibited "separation offenses" (charges that could lead to suspension or expulsion from the university) under the provisions of the University Code of Student Conduct:

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as a "threat of . . . physical abuse.")
2. Theft of, or intentional damage to, university property, or property in the possession of, or owned by, a member of the university. (Acts of graffiti or other vandalism may be prosecuted as "intentional damage to . . . property.")
3. Harassment, which is statutorily defined by New Jersey law to mean, and here means, purposefully making or causing to be made a communication or communications anonymously or at extremely inconvenient hours, or in offensively coarse language, or in any other manner likely to cause annoyance or alarm, or subjecting or threatening to subject another to striking, kicking, shoving, or other offensive touching, or engaging in any other course of conduct or of repeatedly committed acts with purpose to alarm or seriously annoy any other person. Harassment is considered a separation offense under the University Code of Student Conduct.

4. Defamation, which is judicially defined to mean, and here means, the unprivileged oral or written publication of a false statement of fact that exposes the person about whom it is made to hatred, contempt, or ridicule, or subjects that person to loss of the goodwill and confidence of others, or so harms that person's reputation as to deter others from associating with her or him. Defamation is considered a separation offense under the University Code of Student Conduct.

While any of the four categories of acts listed above is a separation offense that, if proven, could lead to a sanction of expulsion or suspension from the university under the provisions of the University Code of Student Conduct, clearly minor instances of such prohibited behavior should be resolved at the college level and not be treated as separation offenses requiring a university-level hearing. The initial judgment of whether a particular act is of a separable or nonseparable nature is made by the appropriate college official.

Students who believe themselves to be victims of verbal assault, harassment, or defamation should report such incidents to the dean or the dean of students of their college or school. In addition, the following individuals have been identified to handle complaints:

Brian T. Rose, director of compliance, student policy, and judicial affairs, 3 Bartlett Street, College Avenue campus, 732/932-7312;

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, 3 Bartlett Street, College Avenue campus, 732/932-1711;

Rory P. Maradonna, associate provost for student life, Armitage Hall, Room 248, Camden campus, 856/225-6043;

Raymond T. Smith, associate provost for student affairs, Center for Law and Justice, Newark campus, 973/353-5541.

Some complaints can and should be resolved by informal methods, while others will require the implementation of formal procedures. All complaints are treated confidentially; complainants are encouraged to report incidents even if they do not wish to pursue the matter beyond the reporting stage.

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students, and to provide equal employment opportunity to all employees and applicants for employment, regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. (Douglass College, as a traditionally and continuously single-sex institution, may, under federal law, continue to restrict college admission to women.) Questions concerning student rights violations should be addressed to Brian T. Rose, Director of Compliance, Student Policy, and Judicial Affairs (732/932-7312). Questions concerning harassment or employment discrimination should be directed to Jayne M. Grandes, Acting Director, University Harassment Compliance and Equity (732/445-3020, ext. 626).

For complete text, see university regulation 6.4.8 (*University Policy on Equal Employment Opportunity and Affirmative Action*).

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

In compliance with the Equity in Athletics Disclosure Act, Rutgers provides information on men's and women's athletic programs (athletics.rutgers.edu/), including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically related student aid, and revenues. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library), and at the intercollegiate athletics offices.

STUDENT RECORDS AND PRIVACY RIGHTS

Rutgers, The State University of New Jersey, complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and makes public announcement of the law. FERPA was designed to protect the confidentiality of student records, guarantee student access to certain records, regulate disclosure of information from student files, provide opportunities for students to correct or amend records and add explanatory statements, and provide opportunities for students to file complaints with the U.S. Department of Education alleging infractions of the law.

The confidentiality of student educational records is protected by FERPA. FERPA permits the university to provide directory information without the student's consent unless the student requests that such information be kept confidential. Rutgers defines directory information as name, campus mailing address and telephone number, campus email address, RUCS user name, permanent address and telephone number, school of attendance, major field of study, class year, dates of attendance, current credit load, credit hours earned, degree(s) received, date(s) of degree(s), weight and height of intercollegiate athletes, and most recent previous school attended.

The most common ways by which the university releases student directory information are:

- through the verifications division of the Office of the Registrar or similar offices that have access to student records. (The office is called upon to verify that a student is enrolled at the university by potential employers and credit agencies, among others.)
- through the Rutgers online directory, a database of Rutgers students, faculty, and staff that is available through the Rutgers home page (www.rutgers.edu) and accessible worldwide via the Internet.

Students control the information that appears in the Rutgers online directory and may display or hide any of the information listed by visiting the directory home page and following the posted instructions. Students also may request that all directory information be kept confidential by obtaining a form for this purpose from their dean's office or from the registrar's office. Students should be aware that requesting confidentiality of directory information makes this information unavailable to all, including prospective employers, credit agencies, and others to whom they might want this information known or verified. Thus, it is recommended that students carefully consider

whether personal privacy concerns outweigh the possible inconvenience and detriments of having directory information withheld. Subsequent to filing the request, directory information remains confidential while a student is enrolled or until a written request that this restriction be lifted is received from the student by the registrar's office. As with all confidential records, Rutgers will release a student's confidential directory information only with the student's written consent or if otherwise required by law.

The university uses a student's Social Security number as a student identification number. While this number is not released as directory information and its confidentiality is protected in the same manner as are other educational records as defined by FERPA, the university offers students the opportunity to acquire a substitute student number. Students wishing to have a substitute number assigned should fill out the appropriate forms in the registrar's office.

Further information on the law and Rutgers' policy and procedures on compliance with FERPA is available from the director of compliance and student policy concerns (732/932-7312). All official notices regarding FERPA are archived at www.rci.rutgers.edu/~polcomp.

STUDENT RESIDENCY FOR TUITION PURPOSES

A determination of residency status for the purpose of tuition assessment is made by the university based on information provided by the applicant in accordance with the procedure outlined in the policy. A copy of the policy may be secured from the registrar's office or the admissions office.

Procedure

The Initial Determination

At the time an individual initially applies for admission into any graduate or undergraduate college or division of the university, the respective admissions office determines an admitted applicant's resident status for tuition assessment.

The determination made at this time shall prevail for each term unless a change is authorized as provided hereinafter.

After the Initial Determination

The status of residency for tuition purposes of students continuing in a college or division of the university is determined by the registrar of the respective college or division. The determination made by the registrar either conforms to the initial determination of the admissions office or reflects a change as provided hereinafter.

Request for a Change of Status

Requests for a change in residency status are accepted no later than the last week of the term for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be filed by the petitioner in accordance with the time limit specified in the preceding sentence. In no case may supporting affidavits be filed later than four weeks from the conclusion of the term for which the residency assessment is requested. Failure to comply with this provision, unless judged otherwise by the adjudicating official, voids the petition for the term in question. If, based on the information submitted in the request, the student qualifies for

resident tuition assessment, such change relates only to the current and subsequent terms. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior term.

Appeals

Appeals from the initial determination and any determination made after a request by a student for a change in residency status are accepted no later than three months after the date of notification of any such determination. Unresolved appeals are forwarded to either the university director of graduate admissions or the university registrar. These officers respond to the student within thirty working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the vice president for university budgeting by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting is final.

Students' Responsibilities

Students are responsible for providing relevant information upon which a residency determination can be made. The burden of proving his or her residency status lies solely upon the student. Moreover, it is considered the obligation of the student to seek advice when in doubt regarding eligibility for in-state tuition assessment. If the student neglects to question his or her eligibility status beyond the period specified above, that student forfeits his or her right to a residency assessment to which he or she might have been deemed to be eligible had he or she filed an appeal at the appropriate time.

Penalties

If a student has obtained or seeks to obtain resident classification by deliberate concealment of facts or misrepresentation of facts or if he or she fails to come forward with notification upon becoming a nonresident, he or she is subject to disciplinary action.

RESEARCH POLICY AND RESEARCH CENTERS

Research at the university, apart from that conducted by students in connection with their academic course work, is in general intended to lead to publication in some form so that its results are available to interested persons everywhere. All university-conducted research must be available for public scrutiny and use. The university does not accept grants from or enter into contracts with governmental agencies or any other sponsors for research projects of which the results may not be made publicly accessible.

Most research projects at the university are carried on by faculty members and students within the facilities offered by their own departments. For on-campus research that cannot be conducted in department facilities, laboratories, or the library, the university has provided a number of cooperative research centers and bureaus. A list of the university's research centers may be found in the Divisions of the University chapter.

Many members of these organizations are active in graduate instruction. Information about their programs and activities may be found in *Research at Rutgers*, a handbook and bibliography published by the Research Council, the university agency that sponsors and coordinates faculty research.

PATENT POLICY

All students are governed by the university's patent policy, which is described in a statement available in the Office of Research and Sponsored Programs and the offices of all deans and department chairpersons.

Course Listing

Explanation of Three-Part Course Numbers

The number preceding each course title is divided into three parts. The first two digits are the administrative code (standing for the school or faculty offering the course), the next three digits are the subject code, and the final three digits specify the course code.

Administrative Codes

The administrative codes used in this chapter are:

- 16 Graduate School–New Brunswick
- 18 Graduate School of Applied and Professional Psychology

Subject Codes

Courses with the following subject codes are listed in this chapter:

- 820 Professional Psychology
- 821 Clinical Psychology
- 826 School Psychology
- 829 Organizational Psychology
- 830 Psychology

Course Codes

Courses coded from 500 to 799 are graduate courses. Usually, fall term courses end with odd numbers and spring term courses end with even numbers.

Two course codes separated by a comma indicate that each term course may be taken independently of the other. Two course codes separated by a hyphen indicate that satisfactory completion of the first term course is a prerequisite for the second term; the first term may be taken for credit without taking the second, except if a statement is added to indicate that both term courses must be completed in order to receive credit.

Credits

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation *E* indicates that the course is experiential, and the credits do not count toward the total credits required to graduate. However, *E* credits are listed on official transcripts and counted in the total number of credits for the term. Examples of *E*-credit courses include graduate assistantships, professional practicum placement (in a work setting), and Psychological Clinic Practicum (treating clients in the GSAPP Clinic under supervision).

The notation *BA* indicates that the number of credits is determined by arrangement with the department offering the course.

Individual course offerings may vary from year to year as circumstances dictate. The university reserves the right to cancel or modify any course or program listed herein.

Individuals who are not matriculated in any of the Psy.D. programs or the clinical Ph.D. program but who wish to take courses offered by the Graduate School of Applied and Professional Psychology should consult the section on Accessibility to GSAPP Courses in the Academic Policies and Procedures chapter.

All applications (therapy) courses require a minimum of one case with appropriate supervision.

GSAPP COURSES

Professional Psychology 820

18:820:500. NEUROANATOMY PRIMER (1 NC)

Background preparation for clinical psychopharmacology, biological bases of behavior, and introduction to neuropsychological assessment. It is a requirement for students without or with minimal background in physiological psychology. No graduate credit is given. An introduction to basic neuroanatomy with a clinical focus; includes the structure of the cerebral hemispheres as it relates to higher cortical functions and the neuroanatomical pathways of the visual, auditory, somesthetic, and motor systems.

18:820:502. THEORETICAL FOUNDATIONS OF INTERVENTION—ORGANIZATIONS (2)

Explores how organizational theory can help psychologists to better understand the underlying causes of behavior in organizations. Also demonstrates how such an understanding can be used to improve the quality of life and organizational effectiveness. Theoretical concepts are illustrated through examples drawn primarily from educational and human service organizations.

18:820:503. THEORETICAL FOUNDATIONS OF INTERVENTION—ANALYTIC (2)

The model of human functioning offered by psychoanalytic theory, with a focus on understanding the person in the context of the life history; topics include drives, inferred psychic structures, dreams, psychopathology, ego psychology, object relations, research in psychoanalysis, and psychoanalytic psychotherapy; integration of theory and application with examples from everyday life and from clinical practice. Unique sections for clinical/organizational and school students have been developed.

18:820:504. THEORETICAL FOUNDATIONS OF INTERVENTION—COGNITIVE BEHAVIORAL (2)

An introduction to the theoretical foundations of the cognitive behavioral paradigm for understanding human events. Cognitive behavioral concepts will be reviewed so that they can be applied to formulate case examples from the community, clinics, schools, businesses, and the students' own lives.

18:820:505. FOUNDATIONS OF COGNITIVE/AFFECTIVE PSYCHOLOGY (1.5)

Introductory overview of topics concerned with normal and abnormal cognition and emotion. Includes action, perception, attention, learning, memory, and reasoning and intelligence. Provides a systematic framework for evaluating cognitive function in educational and clinical settings.

18:820:506. FOUNDATIONS OF SOCIAL PSYCHOLOGY (1.5)

Surveys classic research and recent developments in major areas of social psychology. Topics include social perception, self-identity, social influence, and intergroup relations.

18:820:531. SYSTEMATIC OBSERVATION AND INTERVIEWING (3)

Preparation for clinical work through experiential training. Demonstration and practice of basic helping skills and strategies for facilitating communication and change, with exploration and feedback on one's helping style. Provides the basic orientation to the role of the practicing psychologist.

18:820:543. HUMAN DEVELOPMENT (3)

Required for school psychology students; elective for all others.

Overview of norms, transitions, and crises in the life structure from birth to old age, to provide students with an understanding of life-span development that will be useful in their clinical work. Topics covered include developmental milestones for infancy; childhood; adolescence; early, middle, and late adulthood; effect of divorce on children; developmental trajectories; gender differences; cultural and ethnic variations in life-span development; and successful aging. Life-span interview and report and one term paper required.

18:820:550. PHILOSOPHY AND SYSTEMS OF PSYCHOLOGY (3)

Compares the different metatheoretical paradigms in psychology. Considers historical and epistemological roots of the different images of the person underlying contemporary approaches to the study of personality, psychopathology, and psychological assessment and treatment. Focuses on the value framework within which these perspectives operate. Considers a variety of methods in research, including both quantitative and qualitative approaches and group and individual case study models. Develops ability to examine critically the different epistemological and theoretical approaches in professional psychology. Paradigms include positivism and associated philosophy-of-science models; pragmatism; postmodernism; hermeneutics; psychoanalysis; existential, humanistic, and phenomenological approaches.

18:820:560. SELF, PSYCHOPATHOLOGY, AND THE MODERN AGE (3)

Offered in alternate years.

An interpretive or hermeneutic perspective on psychological aspects of modern culture and society. Focuses on various forms of psychopathology: schizoid and schizophrenic conditions, narcissistic personality, depression, and eating disorders, and exemplary expressions of modernist and postmodernist culture—each used to shed light on the nature of the self and subjectivity in the modern era. An introduction to hermeneutics, phenomenology, and cultural psychology as alternative approaches to understanding personality and psychopathology.

18:820:563. CHILD PSYCHOPATHOLOGY: THEORETICAL, EXPERIMENTAL, AND DESCRIPTIVE (3)

Descriptive and experimental psychopathology of childhood covers disorders usually first evident in infancy, childhood, or adolescence; includes mental retardation, attention deficit disorders, conduct disorders, anxiety disorders, pervasive developmental disorders, disorders with physical manifestations, and related DSM-IV categories. Demonstrations, interviews, and observation.

18:820:565. ADULT PSYCHOPATHOLOGY: THEORETICAL, EXPERIMENTAL, AND DESCRIPTIVE (3)

Largely DSM-based; covers the process of diagnosis, differential diagnosis, case description, and the conduct of specialized diagnostic assessments including the mental status examination and various tests and inventories. Students visit local psychiatric facilities to interview patients and write up findings. Classroom instruction combines interactive group exercises and role-plays, web-based resources, video and film characterizations, lectures, readings, and class discussion. Frequent papers and assignments are required.

18:820:567. ADULT PSYCHOPATHOLOGY (3)

Detailed overview of current theory and research on adult psychopathology with emphasis on interaction among biological, psychological, and social influences on the development, maintenance, and modification of specific disorders. Introduction to DSM-IV and the use of the SCID in formal assessment of clinical disorders; behavioral genetics; a biopsychosocial approach to risk and protective factors.

18:820:570. PSYCHOLOGICAL INTERVENTION WITH ETHNIC AND RACIAL MINORITY CLIENTS AND FAMILIES (3)

Prerequisite: Must be at least a second year GSAPP student.

Focuses on the psychological and cultural experiences of African American, Hispanic/Latino, Asian, Asian Indian, and gay and lesbian populations. Implications of these findings will be discussed in terms of their impact on assessment, intervention, research, and training in the cross-cultural context. The need for alternative strategies in the delivery of psychological services to minorities are addressed. Both terms (fall and spring) include both didactic and experiential group process formats.

18:820:575. DIVERSITY AND RACIAL IDENTITY (3)

Prerequisite: One completed year of doctoral study.

Using an empirically and theoretically based seminar format with both didactic and discussion components, provides knowledge of important advances in racial, ethnic, and diversity issues. Teaches about the history, experiences, and backgrounds of African American, Asian, and Latino populations likely to be encountered in one's practice. Examines how diverse factors such as one's sexuality, gender, religion, socioeconomic status, and tendency to stereotype pertain to human functioning. Students learn to alter and improve consideration of what is healthy or abnormal, while acquiring a broader repertoire of effective practices with diverse populations in the areas of intervention, assessment, research, and training as well as cross-cultural societal and organizational contexts. Course meets diversity requirements and may facilitate preparation for dissertation and/or comprehensive exams.

18:820:579. GENDER AND PSYCHOTHERAPY (2)

Examines gender issues in psychotherapy: gender roles, development and socialization, gender issues in diagnosis and assessment, gender issues and incidence of mental health disorders, gender in couples and family therapy, and gender of the psychotherapist. Postmodern theories of gender, research on biology and sex differences, psychology of women, and psychology of men and masculinity are included. Focus is on psychotherapy with adults and adolescents from a variety of theoretical perspectives.

18:820:581. STATISTICAL METHODS AND DESIGN ANALYSIS (3)

Develops a practical, conceptual understanding of statistical data analysis, hypothesis testing, statistical inference, and power analysis. Develops skills in conducting and interpreting several types of analysis of variance (ANOVA) and Pearson correlation/bivariate regression analysis. SPSS computer software is used for data analysis.

18:820:585. ADVANCED STATISTICS AND RESEARCH DESIGN (3)

Prerequisite: 18:820:581.

Covers multiple regression and Cook and Campbell's (1979) threats to validity (construct, statistical conclusion, internal and external). Provides the necessary foundation for critically analyzing and evaluating research.

18:820:593,594. COMMUNITY PSYCHOLOGY (3,3)

Prerequisite: 18:820:502 or advanced standing at GSAPP.

Presents the primary constructs of the community psychology perspective and how these can help psychologists better understand and improve the functioning of community groups and institutions. Special attention is paid to how the interplay of personal, interpersonal, and social system factors influence psychological well-being in community settings such as schools, mental health programs, other human service agencies, and community groups. Examines innovative strategies for preventing psychological disorders and promoting psychological well-being. In different terms, course emphasis is on schools, organizational settings, or mental health systems.

18:820:595. SELF REGULATION METHODS: MIND/BODY INTERVENTIONS (3)

Use of relaxation, methods, breathwork, meditation, and biofeedback. The kinds of psychological and medical disorders that can be helped by these interventions are discussed. Data from clinical research and theoretical bases for these interventions are presented. Class time is divided between didactic and practice. Students are evaluated by observation and exam and expected to demonstrate personal competence with the practices, a theoretical understanding of the psychological and psychophysiological aspects of these practices, and an ability to teach clients.

18:820:600. ADVANCED TOPICS IN PROFESSIONAL PSYCHOLOGY (BA)

In the past, this course has focused on psychoneurological assessment.

18:820:601,602. INDEPENDENT STUDY IN PROFESSIONAL PSYCHOLOGY (BA,BA)

Prior to registration, students must consult faculty members to determine arrangements and secure an approval form.

Papers required based on independent study.

18:820:605. FORENSIC PSYCHOLOGY (1)

Provides a basic introduction to the American legal system, the roles psychologists may play in assisting the legal system, guidelines for forensic psychologists, and preparation for being an expert witness and testifying in court. Stresses a critical approach to the practice of forensic psychology and an awareness of both the strengths and limitations of psychological science in the legal process.

18:820:609. CRISIS INTERVENTION (2)

Historical and conceptual bases for crisis intervention as a distinct treatment modality. Students learn generic individual and community-based crisis intervention strategies, current approaches for the assessment and outpatient management of suicidal individuals, and basic disaster response approaches.

18:820:610. SEMINAR IN PROFESSIONAL PSYCHOLOGY: PSYCHOLOGY, SICKNESS, AND HUMAN SUFFERING (3)

Examines the role of the psychologist in understanding and, where possible, making more tolerable the psychological component of bodily misfortunes. Specific illnesses are considered (e.g., HIV/AIDS, cancer, cardiac disorder) and attention is given to the role of the psychologist in medical settings. Clinical topics may include pain and pain management; recognition and treatment of psychological comorbidities of illness; hospice, death, and end of life interventions; and empirical studies of the impact of religious beliefs on health/sickness outcomes. Throughout, the course emphasizes the links between well-developed research areas and clinical interventions and the influence of social context on the understanding of biomedical phenomena.

18:820:611. SEMINAR IN PROFESSIONAL PSYCHOLOGY: CHILDHOOD SEXUAL ABUSE (1)

Develops a knowledge base of theoretical considerations, diagnostic and therapeutic approaches, and pertinent ethical and legal issues. Highlights the impact of childhood sexual abuse on the individual, family, and community.

18:820:613,614. PROFESSIONAL DEVELOPMENT (3,3)

Prerequisite: 1 1/2 years at GSAPP or equivalent.

Issues involved in the delivery of professional psychology services, including general ethical principles, professional self-definition and self-regulation, and governmental sanctions (judicial, legislative, and executive). Sample areas covered include history and identity of professional psychology, APA's ethical standards, state licensing; involuntary commitment; confidentiality versus access to client information; school psychology legislation; managed care and the funding of mental health services; and the nature and ethics of organizational psychology practice.

18:820:615. FAMILY TREATMENT OF CHILDHOOD DISORDERS (3)

Provides a representative sampling of empirically supported cognitive behavioral and systems-oriented treatments for families having children with a range of behavioral, emotional, and developmental disorders, including internalizing, externalizing, and disorders related to common family issues. Through lectures and readings, students are exposed to theoretical and philosophical underpinnings of an integrated cognitive behavioral (especially parent training) and family systems (especially structural) orientation, and participate in experiential in-class activities such as role-plays. For students of all levels.

18:820:616. QUALITATIVE RESEARCH METHODS (1)

Provides an overview of the broad range of qualitative research methods that are available, from traditional coding of narrative information into quantitative categories, to pragmatic case studies, to ethnographic methods, to hermeneutic studies. Three possible goals of qualitative research will be covered: description, theory development, and program evaluation. Finally, the course provides an opportunity to practice qualitative research skills by designing, conducting and writing systematic, semistructured narratives.

18:820:618. CASE-BASED PROGRAM EVALUATION (2)

Recommended to build upon 18:820:616.

Explores the nature, historical background, many forms, and many uses of program evaluation, with particular emphasis upon comparing and contrasting the use of qualitative and quantitative research methods in program evaluation and how to translate evaluation questions into the design of one or more case studies. In addition, the overlap between psychotherapy outcome research and program evaluation studies is explored. To learn how to apply the course's concepts and methods, each student designs, conducts, and writes a systematic evaluation case study employing both qualitative and quantitative data.

18:820:622. CLINICAL PSYCHOPHARMACOLOGY (3)

Prerequisite: Undergraduate course in physiological psychology or equivalent; or 18:820:500.

Basic principles necessary for understanding mind-body relationships; emphasis on linkage between models of neuropsychological functions, physiological mechanisms, and biochemical processes; issues, methods, and problems fundamental to understanding the role and limitations of psychotropic drugs in management and treatment of major clinical problems such as pain, anxiety, major affective disorders, schizophrenia, other psychoses, and alcohol and drug dependencies.

18:820:629. BIOLOGICAL BASES OF HUMAN BEHAVIOR (3)

Prerequisite: Undergraduate course in physiological psychology or equivalent; or 18:820:500.

Presents the study of human behavior and experience as it relates to normal and abnormal brain functioning. Neuroanatomy is reviewed with a focus on the functions performed by discrete brain regions and interconnected systems. The neurophysiological bases of motor, sensory, attentional, language, perceptual, emotional, behavior regulation, and other cognitive functions are covered. The effects of various disease processes and injuries on neuropsychological functioning are examined. Includes extensive use of clinical presentations and discussion.

18:820:632. INDIVIDUAL COGNITIVE ASSESSMENT (3)

The process of integration of various means of assessment and communication of assessment findings; recent theory, research, principles of measurement, and sociocultural factors relevant to individual cognitive assessment; and instruction and supervision in administration and scoring of individual intelligence tests, interpretation of findings in written reports, and use of findings for relevant intervention.

18:820:633. INDIVIDUAL COGNITIVE ASSESSMENT (3)

Integrates the skills of administration of the major cognitive assessment instruments with recent theory and research; social and educational implications of assessment; and development of communication skills and of appropriate interventions. Individual supervision.

18:820:634. PSYCHODYNAMIC INTERVIEW (2)

Prerequisite: 18:820:531.

Enhance interviewing skills; formulate a case within a broad, psychodynamic and life-history framework, arriving at a diagnostic impression, along with appropriate recommendations for treatment. Students interview clients while being observed and receive feedback on interviewing style and assessment reports. Each student must conduct one interview based on videotaped interviews.

18:820:635. COGNITIVE BEHAVIORAL ASSESSMENT OF PSYCHOLOGICAL DISORDERS (2)

An introduction to cognitive behavioral assessment and treatment planning for psychological disorders. The use of evidence-based assessment and treatment strategies is emphasized. Course focuses on providing step-by-step instructions so students can learn to systematically assess patients and implement cognitive behavioral treatment interventions to resolve symptoms. Evaluations of the effectiveness of treatment used are discussed. Separate sections are developed to focus on either child or adult disorders.

18:820:636. PERSONALITY ASSESSMENT—CHILD (3)

Prerequisites: 18:820:503, 531; or equivalent as determined by instructor.

Theory, administration, scoring, and interpretation of projective techniques and objective tests with children and adolescents. Primary concentration on objective measures used in the schools, clinical interviewing, projective drawings, and various apperception techniques. Critical evaluation of legal and ethical issues surrounding personality testing in schools, the use of projective techniques, and psychological report writing.

18:820:637. OBJECTIVE PERSONALITY ASSESSMENT (3)

Covers the development and interpretation of major objective personality assessment instruments, such as the MMPI-2, MCMI-3, and PAI. Students develop basic competency in interpretation by administering and interpreting test protocols.

18:820:638. PERSONALITY ASSESSMENT—ADULT (3)

Instructor's special permission to take fall term only.

18:820:638-639. PERSONALITY ASSESSMENT—ADULT (3-3)

Prerequisites: 18:820:531, 632, and 634; or permission of instructor. YEAR - LONG COURSE.

First term: use of projective techniques in the formulation of diagnosis and treatment planning; emphasis on administration and interpretation of the Rorschach test, the Thematic Apperception Test, and projective drawings. *Second term:* advanced course in the above areas, leading to the preparation of integrated psychological reports. Individual supervision both terms.

18:820:681. JUDGMENT AND DECISION MAKING (3)

Explores theory and research on judgment and decision making, including decision theory and judgmental heuristics. Includes research from cognitive, social, and clinical psychology, as well as organizational behavior and management.

18:820:689. PROFESSIONAL PRACTICUM PLACEMENT (E3)

One day per week, E3. Required during most terms for full-time Psy.D. students. Special section(s) for regional public school practicum. For characteristic placements, see listings under each program.

18:820:690. PROFESSIONAL PRACTICUM PLACEMENT (E3)

For students taking a two-day-per-week practicum, register for 18:820:689 and 690. For characteristic placements, see listings under each program.

18:820:691. PROFESSIONAL PRACTICUM PLACEMENT (BA)

Special sections for Rutgers/Somerset counseling project (E1), Work and Careers practicum (E1).

18:820:700. ADVANCED DISSERTATION AND RESEARCH (3)

Dissertation research design and conduct from selecting a topic through interpreting the results and writing the final manuscript. Group supervision in dissertation research. This course can be used to meet some of the 9 required dissertation credits.

18:820:701,702. DISSERTATION IN PROFESSIONAL PSYCHOLOGY (3,3)

Student must register with a particular faculty adviser.

Required of all Psy.D. students actively involved in and soliciting input on dissertation preparation, literature research, data collection, and writing of a doctoral project (fall, spring, summer).

18:820:703. DISSERTATION IN PROFESSIONAL PSYCHOLOGY (3)

For students defending first two weeks of September only (by special permission of the department chair).

18:820:800. MATRICULATION CONTINUED (0)

For students who will have completed all course work and the dissertation defense by September 1. May be used only if a student has a written official leave of absence granted by the department chair.

18:820:811. GRADUATE FELLOWSHIP (0)**18:820:866. GRADUATE ASSISTANTSHIP (BA)****18:820:877. TEACHING ASSISTANTSHIP (BA)****Certification Courses**

The courses listed below are certification courses intended for non-GSAPP students, although GSAPP students may elect to take one or more of these courses.

18:820:510. BASIC PRINCIPLES OF BEHAVIOR ANALYSIS (3, OFF CAMPUS)

An introduction to the basic principles of applied behavior analysis. The definition and characteristics of applied behavior analysis, fundamental principles of behavior, and hallmarks and rationale of behavioral assessment are covered. The application of behavior analytic principles is illustrated through readings regarding the treatment of individuals with autism.

18:820:512. APPLICATIONS OF BEHAVIOR ANALYTIC PRINCIPLES: ETHICS AND BEHAVIORAL ASSESSMENT (3)

Course focuses on methods of observation, data collection, and data interpretation. Students learn methods for obtaining descriptive data and procedures for systematic manipulation of independent variables. Single subject designs and ethical issues inherent in behavioral assessment, treatment, and research are considered.

18:820:514. APPLICATIONS OF BEHAVIOR ANALYTIC PRINCIPLES: CHANGING BEHAVIOR (3)

Teaches how to select targets for behavior change, to establish and strengthen behavior, and to weaken behavior. Application will be illustrated through a variety of readings that highlight the breadth and power of ABA in this context.

18:820:516. ADVANCED TOPICS IN BEHAVIOR ANALYSIS: STATE OF CHILDREN WITH AUTISM AND RELATED DISORDERS (3)

Provides a framework for conceptualizing verbal behavior and the application of this framework to the education of children with autism. Students develop an understanding of teaching strategies that rely on antecedent control including the task demonstration model, errorless prompting, and activity schedules.

Clinical Psychology 821

18:821:535. PSYCHOANALYTIC THEORIES OF PERSONALITY (3)

Prerequisite: 18:820:503.

A comparative study of the major psychoanalytic understandings of personality and psychopathology, with an emphasis on bridging theory and practice. Readings address the contributions of Freud and ego psychology, Klein and Bion, British object relations theories, self-psychology, and contemporary relational psychoanalysis. Students are encouraged to apply the course material to a clinic case to learn about the relationship of theory to the development of a case formulation and the evolving clinical process. May be taken as a theory course without commitment to a clinical case.

18:821:540. SEVERE PSYCHOPATHOLOGY: PSYCHODYNAMIC, PHENOMENOLOGICAL, AND PSYCHIATRIC APPROACHES (3)

Offered on an irregular basis. Satisfies prerequisite for 18:821:639. This is an alternate prerequisite for 18:821:637.

Conceptualization and treatment of severe forms of psychopathology, especially schizophrenic, schizoid, borderline, narcissistic, and sociopathic or dissociative disorders. Considers both psychodynamic (classical, ego-psychological, object-relational, and self-psychological) and existential-phenomenological approaches, with some discussion of classical psychiatric writings. Readings include Freud, Bleuler, Minkowski, Sullivan, Searles, Sartre, Sechehaye, Guntrip, Kernberg, Kohut, Linehan, Winnicott, Jaspers, and Laing, as well as autobiographical and fictional accounts of mental illness.

18:821:544,545,546. PSYCHOLOGICAL CLINIC PRACTICUM (E2,E2,E1)

Learn experientially to function as a member of the professional outpatient staff in the Psychological Clinic at GSAPP under weekly supervision by licensed psychologists. Experience is gained by providing therapy and assessment services (according to training goals) to clients with adult, child, marital, and family problems; meeting with assigned supervisors weekly; and submitting required clinical records.

18:821:547. INTRODUCTION TO GROUP PSYCHOTHERAPY (3)

Prerequisite: Preference given to students who have previously taken at least one psychotherapy course.

The study of group leadership and group therapy from a psychodynamic perspective covered through the use of lectures, readings, and experiential process group and/or observation of an ongoing psychotherapy group, sharing or group leadership experiences, and observation of videotapes.

18:821:549,550. ADVANCED GROUP PSYCHOTHERAPY SUPERVISION (E1,E1)

Prerequisites: Graduate course in group psychotherapy; must be leading a therapy group or planning to do so.

Presentation of therapy groups for analysis and feedback by class members and instructor, from both psychodynamic and group-as-a-whole perspectives. Transference and countertransference examined through the study of parallel process within the supervision group.

18:821:553. INTRODUCTION TO FAMILY THERAPY (3)

One term exposure to the empirical knowledge base and methods for assessing and treating families. Taught from a behavioral perspective, the course covers how clinical families differ from non-clinical families and how a therapist can help families change expectancies and maladaptive interaction patterns. Intergenerational, multicultural, and ecological/community issues discussed throughout. Each student presents a videotaped family therapy session, their own family's genogram, or a research proposal or data. (Students must carry a case in the Psychological Clinic or Rutgers/Somerset Counseling Program.)

18:821:555. APPLICATIONS OF COGNITIVE BEHAVIOR THERAPY FOR ANXIETY, DEPRESSION, AND PERSONALITY DISORDERS (3)

Prerequisite: 18:820:636 or instructor's approval.

This two term course focuses on the clinical application of specific treatment protocols that have been shown to be effective in controlled research studies to address emotional disorders, such as anxiety disorder and depression. Students learn how to conduct a thorough assessment using structured clinical interviews and a battery of questionnaires, implement specific cognitive behavioral treatment strategies targeting the diagnosed symptoms and problems, and evaluate the effectiveness of treatment as it progresses using relevant patient self-report questionnaires. Students evaluate and treat one case in the clinic (as part of the CBT program for anxiety and depression) following a general introduction to cognitive behavioral assessment and treatment during the first few weeks of the course. A second case is added in December. Each class involves group supervision of ongoing cases by the instructor.

18:821:559. INTRODUCTION TO PROGRAM EVALUATION (3)

Limited to clinical psychology students only.

Program evaluation is presented as an effective means for designing, implementing, and improving programs in mental health centers, health service delivery systems, and other organizations in which clinical psychologists practice. Course focuses on collaborating with clients (e.g., program directors, agency administrators) and other key stakeholders in a systematic approach. Supervision by the instructor on two projects: one, formulation of a detailed program evaluation plan; the other, a procedural response to a program planning and evaluation issue. Students are encouraged to learn as much as possible about the area and to extend themselves via extra assignments. Students must carry a case in the real world, with a client under the supervision of the course instructor.

18:821:562. BEHAVIORAL COUPLES THERAPY (3)

Prerequisite: 18:820:567.

Theoretical and empirical bases of behavioral couples therapy and clinical applications; topics include self-report and observational assessment procedures, treatment planning, and intervention techniques such as reciprocity, communication skills, and cognitive affective interventions. Applications of behavioral couples therapy to couples from diverse ethnic/racial backgrounds and to gay/lesbian couples. One couple's case with supervision required.

18:821:564. PLAY AND MILIEU THERAPY WITH CHILDREN (3)

Focuses on theory and techniques used in play therapy with children under the age of twelve. Use of play in assessment and treatment of children. Play therapy interventions in treatment of specific disorders including behavioral disorders, anxiety and depressive disorders, traumatic/stress disorders. Focus on work with child, parents, and teachers. Carrying a child case is required.

18:821:566. COGNITIVE BEHAVIORAL FAMILY INTERVENTION FOR ADOLESCENT PROBLEMS (3)

In-depth examination of the causes, course, intervention, and prevention of adolescent problems from a cognitive behavioral perspective, particularly in relationship to the whole family and the school. Through weekly therapy videotapes, outside speakers, readings, research reports, and discussion, students gain expertise in the secondary prevention of adolescent problems through early family intervention and school intervention. Experiential requirement: carry a case, do own family genogram, or present an ongoing empirical research project.

18:821:567. PRACTICE OF BEHAVIOR THERAPY (3)

Prerequisite: 18:820:504.

Methods and approaches involved in the clinical practice of behavior therapy as applied to children and adults on an outpatient basis; behavioral parent training, self-control procedures with children, systematic desensitization and its variants, and cognitive behavior therapy. Lecture, demonstration, case material, and audio- and videotapes used to illustrate behavioral assessment and treatment. A minimum of one case with behavioral supervision required.

18:821:568. EATING AND WEIGHT DISORDERS (3)

Provides an overview of the epidemiology, causes, and treatment of obesity and eating disorders. The focus is on the interplay among biological, psychological, and cultural factors of the development and maintenance of these disorders. Open to students from doctoral programs in psychology and nutrition.

18:821:601. INDEPENDENT STUDY IN CLINICAL PSYCHOLOGY (3)

Prior to registration, students must consult faculty members to determine arrangements.

Papers required based on independent study.

18:821:605. WORKING WITH TRAUMA (3)

Focuses on clinical work with patients suffering from reactions to traumatic experiences, in particular, Posttraumatic Stress Disorder (PTSD). From its initial application to Vietnam veterans, our understanding of PTSD has more recently been expanded to include the effects of such experiences as child abuse and adult rape, as well as exposure to such catastrophic experiences as those of September 11. The goal of the course is to increase understanding of traumatic symptoms and syndromes and to describe two approaches (psychodynamic and cognitive-behavior) to clinical work with patients.

18:821:611. ADVANCED TOPICS: INFANTS/EARLY CHILDHOOD DEVELOPMENT (BIRTH-FIVE YEARS) AND THEIR FAMILIES (3)

A survey of the theoretical origins of the field, with particular emphasis on its psychoanalytic roots. Works of Anna Freud, Winnicott, Stern, Frailberg, and other seminal thinkers and practitioners in the field are examined. The theoretical bases of attachment and infant-parent work are covered. Alternate means by which infants and parents communicate their struggles (e.g., "clinical baby games") explored. An overview of intervention strategies and tasks presented, with primary emphasis on conducting infant-parent (dyadic) psychotherapy. The clinician's interactions with the baby, the process of building an alliance, countertransference and its threats, and other treatment issues are covered.

18:821:615-616. FAMILY THERAPY (3-3)

Prerequisite: Advanced standing. Previous counseling/therapy experience and course work required. YEARLONG COURSE; both terms required.

Course discusses family systems theory as a new paradigm for conceptualizing human dilemmas; major theoreticians and schools in the family therapy field; core concepts and their relevance for the clinical application; phases of psychotherapy with a family, basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through clinical experiences; formulation of a psychosocial assessment of a family system with the therapist's use of self within the "therapeutic system." Participants study their own clinical work and focus on specific strategies of intervention according to different types of families. Family therapy case with supervision required.

18:821:623. INTRODUCTION TO NEUROPSYCHOLOGICAL ASSESSMENT (3)

Prerequisite: Undergraduate course in physiological psychology or equivalent.

Modules cover eight specific brain functions (sensory-motor, attention, memory, language, perception, executive, intellect, and person/behavior) and the neuropsychometric measures designed to assess them. Each module has hands-on training and discussion of interpretation of test findings. Test reports including behavioral observations, results, and interpretation required for each module.

18:821:630. ASSESSMENT AND TREATMENT OF ALCOHOL ABUSE AND ALCOHOLISM (3)

Prerequisite: 18:820:567.

Provides a critical overview of theory and research on the nature of alcohol problems, alcohol abuse, and alcohol dependence. Includes models to conceptualize how people with drinking problems change, approaches to assessment, and models of treatment. An experiential element is included. Opportunities for direct clinical experience are available through PACT at the GSAPP Psychological Clinic.

18:821:633. EXISTENTIAL, PHENOMENOLOGICAL, AND HERMENEUTIC APPROACHES TO CLINICAL PSYCHOLOGY (3)

Offered in alternate years.

Introduction to phenomenological, existential, and hermeneutic approaches to clinical psychology, with emphasis on psychopathology. Includes some discussion of the relevant philosophical background and possibly of certain poststructuralist developments. In the past, readings have included philosophers (selected from the following: Husserl, Heidegger, Merleau-Ponty, Sartre, Foucault) and various psychiatrists and psychologists (Jaspers, Binswanger, Minkowski, Blankenburg, Schachtel, and Laing). Student interests taken into account.

18:821:637. BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY (3)

Prerequisites: 18:820:634 and either 18:821:535 or 18:821:540, or permission of instructor.

Introduction to standard psychoanalytic therapy, described via case presentation and literature from the domains of ego psychology, self-psychology, the relational movement, and control-mastery theory. Overview of psychodynamic approaches to problems involving neurotic, borderline, psychotic, and posttraumatic conditions. Topics include the analytic attitude, the real relationship, the working alliance, transference and countertransference, resistance, and phases of treatment.

18:821:639-640. SHORT-TERM DYNAMIC PSYCHOTHERAPY (3-3)

Prerequisite: Previous course in psychoanalytic theory or therapy and/or supervised experience in psychodynamic therapy. YEARLONG COURSE; both terms required for credit to be given.

Psychodynamic understanding and technique as applied to the short-term treatment (ten to thirty-five sessions) of selected clients; current models of practice based on either drive/structural, relational, cognitive/dynamic, integrative concepts; theory and application demonstrated through use of videotapes. Discussion topics include psychotherapy integration, transference and resistance, curative factors, research approaches, gender and sociocultural factors, and values and visions in psychotherapy. Therapy case with supervision required.

18:821:643,644. ADVANCED ANALYTIC SUPERVISION (E1,E1)

Prerequisite: Permission of instructor.

For advanced students seeing clients in long-term, analytically influenced therapy. Students present their work for help in the areas of dynamic and diagnostic formulations, analysis of transference and resistance configurations, and exploration of individual and group countertransference and counterresistance phenomena.

18:821:650. GAY AND LESBIAN ISSUES IN PSYCHOTHERAPY (1)

Five-week course.

An introduction to affirmative psychological theory and therapy with lesbian, gay, and bisexual clients. Topics include theories of sexual orientation, identity formation, the impact of stigma and prejudice, coming out, family and couples therapy, health issues, and special issues of ethnic minorities.

18:821:651,652. ADVANCED FAMILY THERAPY SUPERVISION WITH AFRICAN-AMERICAN FAMILIES (E2,E2)

Prerequisites: Permission of instructor; 18:821:615-616 or equivalent experience.

Marital and family systems therapy; therapist's style, systemic assessment and strategic interventions; theoretical issues and appropriate readings. Students must work with at least one African-American family and bring videotapes to class.

18:821:653-654. CLINICAL PRACTICUM SUPERVISION (E1-E1)

Required for first-year clinical Psy.D. students.

Biweekly group supervision to discuss cases and issues that arise in practicum settings.

18:821:657-658. INTERNSHIP IN CLINICAL PSYCHOLOGY (3-3)

Required for all Psy.D. students in the clinical psychology program, usually during the fourth or fifth year of training. Students must have completed all course work and required preinternship practicum hours and successfully passed the written comprehensive exams.

Provides a twelve-month (1,750 hours) supervised experience in a setting determined by the program chairperson and the student.

18:821:659. PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (E-BA)

Requires special permission from the department chair.

For students who have approval to complete the supervised experience over a two year period. Register for 2 credits in the fall and 1 credit in the spring term, totaling 3 credits each year. Same requirements on course work, practicum, and comprehensives as full-time internship above.

18:821:668,669. ADVANCED COGNITIVE-BEHAVIORAL SUPERVISION (E-BA,E-BA)

For advanced students.

Cases presented; discussions focus on assessment and intervention methods.

School Psychology 826**18:826:617. ASSESSMENT AND INTERVENTION IN SPORT PSYCHOLOGY**

Provides students with opportunities to become knowledgeable about and skilled in frameworks, methods, and procedures for assessment and intervention with athletes, coaches, teams, parents, and administrators. Assessment is considered as a process of gathering information about individual athletes and teams as a basis for intervening to provide quality sport psychology services. Intervention is considered as the process of designing, implementing, and evaluating programs and services for athletes and others, based on trustworthy assessment information. Students complete one project that involves supervised experience in assisting an athlete or coach in personal development or performance enhancement and another project in which they construct a business plan for development of a sport psychology practice.

18:826:618. SPORT PSYCHOLOGY: THEORY, RESEARCH, PRACTICE

Provides students with an overview of sport psychology along theoretical, research, and practice dimensions. Focus is on the place of sport psychology in the history of sports worldwide at youth, competitive, and elite levels; reviewing diverse theories, concepts, and frameworks that have contributed to advancement of sport psychology, including those that are social learning, cognitive behavioral, social psychological, and informational in nature and scope; the current status of empirical research that forms the structure of sport psychology; and the practice of sport psychology as demonstrated and illustrated in a range of settings, with diverse populations. Students complete two projects: designing a sport psychology service and describing the practice of a sport psychology professional.

18:826:506. PRACTICUM GROUP SUPERVISION—SCHOOL PSYCHOLOGY (E1)

Required of all first-year nonadvanced school psychology students during their first term of practicum.

Biweekly group supervision discussing issues that arise in practicum settings.

18:826:550. INTRODUCTION TO SCHOOL PSYCHOLOGY (2)

Historical confluences of school psychology and psychological services in schools. Topics include roles and functions of school psychologists; current practices, models, and relevant educational laws; and the cultures of schools. Class presentations by practicing school psychologists help familiarize students with the roles of school psychologists.

18:826:555. EXCEPTIONAL CHILDREN IN THE SCHOOL, FAMILY, AND COMMUNITY (3)

Trends and issues that influence exceptional citizens; definition and comparison of the mentally retarded, gifted and creative, communications disabled, auditorially impaired, visually impaired, and physically disabled; implications of federal and state legislation for professional psychologists; educational, vocational, social, and mental health resources associated with exceptional children and adults; the implications of classification on behavior; the impact of an exceptional child on the family, school, and community.

18:826:557. PSYCHOEDUCATIONAL FOUNDATIONS OF LEARNING DISABILITIES (3)

Prerequisite: Completion of the equivalent of the first year of full-time study at GSAPP.

Conceptual and technical issues of assessment including psychometric theory as applied to reliability and validity and current issues within the broad field of learning disorders. Emphasis placed upon empirical investigations and conceptual issues as they impact upon theory and practice. Two cases needed to meet course requirements.

18:826:602. SEMINAR IN PSYCHOEDUCATIONAL INTERVENTION (3)

Prerequisites: 18:820:502, 503, 504; 18:826:605-606 or employment experience in a school setting or work with children/adolescents pertaining to school-based problems; familiarity with theory, principles, and practice of behavioral assessment and intervention.

Psychologically based intervention strategies and programs designed to enhance the school performance of children and adolescents; diverse range of psychoeducational interventions that address academic, social, and emotional competencies required for success in the school. Topics include prevention programs in schools; cognitive behavioral interventions to enhance academic performance and school behavior; study skills training; peer-mediated interventions; family-mediated interventions; social skills training; school-based counseling; and life crisis interventions. Requires implementation of a psychoeducational intervention program addressing an individual or group. Experiential component may be carried out in a school-based job, practicum placement, or through the Psychological Clinic.

18:826:605-606. ADVANCED SUPERVISION IN SCHOOL PSYCHOLOGY (E3-E3)

Required of all school psychology students for two years, starting with the second year.

Provides for personal and professional growth and development through small group supervision by faculty and peer group. Content largely group determined, but focuses on the integration of GSAPP activities with the professional, ethical, and legal issues encountered in school practicum placements.

18:826:610. CRISIS INTERVENTION IN SCHOOLS (1)

Prerequisite: 18:820:610 or equivalent course/experience.

Strategies for providing responses to crises in schools, including development of school crisis teams; coordination with community agencies; crisis prevention programming; and development of safe, supportive school environments.

18:826:612. CONSULTATION METHODS (3)

Prerequisite: Advanced standing.

Familiarity with conceptual foundations and contemporary developments in behavior therapy and intervention. Training applied to problems manifested by individuals and groups of youngsters in educational settings. Students locate consultation cases at their practicum or job placements. Supervision and monitoring provided.

18:826:615. PROGRAM PLANNING AND EVALUATION (3)

YEARLONG COURSE required of all third-year school psychology students and second-year organizational psychology students. Clinical psychology students who wish to assume leadership roles in human services are welcome. Students are not permitted to audit this course.

Develops knowledge, skills, and abilities that contribute to effective planning and evaluation of programs, services, and systems that add value to individuals and groups in organizations (profit, nonprofit) and related community settings. Reading materials, strategies, methods, and techniques integrated into class sessions while the out-of-class learning activities include completion of two "real time" program planning and evaluation projects each term, one with a client, under supervision of course instructor. Procurement of funds for program planning and evaluation, proposal development, marketing of professional services, and professional self-management are covered. Extra projects and learning experiences are available.

18:826:631,632. INTERNSHIP IN SCHOOL PSYCHOLOGY (E3,E3)

Required of all students in the school psychology program except those entering at the advanced level.

Supervised experience of 1,500 hours (departmental requirement), or 1,750 hours (predoctoral licensing requirement) in a setting determined by the internship coordinator and the student.

18:826:635,636. PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY (E-BA,E-BA)

Required for school psychology students who enter at the advanced level.

Ten to eleven months of supervised experience in a setting determined by the internship coordinator and the student.

Organizational Psychology 829**18:829:521. INTERVIEWING AND OBSERVATION—ORGANIZATIONS (3)**

Skills of observation and interviewing within an organizational context. How phenomena of organizational life can influence how procedures are carried out and kinds of information they provide. Introduces nature of fieldwork, theory of role relations in organizations, and how to work with one's subjective experiences in fieldwork.

18:829:525. EXPERIENTIAL GROUP DYNAMICS (3)

Group and intergroup dynamics using a combination of experiential and didactic methods. Experiential sessions focus on the "here-and-now" experiences of people in the room. As events unfold, attention may turn to the dynamics of the several groups represented in the course. Didactic sessions provide opportunities to step back from the here-and-now events and reflect upon what has occurred.

18:829:531. GROUP RELATIONS AND ORGANIZATIONAL DIAGNOSIS (3)

Prerequisite: 18:829:525.

Theory and method of group relations and organizational diagnosis. Combination of lectures, discussions, classroom exercises, and a field project for those who choose it.

18:829:532. GROUP RELATIONS AND ORGANIZATIONAL DIAGNOSIS—ADVANCED PRACTICE (3)

Corequisite: 18:829:531.

Supervised field experience of conducting an organizational diagnosis concurrently with 18:829:531. Students work in teams. Paper required.

18:829:535. PSYCHODYNAMIC INTERVIEW—ORGANIZATIONS (3)

Focuses on enhancing interviewing skills and learning to formulate a case within a broad psychodynamic and life-history framework. Each student will present one interview in class for discussion and feedback. Explores contribution of the dynamic understanding of personality to such goals as executive coaching, career counseling, and organizational diagnosis.

18:829:548. PSYCHOLOGY OF WORK AND CAREERS (3)

Reviews basic research and theory concerning work and careers; examines various strategies for improving the quality of life at work and promoting optimal career development.

18:829:559. THEORY AND PRACTICE OF ADULT LEARNING AND TRAINING (3)

Experiential learning of the issues and problems that confront adults in training groups: issues of trust, resistance to change, power and authority, norms and practices, cultural diversity, and conflict management. Design and facilitation of adult training modules for corporate employees, health service workers, educators, and parents. Focuses on the individual as a unit of learning.

18:829:560. GROUP DEVELOPMENT AND ADULT LEARNING (3)

Experiential learning of the issues and problems that confront adults in training groups: issues of trust, resistance to change, power and authority, norms and practices, cultural diversity, and conflict management. Design, facilitation, and assessment of adult training modules for corporate employees, health service workers, educators, and parents. Focuses on the group as the unit of learning instead of on the individual.

18:829:604. THE GROUP PSYCHOLOGY OF ORGANIZATIONS (3)

Examines the group dynamics of organizations using both historical and contemporary materials. Understanding of organizations as entities through an understanding of their group dynamics rooted in authority, function, gender, race and ethnicity, and generation. Investigates the balance between personality and group representational forces in accounting for behavior of leaders.

18:829:605,606. SUPERVISION IN ORGANIZATIONAL PSYCHOLOGY (E3,E3)

Required for all organizational psychology students involved in a practicum placement.

Provides personal and professional development through group supervision; practicum experiences analyzed to facilitate integration of thought and action.

18:829:616. FAMILY SYSTEMS THEORY FOR ORGANIZATIONAL PSYCHOLOGISTS (3)

Covers family systems theory as a new paradigm for conceptualizing human dilemmas; the major theoreticians and schools in the family therapy field; core concepts and their relevance for application; basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through a variety of systematic experiences; formulation of a psychosocial assessment; and the psychologists use of self. A number of different schools of family therapy are explored, including structural, Bowenian, strategic, behavioral, narrative, and multisystemic.

18:829:617. CURRENT TOPICS IN ORGANIZATIONAL PSYCHOLOGY: EMOTIONAL INTELLIGENCE AT WORK (3)

Reviews research on the link between social and emotional competence and work performance. Considers actual programs and strategies designed to enhance these competencies, and the empirical research concerning their effectiveness. Addresses implementation, dissemination, and evaluation issues.

18:829:618. CURRENT TOPICS IN ORGANIZATIONAL PSYCHOLOGY (3)

Special topics on various aspects of organizational psychology. Topics change from year to year based on student and faculty interests as well as recent developments in the field.

18:829:631-632. INTERNSHIP IN ORGANIZATIONAL PSYCHOLOGY (E3-E3)

Required for all organizational psychology students. Student must have completed all required practicum credits, all required courses, and passed the written comprehensive exams.

At least ten months of supervised experience in a setting determined by the program and the student.

18:829:635,636. PART-TIME INTERNSHIP IN ORGANIZATIONAL PSYCHOLOGY (E-BA,E-BA)

Students must have completed all required practicum credits, all required courses, and passed the written comprehensive exams.

Two to three days per week of supervised experience in a setting determined by the program and the student.

18:829:682. JUDGMENT AND DECISION MAKING (3)

Explores theory and research on judgment and decision making, including decision theory and judgmental heuristics. Includes research from cognitive, social, and clinical psychology as well as organizational behavior and management.

16:830:624. CURRENT TOPICS IN PSYCHOLOGY: CLINICAL BEHAVIOR THERAPY FOR ADULT CLINICAL DISORDERS (3)

Emphasizes an evidence-based, cognitive-behavioral orientation assessment and treatment. Course provides comprehensive and in-depth coverage of cognitive behavior therapy for adult clinical disorders and introduces students to other psychology faculty members at Rutgers and at Robert Wood Johnson Medical School who are national and international experts in the theory and practice of cognitive behavior therapy. Integrates theory, research, and clinical applications.

16:830:653. STRENGTHS-BASED AND PREVENTATIVE CONSULTATION TO RELIGIOUS, PUBLIC, AND PRIVATE EDUCATION SETTINGS: A COMMUNITY PSYCHOLOGY APPROACH (3)

This course fulfills the GSAPP requirements for 18:820:594.

Course illustrates the concepts of emotional intelligence, social and emotional learning, and multiple intelligences as well as the practical methods needed to bring them alive in educational settings using a strengths-based and a prevention-oriented approach. The course is especially concerned with the socialization institutions through which our children and youth pass (such as schools and families) and with the systems we have set up to help people when they have difficulties. Focus is on educational settings and the ecological surround that impacts strongly on their effectiveness. Course participants become familiar with the operation of CASEL (the Collaborative for Academic, Social, and Emotional Learning) and the CASELand other web sites that are the source of energy and networking in the field.

GRADUATE SCHOOL-NEW BRUNSWICK, GRADUATE SCHOOL OF EDUCATION, AND SCHOOL OF MANAGEMENT AND LABOR RELATIONS COURSES

See catalogs of the Graduate School-New Brunswick, the Graduate School of Education, and the School of Management and Labor Relations for additional courses that may be of interest.

Administration and Faculty

Administration, 2002-2003

Stanley B. Messer, *Dean*
Clayton P. Alderfer, *Director, Organizational Psychology Program*
Patrick Connelly, *Clinical Director, School-Based Youth Services Program*
Lewis Gantwerk, *Director, Center for Applied Psychology*
Jan Handleman, *Director, Douglass Developmental Disabilities Center*
Sandra L. Harris, *Executive Director, Douglass Developmental Disabilities Center*
Russell I. Kormann, *Director, Natural Therapeutic Management Clinic*
Robin Lang, *Clinical Director, Foster Care Counseling*
Donald Morgan, *Director, Psychological Clinic*
Michael Petronko, *Executive Director, Natural Setting Therapeutic Management Clinic*
Louis A. Sass, *Chairperson, Department of Clinical Psychology and Director of Clinical Training*
Kenneth C. Schneider, *Chairperson, Department of Applied Psychology and Director of the School Psychology Program*
Danene Sorace, *Program Development Administrator, Network for Family Life Education*
G. Terence Wilson, *Director, Eating Disorders Clinic*

Faculty and Directors, 2002-2003

Clayton P. Alderfer, *Professor; Director, Organizational Psychology Program; B.S., Ph.D., Yale*
Nancy Boyd-Franklin, *Professor; Codirector, Rutgers Somerset Project; B.A., Swarthmore; M.S., Ph.D., Columbia (Teachers College)*
Brenna H. Bry, *Professor; Codirector, Rutgers Somerset Project; B.S., Denison; Ph.D., Missouri*
Cary Cherniss, *Professor; Director and Cochair of the National Research Consortium for Emotional Intelligence in the Workplace; B.A., California (Berkeley); Ph.D., Yale*
Marlene Cohen, *Assistant Research Professor; Director, Adult and Transitional Services; B.A., Rutgers; M.Ed., Trenton State College; Ed.D., Nova Southeastern*
Patrick Connelly, *Clinical Director, School-Based Youth Services Program; B.S., Manhattan College; Psy.D., Rutgers*
Lara Delmolino, *Assistant Research Professor; Assistant Director, Research and Training, Douglass Developmental Disabilities Center; B.A., SUNY (Binghamton); M.S., Ph.D., Rutgers*
Nancy Fagley, *Associate Professor; B.A., M.A., Ph.D., Utah*
Daniel B. Fishman, *Professor; A.B., Princeton; Ph.D., Harvard*
Susan G. Forman, *Professor and Associate Provost; B.A., M.S., Rhode Island; Ph.D., North Carolina (Chapel Hill)*
Cyril M. Franks, *Professor Emeritus; B.Sc., Wales; M.A., Minnesota; Ph.D., London*
Lewis Gantwerk, *Director, Center for Applied Psychology; B.A., Brooklyn College; M.A., South Carolina; Psy.D., Rutgers*
Beth Glasberg, *Assistant Research Professor; Assistant Director, Research and Training, Douglass Developmental Disabilities Center; B.A., Wellesley College; M.S., Ph.D., Rutgers*
Jan Handleman, *Professor; Director, Douglass Developmental Disabilities Center; B.A., M.Ed., Ed.D., Rutgers*
Sandra L. Harris, *Professor; Executive Director, Douglass Developmental Disabilities Center; B.A., Maryland; Ph.D., SUNY (Buffalo)*
John Kalafat, *Assistant Professor; B.A., Purdue; M.S., Ph.D., Colorado*
Shalonda Kelly, *Assistant Professor; B.A., Pomona College; M.A., L.L.P., Ph.D., Michigan State*
Russell Kormann, *Director, NSTM; B.A., Franklin and Marshall College; M.A., Ph.D., Hofstra*
Robin Lang, *Clinical Director, CAP Foster Care Counseling Project; B.A., Psy.D., Rutgers*
James Langenbucher, *Associate Professor; B.A., California (Riverside); M.S., Ph.D., Rutgers*
Arnold A. Lazarus, *Professor Emeritus; B.A., M.A., Ph.D., Witwatersrand*
Charles A. Maher, *Professor; Director, Sports Psychology Certification Program; B.A., M.A., Montclair State College; Psy.D., Rutgers*
Barbara McCrady, *Professor; Director, Clinical Division, Center of Alcohol Studies; B.S., Purdue; Ph.D., Rhode Island*

Stanley B. Messer, Professor and Dean; B.Sc., McGill; M.A., Ph.D., Harvard
 Donald Morgan, Director, GSAPP Psychological Clinic; B.A., Psy.D., Rutgers
 Donald R. Peterson, Professor Emeritus; B.A., M.A., Ph.D., Minnesota
 Michael Petronko, Research Professor; Director, Natural Setting Therapeutic Management Program; B.A., Seton Hall; M.A., Miami (Ohio); Ph.D., Florida State
 Louis A. Sass, Professor; Chair, Department of Clinical Psychology; Director, Clinical Psychology Program; B.A., Harvard; M.A., Ph.D., California (Berkeley)
 Kenneth C. Schneider, Associate Professor; Chair, Department of Applied Psychology; Director, School Psychology Program; B.A., Rutgers; Ph.D., Yeshiva
 Milton Schwebel, Professor Emeritus; A.B., Union College; M.A., SUNY (Albany); Ph.D., Columbia
 James Walkup, Associate Professor; B.A., Yale; M.Lit., St. Andrews (Scotland); M.A., Ph.D., New School for Social Research
 Mary Jane Weiss, Assistant Research Professor; Director, Douglass Developmental Disabilities Center Division of Research and Training; B.A., Marquette; M.S., Ph.D., Rutgers
 G. Terence Wilson, Oscar K. Buros Professor of Psychology; Director, Eating Disorders Clinic; B.A., M.A., Witwatersrand; Ph.D., SUNY (Stony Brook)

Visiting Faculty, 2002–2003

Karen Haboush, Visiting Assistant Professor; B.A., Rutgers (Douglass College); Psy.D., Rutgers
 Monica Indart, Visiting Professor; B.S., Wyoming; M.A., Tulsa; Psy.D., Rutgers
 Nancy McWilliams, Visiting Professor; A.B., Oberlin; M.S., Ph.D., Rutgers
 Ruth Orenstein, Visiting Assistant Professor; B.A., Queens College; M.S., Utah; Psy.D., Rutgers
 David Panzer, Visiting Assistant Professor; B.A., Maryland; M.A., West Georgia College; Psy.D., Rutgers
 Lucinda Seares-Monica, Visiting Assistant Professor; B.A., Brooklyn College; M.S., City College of New York; Psy.D., Rutgers
 Karen Riggs Skean, Visiting Assistant Professor; B.A., Colorado College; M.A., Yale; M.Ed., Boston; Psy.D., Rutgers
 Christine Truhe, Visiting Assistant Professor; B.S., Trenton State College; M.S., Southern California; Psy.D., Rutgers

Contributing Faculty, 2002–2003

Lisa Blum, B.A., Cornell; Psy.D., Rutgers
 Daniel Bromberg, B.A., Clark; M.S., Ph.D., Syracuse
 W. Thomas Bundick, B.S., Wake Forest; M.S., Old Dominion; Ph.D., Drexel
 Peter C. Campanelli, B.A., St. Francis; M.S., St. John's; Psy.D., Rutgers
 Marge Cangelosi, B.A., Psy.D., Rutgers
 Kathleen Cavallo, B.A., Montclair State; Psy.D., Rutgers
 Keith Cicerone, B.A., M.A., Fairleigh Dickinson; Ph.D., CUNY
 Gerard Costa, B.S., St. Peter's; M.A., Fairleigh Dickinson; Ph.D., Temple
 Corinne F. Frantz, B.S., Tulane; M.S., Ph.D., Florida
 Joseph Giacino, B.A., Fairfield; M.A., Ph.D., Hofstra
 Judith Glassgold, B.A., Harvard (Radcliffe); Psy.D., Rutgers
 Steven Gordon, B.A., M.A., Temple; Ph.D., West Virginia
 Kenneth Heckart, B.A., Connecticut; M.A., Radford; Psy.D., Rutgers
 Karen Heffernan, B.A., Bristol; M.A., New School for Social Research; M.S., Ph.D., Rutgers
 Nancy Hickey-Harrison, B.A., Pennsylvania; M.A., Dayton; Psy.D., Rutgers
 Stan Kowalski, M.A., Ph.D., Maria Curie-Slodowski
 Judith Margolin, B.A., Massachusetts (Amherst); M.A., Hebrew; Psy.D., Rutgers
 Barbara Menzel, B.A., Drew; M.S., Hofstra; Psy.D., Rutgers
 Sharon R. Powell, B.A., North Carolina (Chapel Hill); M.A., California (Berkeley); Ed.D., Rutgers
 Seth Warren, B.A., SUNY (Binghamton); M.S., Ph.D., Rutgers
 Mark Weiner, B.A., Brandeis; Psy.D., Rutgers
 Philip Witt, B.A., Rutgers; M.S., Ph.D., St. Louis

Joint Appointments, 2002–2003

Center of Alcohol Studies

Beth Epstein, Associate Research Professor; B.A., Clark; M.A., Hebrew; Ph.D., Connecticut
 Valerie Johnson, Associate Research Professor; B.A., Rutgers; M.A., American; Ph.D., Rutgers
 Erich Labouvie, Professor; M.S., Ph.D., West Virginia
 Tom Morgan, Research Associate; B.S., Wyoming; M.A., Tulsa; Psy.D., Rutgers
 Robert J. Pandina, Professor; B.A., Hartwick College; Ph.D., Vermont

Faculty of Arts and Sciences

George E. Atwood, Professor; B.A., Arizona; M.A., Ph.D., Oregon
 David Brodzinsky, Associate Professor; B.A., Ph.D., SUNY (Buffalo)
 Richard Contrada, Associate Professor; B.A., Long Island; Ph.D., CUNY

Maurice Elias, Professor; B.A., CUNY (Queens College); M.A., Ph.D., Connecticut
 Melvin Lee Gary, Associate Professor; B.A., Haverford; M.A., Ph.D., Ohio State
 Arnold Glass, Associate Professor; Ph.D., Stanford
 Carlton James, Associate Professor; Ph.D., Indiana
 Kenneth Kressel, Professor; B.A., CUNY (Queens College); Ph.D., Columbia
 Daniel Ogilvie, Professor; B.A., Ph.D., Harvard
 Lawrence A. Pervin, Professor; A.B., CUNY (Queens College); Ph.D., Harvard
 Seymour Rosenberg, Professor Emeritus; B.S., Citadel Military College; Ph.D., Indiana
 George Wagner, Professor; B.A., Fairfield; M.S., Western Michigan; Ph.D., Chicago
 David Wilder, Professor; B.S., Pittsburgh; M.S., Ph.D., Wisconsin
 Robert Woolfolk, Professor; B.A., Ph.D., Texas

Faculty of Arts and Sciences — Other Disciplines

Charles Heckscher, Professor; School of Management and Labor Relations; B.A., M.A., M.A.T., Ph.D., Harvard
 James Jones, Professor, Religion; B.A., Earlham College; M.Div., Episcopal Theological School; Ph.D., Brown; Psy.D., Rutgers
 Nathaniel J. Pallone, University Distinguished Professor, Psychology and Criminal Justice; A.B., A.M., Catholic; Ph.D., New York
 Andrew N. Peterson, Assistant Professor, Social Work; Research Director, Center for Social and Community Development; B.S., Missouri Western State College; M.A., Ph.D., Missouri
 Brent Ruben, Professor, Communications; B.A., M.A., Ph.D., Iowa
 Jack Spector, Professor, Art History; B.S., CUNY; M.A., Ph.D., Columbia
 Louise Cherry Wilkinson, Dean, Graduate School of Education; B.A., Oberlin College; M.A., Ph.D., Harvard

New Brunswick Counseling Centers

Christine Adkins-Hutchison, Staff Psychologist, Rutgers College Counseling Center; B.A., Princeton; Psy.D., Rutgers
 Marta Aizenman, Director, Cook College Counseling Center; B.A., National University of LaPlata (Argentina); Ph.D., New York
 David R. Chandler, Director, Rutgers College Counseling Center; B.A., Antioch College; M.A., Ph.D., Michigan
 Mark Forest, Coordinator of Training, Rutgers College Counseling Center; B.A., Indiana University of Pennsylvania; M.A., Loyola College; Ph.D., Texas Christian College
 Mary Ann Conover Jensen, Director, Douglass College Office of Psychological Services; B.A., Douglass; M.Ed., Ed.D., Rutgers
 James Mandala, Staff Psychologist, Rutgers College Counseling Center; B.A., Swarthmore; M.A., Duquesne; Ph.D., California School of Professional Psychology
 Anne M. Slocum McEneaney, Associate Director, Rutgers College Counseling Center; B.A., Pennsylvania; M.S., Ph.D., Loyola (Chicago)
 Kenneth Roy, Director, Livingston College Counseling Center; B.A., Pennsylvania State; M.Ed., Ed.D., Rutgers
 Brian Shannon, Staff Psychologist, Rutgers College Counseling Center; B.A., Fordham; M.A., Ph.D., Wayne State
 Dianne Simmons, Assistant Director, Douglass College Office of Psychological Services; B.A., Michigan State; Psy.D., Rutgers
 Kathryn Stratton, Staff Psychologist, Coordinator of Consultation and Education, Rutgers College Counseling Center; B.A., Cornell; Psy.D., Rutgers

Institute For Health, Health Care Policy, and Aging Research

Peter Guarnaccia, Associate Professor, Human Ecology; B.A., Harvard; M.A., Ph.D., Connecticut; Postdoctoral Fellow, Harvard Medical School
 Stephen Hansell, Associate Professor, Sociology; A.B., Brown; Ph.D. and NIMH Postdoctoral Fellow, Chicago
 Kathleen Pottick, Associate Professor, Social Work; B.A., Bennington College; M.S.W., M.A., Ph.D., Michigan
 Mina Silberberg, Assistant Research Professor; B.A., Harvard (Radcliffe); Ph.D., California (Berkeley)
 Phil Yanos, Institute Investigator and UMDNJ Department of Psychiatry Joint Appointment; B.A., Wesleyan; Ph.D., St. John's

GSAPP Center for Applied Psychology, 2001–2002

Freda Herz Brown, Fellow of the Center; Ph.D., Rutgers
 Steven Feldman, Fellow of the Center, Psy.D., Rutgers
 Monica Indart, Fellow of the Center, Psy.D., Rutgers

Joint Appointments, University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, and University of Medicine and Dentistry of New Jersey–New Jersey Medical School, 2001–2002

Olivia Lewis Chang, Clinician, Child/Adolescent Unit, CMHC–UMDNJ Newark; B.A., Rutgers; M.A., Ph.D., Yeshiva
 John F. Clabby, Clinical Associate Professor, Family Medicine; B.A., Fordham; M.A., Montclair State College; Ph.D., Southern Mississippi
 Bertram D. Cohen, Professor Emeritus of Psychiatry; B.A., CUNY (Brooklyn); M.A., Ph.D., Iowa
 Javier I. Escobar, Professor and Chair of Psychiatry UMDNJ, Director of Geriatric Services UMDNJ/UBHC; B.A., Columbia; M.D., Antioquia
 Leon A. Hyer, Professor of Psychiatry and Director of Geropsychological Services and Brief Treatment Services; B.A., St. Peter's College; M.A., Ph.D., Lehigh
 Edward E. Johnson, Professor of Psychiatry; B.S., M.S., Howard; Ph.D., Colorado
 Paul M. Lehrer, Professor of Psychiatry; A.B., Columbia; Ph.D., Harvard
 Sandra R. Leiblum, Professor of Psychiatry; A.B., CUNY (Brooklyn); M.A., Ph.D., Illinois
 Elaine Leventhal, Associate Professor of Medicine; B.S., CUNY (Queens College); M.S., Ph.D., Yale; M.D., Wisconsin
 Michael H. Miller, Associate Professor of Psychiatry; B.S., M.S., Roosevelt; Ph.D., Illinois Institute of Technology
 Raymond C. Rosen, Professor of Psychiatry; B.A., Witwatersrand; Ph.D., SUNY (Stony Brook)
 Donald P. Spence, Professor Emeritus of Psychiatry; A.B., Harvard; Ph.D., Columbia

Joint Appointments, University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, Department of Psychiatry, Associates in Psychiatry, 2001–2002

Evelyn Orozco, Project Manager; B.A., M.A., Cleveland State; Ph.D., Kent State
 Patricia Schneider, Psychologist; B.A., Dayton; M.S., Ph.D., Rutgers

GSAPP Staff, 2002–2003

Suzanne Baranello, Office Manager, Psychological Clinic
 Judith Brennan-Kuldinow, Unit Coordinator, Center for Applied Psychology
 Marlene Brown, Assistant Director, Douglass Developmental Disabilities Center Outreach and Transitional Services
 Diane Crino, Administrator, Center for Applied Psychology
 Rose Farias, Administrative Assistant, Dean's Office
 Linda Geist, Secretary, Clinical Psychology Program
 Dianne Kirchner, Administrative Assistant, Department of Applied Psychology and School Psychology Program
 Sylvia Krieger, Administrative Projects Assistant, Dean's Office
 Connie Larezzo, Secretarial Assistant, Natural Setting Therapeutic Management Program
 Kathleen McLean, Secretary, Organizational Psychology Program
 Barbara Pleva, Administrative Coordinator for Student Services
 Veronica Reed, Principal Secretary, Main Office
 Cathy Vickers, Principal Secretary, Easing Disorder Clinic

Graduate Assistants, 2000–2001, 2001–2002

Graduate School of Applied and Professional Psychology

Melissa Brand, Alena Carter, Shandra Cast, Katherine Hadley, Heather Jeanett, Amelia Kaplan, Andrew Lee, Megan Martins, Chris Mesopotanese, Jeffrey Ng, Tanya Romasz, Yasemin Sohtorik, Luciene Takagi, David Yusko

Rutgers Academic Departments, Centers, Bureaus, and Institutes

Anna Acosta, Mitchel Adler, Stephanie Alpert, Michael Brooke, Poyee Chiu, Nancy Coba, Jonathan Cordell, Laura Fenster, Jason Fleming, Christine Garcia, Anna Gershkovich, Rebecca Giagnacova, Claire Haiman, Jonathan Huston-Wong, Amelia Kaplan, Suzanne Lee, Renee Lomangino, Jennifer Melerski, Kevin Moore, Ken Robin, Robert Zambrano, Salaheddine Ziadeh

Competitive and Diversity Fellowship Awards

Anna Acosta, Oren Blass, Leila Bremer, Harris Christine, Nancy Coba, Nydia De Jesus, Cecilia D'Elia, Jason Fleming, Hector Garcia, Kimberly Garcia (Janssen), Anna Gershkovich, Rebecca Giagnacova, Jan Grayson, Claire Haiman, Christine Harris, Scott Hirose, Tanya Holland, Jamila Irons, Dawn Jackson, Cecelia Jones, Mara Kailin, Suzanne Lee, Julian Manetti-Cusa, Thor Mann, Michelle McNamara, Debra Roquet, Sadia Saleem, Renee Sell, Tina Sherry, Cloey Wilcox, Ping Yao

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 Addie S. Wright, New Brunswick
 Guy N. Zazzara, Summit
 Jason Redd, student representative
 Ritu Pancholy, student representative
 Kathleen M. Scott, faculty representative
 Mark C. Vodak, faculty representative
 Felix M. Beck (emeritus), Livingston
 Floyd H. Bragg (emeritus), North Brunswick
 John Herbert Carmen (emeritus), Somerville, ME
 Peter Cartmell (emeritus), Rumson
 Kevin J. Collins (emeritus), Saddle River
 Carleton C. Dilatash (emeritus), Point Pleasant
 Evelyn S. Field (emerita), Bridgewater
 Carlton A. Holstrom (emeritus), Pipersville, PA
 Paul B. Jennings (emeritus), Piscataway
 Charles A. Jurgensen (emeritus), Newville, PA
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Richard A. Levao (emeritus),
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Norman Reitman (emeritus),
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Alvin J. Rockoff (emeritus),
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Edward J. Slotkin (emeritus),
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Mary Vivian Fu Wells (emerita),
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Divisions of the University

ACADEMIC DIVISIONS

Rutgers, The State University of New Jersey, provides educational and research services throughout the state on campuses located in Camden, Newark, and New Brunswick. The principal university center is located in New Brunswick, where Rutgers originated two centuries ago.

Camden

Camden offers programs at three undergraduate colleges and at five graduate schools. With an enrollment of 5,000 students, it offers exceptional educational opportunities in addition to providing the advantages and resources associated with a major state university.

Faculty of Arts and Sciences—Camden

Margaret Marsh, Ph.D., Dean

Established in 1983 as a result of academic reorganization of the Camden campus, the Faculty of Arts and Sciences—Camden offers academic programs for undergraduate and graduate work in twenty-three arts and sciences disciplines and in a variety of interdisciplinary areas.

School of Business—Camden

Milton Leontiades, Ph.D., Dean

Established in 1988, the School of Business—Camden sets major requirements and teaches all courses leading to the Bachelor of Science degree in the professional areas of accounting and management. The School of Business also sets the major requirements and teaches all courses leading to a Master of Business Administration degree.

Camden College of Arts and Sciences

Margaret Marsh, Ph.D., Dean

A coeducational, liberal arts college, CCAS is the successor institution to the College of South Jersey, which was established in 1927 and became part of the state university in 1950.

University College—Camden

Margaret Marsh, Ph.D., Dean

University College—Camden is an evening college of liberal arts and professional studies serving part-time students since 1950.

Graduate School—Camden

Margaret Marsh, Ph.D., Dean

Graduate programs in the liberal arts were started in Camden in 1971 under the jurisdiction of the Graduate School—New Brunswick. The Graduate School—Camden was established as an autonomous unit in 1981.

Administrative Officers

Universitywide

Richard L. McCormick, Ph.D., President
Raphael J. Caprio, Ph.D., Vice President for Continuous Education and Outreach
Michael W. Carroll, M.A., President of the Rutgers University Foundation and
Vice President for Development and Alumni Relations
Emmet A. Dennis, Ph.D., Vice President for Student Affairs and
Dean, University College—New Brunswick
James L. Flanagan, Sc.D., Vice President for Research
Susan G. Forman, Ph.D., Vice President for Undergraduate Education
Marianne I. Gaunt, M.L.S., University Librarian
JoAnne G. Jackson, M.B.A., Senior Vice President and Treasurer
Mildred R. Schildkamp, B.S., Secretary of the University and
Assistant to the President
David R. Scott, J.D., University Counsel
Joseph J. Seneca, Ph.D., University Vice President for Academic Affairs
Paul A. Snyder, Ph.D., Vice President for Institutional Research
and Planning
Nancy S. Winterbauer, Ed.D., Vice President for University Budgeting

Camden

Roger J. Dennis, J.D., Provost
Felix James, J.D., Associate Provost for Community Outreach
Rory P. Maradonna, M.B.A., Associate Provost for Student Life
Mark Rozewski, M.C.R.P., Associate Provost for Administration and Finance

Newark

Steven J. Diner, Ph.D., Provost and Dean, Graduate School—Newark
Marcia W. Brown, J.D., Associate Provost for Student Affairs
and Community Outreach
Harvey H. Feder, Ph.D., Associate Provost for Academic Programs
Carol L. Martancik, M.P.A., Associate Provost for Administrative Services
dt ogilvie, Ph.D., Associate Provost for Information Technology
Gary Roth, Ph.D., Associate Provost for Graduate Student
and Enrollment Management
Raymond T. Smith, Ed.D., Associate Provost for Student Affairs
Gene A. Vincenti, M.B.A., Associate Provost for Budget and Campus Development

School of Law–Camden

Rayman L. Solomon, *J.D., Ph.D., Dean*

Founded in 1926, the School of Law–Camden joined the university in 1950 as the South Jersey division of the School of Law–Newark. It became an independent unit of the university in 1967. The law school offers a curriculum leading to the degree of Juris Doctor, including advanced study in special areas.

Summer Session–Camden

Thomas Venables, *Ed.D.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

Newark

Newark offers programs at three undergraduate colleges and at four graduate schools. With an enrollment of approximately 10,000 students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Edward G. Kirby, *Ph.D., Acting Dean*

The Faculty of Arts and Sciences–Newark was established in 1985 to expand and strengthen the instructional program for undergraduate students at the Newark campus. The combined faculties of Newark College of Arts and Sciences and University College–Newark offer courses and academic programs in more than sixty subject areas.

Newark College of Arts and Sciences

Edward G. Kirby, *Ph.D., Acting Dean*

Founded in 1930 as Dana College, this undergraduate, coeducational, liberal arts college became part of Rutgers when the University of Newark was integrated into the state university in 1946.

College of Nursing

Hurdis Margaret Ann Griffith, *Ph.D., Dean*

The College of Nursing was established in 1956 as an expansion of the university's offerings in the former School of Nursing of the Newark College of Arts and Sciences. Its graduate program is conducted through the Graduate School–Newark.

University College–Newark

Edward G. Kirby, *Ph.D., Acting Dean*

University College–Newark is an evening and weekend college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of Bachelor of Arts and Bachelor of Science.

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, *Ph.D., Dean*

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It offers the bachelor of science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Degree programs are available in accounting, finance, management, and marketing. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick date from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Steven J. Diner, *Ph.D., Dean*

The Graduate School–Newark was established as a separate instructional division of the university with degree-granting authority in 1976.

School of Criminal Justice

Leslie W. Kennedy, *Ph.D., Dean*

The School of Criminal Justice, which opened in 1974, offers a graduate program that provides students with a sound foundation for work in teaching, research, or criminal justice management. The Master of Arts degree is offered through the school, and the Ph.D. degree is offered in conjunction with the Graduate School–Newark.

School of Law–Newark

Stuart L. Deutsch, *J.D., Dean*

The university's graduate programs in law originated in other institutions. The New Jersey School of Law, founded in 1908, and the Mercer Beasley School of Law, founded in 1926, merged in 1936 to become the University of Newark School of Law, which became part of Rutgers in 1946.

Summer Session–Newark

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses, with 16 academic units, 1,800 faculty, and 33,000 students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Holly M. Smith, *Ph.D., Executive Dean*

Established in 1981 as a result of academic reorganization of the New Brunswick campus, the Faculty of Arts and Sciences–New Brunswick teaches all arts and science courses for undergraduate and graduate students in degree-granting units and sets the major requirements for all arts and science majors. Organized into disciplines and departments, it offers forty-four undergraduate major programs and twenty-nine graduate programs, which are administered by the Graduate School–New Brunswick.

Douglass College

Carmen Twillie Ambar, *J.D., Dean*

Founded in 1918 as the New Jersey College for Women, Douglass is the largest women's college in the nation. While maintaining rigorous standards of instruction in the fundamental disciplines of the liberal arts, Douglass supports and develops programs that link major courses of study to future careers. The college also implements special programs as well as independent activities designed to help women students develop the qualities required for achievement in any field of endeavor.

Livingston College

Arnold Hyndman, *Ph.D., Dean*

Livingston College opened in 1969 as a coeducational institution dedicated to serving a diverse student body reflecting the racial, ethnic, and socioeconomic composition of today's society. As a college of the liberal arts and professions, Livingston is committed to a multidisciplinary program that brings together a diverse group of students, faculty, and staff in a cosmopolitan community dedicated to learning.

Rutgers College

Carl Kirschner, *Ph.D., Dean*

Rutgers College was chartered in 1766 and is the original nucleus around which the university developed. Formerly an undergraduate college for men, it is now coeducational. Dedicated to the promotion of excellence in undergraduate education, Rutgers College provides its students with clear guidelines in the pursuit of a liberal arts education.

University College–New Brunswick

Emmet A. Dennis, *Ph.D., Dean*

University College–New Brunswick is an evening college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College–New Brunswick students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of Bachelor of Arts and Bachelor of Science.

Cook College

Adesoji Adelaja, *Ph.D., Executive Dean*

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with an emphasis on environmental, agricultural, food, and marine sciences. Formerly the College of Agriculture and later the College of Agriculture and Environmental Science, Cook College adopted its present name in 1973. Graduate programs are offered through the Graduate School–New Brunswick.

Ernest Mario School of Pharmacy

John L. Colaizzi, *Ph.D., Dean*

First organized in 1892 and incorporated into the state university in 1927, the Ernest Mario School of Pharmacy offers a six-year professional program leading to the Doctor of Pharmacy (Pharm.D.) degree and a graduate program offering a post-B.S. Pharm.D. degree (both traditional two-year and nontraditional). Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are available. In addition, the college sponsors a continuing education program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

George B. Stauffer, *Ph.D., Dean*

This branch of Rutgers opened in July 1976. The school grants both undergraduate and graduate degrees. Formed to provide an education in the arts of the highest professional caliber, the school offers an M.F.A. degree in visual arts and theater arts; D.M.A., A.Dpl., M.M., and B.Mus. degrees in music; and a B.F.A. degree in visual arts, dance, and theater arts.

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, *Ph.D., Dean*

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It offers the bachelor of science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Degree programs are available in accounting, finance, management, and marketing. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick date from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

School of Communication, Information and Library Studies

Gustav Friedrich, *Ph.D.*, *Dean*

This school was formed in 1982 by a merger of two schools to provide academic programs that focus on various facets of communication and information science. The school offers undergraduate programs of study in communication, and journalism and mass media. Students are admitted to the school in their junior year from the five residential undergraduate colleges in New Brunswick: Cook, Douglass, Livingston, Rutgers, and University colleges. Bachelor of Arts degrees are awarded jointly by the School of Communication, Information and Library Studies and the undergraduate college. At the graduate level, programs are offered that lead to the degree of Master of Library Service, the Master of Communication and Information Studies, and, jointly with the Graduate School–New Brunswick, the Doctor of Philosophy degree. Courses for in-service librarians also are provided.

School of Engineering

Michael T. Klein, *Sc.D.*, *Dean*

Instruction in engineering began at Rutgers in 1864, when New Jersey designated Rutgers College to be the State College for the Benefit of Agriculture and Mechanic Arts. The College of Engineering became a separate unit in 1914 and was renamed the School of Engineering in 1999. The school is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in seven disciplines, as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, *Ph.D.*, *Dean*

Founded in 1992, the Edward J. Bloustein School of Planning and Public Policy provides focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. The school offers undergraduate programs in urban studies and public health, each leading to the baccalaureate degree. On the graduate level, the school confers Master of City and Regional Planning, Master of City and Regional Studies, Master of Public Affairs and Politics, Master of Public Policy, Master of Public Health, and Doctor of Public Health degrees; the latter two degrees are offered jointly with the University of Medicine and Dentistry of New Jersey–School of Public Health. A dual-degree program in public health and applied psychology leading to the Master of Public Health and Doctor of Psychology degrees is offered with the Graduate School of Applied and Professional Psychology. A program also is offered that leads to the Doctor of Philosophy degree in urban planning and policy development; this degree is conferred by the Graduate School–New Brunswick. In addition, the school offers joint-degree programs with Rutgers' two law schools, with the Graduate School of Management, and with the Graduate School–New Brunswick.

School of Management and Labor Relations

Barbara A. Lee, *Ph.D.*, *J.D.*, *Dean*

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies and employment relations. At the graduate level, programs are offered that lead to the degrees of Master in Human Resource Management, Master in Labor and Employment Relations, and Doctor of Philosophy in Industrial Relations and Human Resources.

Graduate School–New Brunswick

Holly M. Smith, *Ph.D.*, *Dean*

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than sixty disciplines and is responsible for all Doctor of Philosophy degrees at Rutgers–New Brunswick. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

Stanley B. Messer, *Ph.D.*, *Dean*

The GSAPP was established in 1974 to train direct-service psychologists who have a special commitment to community involvement. It offers the Doctor of Psychology (Psy.D.) degree in professional psychology with specializations in the areas of clinical psychology, school psychology, and organizational psychology. The GSAPP also awards the Master of Psychology (Psy.M.) degree *en passant* to the doctorate; the Psy.M. is not offered as a terminal degree.

Graduate School of Education

Louise C. Wilkinson, *Ed.D.*, *Dean*

Courses in education were first offered by Rutgers College in the late nineteenth century. A separate school offering its own curricula was organized in 1924. The GSE offers programs leading to the degrees of Master of Education, Specialist in Education, and Doctor of Education.

School of Social Work

Mary E. Davidson, *Ph.D.*, *Dean*

Established in 1954 to prepare students for professional social work practice, the SSW offers a two-year graduate curriculum leading to the Master of Social Work degree. Jointly with the Graduate School–New Brunswick, it offers a program leading to the Doctor of Philosophy degree, and its faculty also teaches an undergraduate social work program.

Summer Session–New Brunswick

Thomas A. Kujawski, *Ed.M.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

Advanced Food Technology, Center for. Nabisco Institute for Advanced Food Technology, Cook Campus

Advanced Information Processing, Center for. CoRE Building, Busch Campus

Agricultural Experiment Station, New Jersey. Martin Hall, Cook Campus

Alcohol Studies, Center of. Smithers Hall, Busch Campus

American Women and Politics, Center for. Wood Lawn, Douglass Campus

Art Museum, Jane Voorhees Zimmerli. College Avenue Campus

Biological Research, Bureau of. Nelson Biology Laboratories, Busch Campus

Biostatistics, Institute for. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment. Cook Campus

Ceramic Research, Malcolm G. McLaren Center for. 607 Taylor Road, Busch Campus

Coastal and Environmental Studies, Center for. Doolittle Hall, Busch Campus

Computer Science Research, Laboratory for. Hill Center, Busch Campus

Controlled Drug-Delivery Research Center. Pharmacy Building, Busch Campus

Crime Prevention Studies, Center for. Center for Law and Justice, Newark Campus

Criminological Research, Institute for. Lucy Stone Hall, Livingston Campus

Critical Analysis of Contemporary Culture, Center for the. 8 Bishop Place, College Avenue Campus

Discrete Mathematics and Theoretical Computer Science, Center for. CoRE Building, Busch Campus

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

Economic Research, Bureau of. New Jersey Hall, College Avenue Campus

Edison Papers, Thomas A. 16 Seminary Place, College Avenue Campus

Engineered Materials, Institute for. Engineering Building, Busch Campus

Engineering Research, Bureau of. Engineering Building, Busch Campus

Fiber Optic Materials Research Program. 607 Taylor Road, Busch Campus

Fisheries and Aquaculture Technology Extension Center. Martin Hall, Cook Campus

Global Strategic Human Resource Management, Center for. School of Management and Labor Relations, 94 Rockefeller Road, Livingston Campus

Government Services, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Health, Health Care Policy, and Aging Research, Institute for. 30 College Avenue, College Avenue Campus

Historical Analysis, Rutgers Center for. 88 College Avenue, College Avenue Campus

Human Evolutionary Studies, Center for. 131 George Street, College Avenue Campus

International Business Education, Center for. Janice H. Levin Building, Livingston Campus

International Conflict Resolution and Peace Studies, Center for. Hickman Hall, Douglass Campus

International Faculty and Student Services, Center for. 180 College Avenue, College Avenue Campus

Jazz Studies, Institute of. Dana Library, Newark Campus

Jewish Life, Center for the Study of. 12 College Avenue, College Avenue Campus

Journalism Resources Institute. 185 College Avenue, College Avenue Campus

Marine and Coastal Sciences, Institute of. 71 Dudley Road, Cook Campus

Materials Synthesis, Center for. Engineering Building, Busch Campus

Mathematical Sciences Research, Center for. Hill Center, Busch Campus

Mathematics, Science, and Computer Education, Center for. Science and Engineering Resource Center, Busch Campus

Metropolitan Studies, Joseph C. Cornwall Center for. Smith Hall, Newark Campus

Molecular and Behavioral Neuroscience, Center for. Aidekman Center, Newark Campus

Negotiation and Conflict Resolution, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Neighborhood and Brownfields Redevelopment, National Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Operations Research, Center for. Hill Center, Busch Campus

Packaging Science and Engineering, Center for. Engineering Building, Busch Campus

Physics Research, Bureau of. Serin Physics Laboratories, Busch Campus

Rutgers Cooperative Extension. Martin Hall, Cook Campus

Surface Modification, Laboratory for. Serin Physics Laboratories, Busch Campus

Transportation Center, Alan M. Voorhees. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Urban Policy Research, Center for. 33 Livingston Avenue, College Avenue Campus

Waksman Institute of Microbiology. 190 Frelinghuysen Road, Busch Campus

Walt Whitman Center for the Culture and Politics of Democracy. Hickman Hall, Douglass Campus

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

Women and Work, Center for. School of Management and Labor Relations, 162 Ryders Lane, Douglass Campus

Women, Institute for Research on. 160 Ryders Lane, Douglass Campus

Women's Leadership, Institute for. 162 Ryders Lane,
Douglass Campus

Workforce Development, John J. Heldrich Center for.
Edward J. Bloustein School of Planning and Public
Policy, 33 Livingston Avenue, College Avenue Campus

Workplace Transformation, Center for. School of
Management and Labor Relations, Labor Education
Center, 50 Labor Center Way, Cook Campus

Centers Operated Jointly

Biotechnology and Medicine, Center for Advanced.

Environmental and Occupational Health Sciences Institute.

Hazardous Substance Management Research Center.

UNIVERSITY LIBRARY SYSTEM

Alcohol Studies Library. Smithers Hall, Busch Campus

Annex. Annex Building, Busch Campus

Archibald Stevens Alexander Library. 169 College Avenue,
College Avenue Campus

Art Library. Hamilton Street, College Avenue Campus

Bailey B. Pepper Entomology Library. John B. Smith Hall,
Georges Road and Jones Street, Cook Campus

Blanche and Irving Laurie Music Library. Douglass Library,
Chapel Drive and George Street, Douglass Campus

Chemistry Library. Wright Chemistry Laboratory Building,
Busch Campus

Chrysler Herbarium Library. Nelson Biology Laboratories,
Busch Campus

Criminal Justice Library. Center for Law and Justice,
123 Washington Street, Newark Campus

East Asian Library. Alexander Library, College
Avenue Campus

Institute of Jazz Studies Library. John Cotton Dana Library,
Newark Campus

John Cotton Dana Library. 185 University Avenue,
Newark Campus

Kilmer Area Library. Avenue E, Livingston Campus

Library of Science and Medicine. Bevier Road,
Busch Campus

Mabel Smith Douglass Library. Chapel Drive and George
Street, Douglass Campus

Mathematical Sciences Library. Hill Center, Busch Campus

Media Services. Kilmer Area Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street,
Camden Campus

Physics Library. Serin Physics Laboratories, Busch Campus

School of Law–Camden Library. Fifth and Penn Streets,
Camden Campus

School of Law–Newark Library. Center for Law and
Justice, 123 Washington Street, Newark Campus

School of Management and Labor Relations Library.
Ryders Lane, Cook Campus

SERC Reading Room. Science and Engineering Resource
Center, Frelinghuysen Road, Busch Campus

Special Collections and University Archives. Alexander
Library, College Avenue Campus

Stephen and Lucy Chang Science Library. Foran Hall,
Cook Campus

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Academic Calendars

Dates are subject to change.

2002–2003

September

3 Tuesday Fall term begins.

November

28 Thursday Thanksgiving recess begins.

December

1 Sunday Thanksgiving recess ends.

24 Tuesday Winter recess begins.

January

20 Monday Winter recess ends.

21 Tuesday Spring term begins.

March

15 Saturday Spring recess begins.

23 Sunday Spring recess ends.

May

22 Thursday Commencement.

27 Tuesday Summer Session begins.

2003–2004

September

2 Tuesday Fall term begins.

November

27 Thursday Thanksgiving recess begins.

30 Sunday Thanksgiving recess ends.

December

23 Tuesday Winter recess begins.

January

19 Monday Winter recess ends.

20 Tuesday Spring term begins.

March

13 Saturday Spring recess begins.

21 Sunday Spring recess ends.

May

20 Thursday Commencement.

June

1 Tuesday Summer Session begins.