

Academic Calendars

About the University

Dates are subject to change.

1998–1999

September

- 1 Tuesday Fall term begins.
- 7 Monday Labor Day holiday.

November

- 26 Thursday Thanksgiving recess begins.
- 29 Sunday Thanksgiving recess ends.

December

- 23 Wednesday Winter recess begins.

January

- 18 Monday Winter recess ends.
- 19 Tuesday Spring term begins.

March

- 14 Sunday Spring recess begins.
- 21 Sunday Spring recess ends.

May

- 19 Wednesday Commencement.

June

- 1 Tuesday Summer Session begins.

1999–2000

September

- 1 Wednesday Fall term begins.
- 6 Monday Labor Day holiday.

November

- 25 Thursday Thanksgiving recess begins.
- 28 Sunday Thanksgiving recess ends.

December

- 23 Thursday Winter recess begins.

January

- 17 Monday Winter recess ends.
- 18 Tuesday Spring term begins.

March

- 12 Sunday Spring recess begins.
- 19 Sunday Spring recess ends.

May

- 23 Tuesday Commencement.
- 30 Tuesday Summer Session begins.

Rutgers, The State University of New Jersey, with more than 48,000 students on campuses in Camden, Newark, and New Brunswick, is one of the major state university systems in the nation. 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, 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, and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions were also founded during this period: the College 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 assumed university status in 1924, and legislative acts in 1945 and 1956 designated all its divisions as The State University of New Jersey. During these years the university expanded significantly with the founding of an evening division, University College, in 1934, and the addition of the University of Newark in 1946 and the College of South Jersey at Camden in 1950.

Since the 1950s, Rutgers has continued to expand, especially in the area of graduate education. The Graduate School–New Brunswick, Graduate School–Newark, and Graduate School–Camden serve their respective campuses. In addition, several professional schools have been established in such fields as management and labor relations, social work, criminal justice, planning and public policy, applied and professional psychology, the fine arts, and communication, information, and library studies. A number of these schools offer undergraduate programs as well. Livingston College was founded in 1969 to provide a diverse community of students with the opportunity to pursue undergraduate degrees in the liberal arts and professions.

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 fulfill Rutgers' role as The State University of New Jersey.

Graduate School of Applied and Professional Psychology 1998–2000

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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

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.

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 psychology 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 was fully approved for each program. The APA does not offer accreditation to organizational psychology programs.

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. Their report was prepared as part of an external review of the GSAPP, which the university requires all units to undertake every five years.

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 curriculum. 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 1997–1998, there are nineteen full-time core faculty; six visiting faculty—practitioners who spend one full day per week at the school teaching, supervising, and serving on academic and administrative committees; and eighteen contributing faculty—practicing psychologists who each teach one course. Also, nine joint-appointment faculty from the university and the Robert Wood Johnson Medical School actively teach and supervise, and a large number of psychologists, listed in this catalog, serve as practicum

placement supervisors and supervisors for the GSAPP’s on-site Psychological Clinic.

A study published in *American Psychologist*, APA’s journal of record, ranked Rutgers’ psychology faculty among the top ten university faculties in the country in the area of research productivity. That study, published in 1987, examined publications in thirteen carefully refereed and highly selective APA journals.

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 175 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 45 students who are matriculated in the clinical Ph.D. Program at the Graduate School–New Brunswick.

For a decade and a half, the GSAPP’s students and faculty have explored, developed, and celebrated diversity within the school’s community. The Hispanic Organization of Professional Psychology Students (HOPPS) was formed in 1985, and the Black Students of Graduate and Professional Psychology Programs (BSGPPP) was organized in 1986. The goals and activities of these student groups are more fully described in the section on Student 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 the domains of race, ethnicity, gender, nationality, and sexual orientation. Also during 1995, the dean established a school-wide Committee on Diversity, with representatives elected from the student body, staff, and administration.

That same year, HOPPS initiated what has become an annual Latino cultural evening, and BSGPPP organized the annual colloquium series, “African-American Perspectives on Professional Psychological Issues.” A third group initiated by students is Focus On Our Diversity (FOOD), whose purpose is to facilitate the personal and professional identity development of students, faculty, administration, and staff.

With 582 graduates, the GSAPP Alumni Organization has been a firmly established presence since 1992, with its own bylaws and officers. 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, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming.

Also, the GSAPP’s graduates are practicing in the District of Columbia (DC), Canada, Great Britain (England), Costa Rica, Greece (Crete), Israel, Japan, Korea, and the British Virgin Islands.

NEED FOR PROFESSIONAL TRAINING

The GSAPP is committed to meeting the 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 professional psychologists and offer services to the community in a

wide variety of settings, especially those with underserved populations. The GSAPP is very interested in recruiting members of minority groups and has succeeded in admitting and graduating one of the highest proportions of minority students among all doctoral psychology programs in the United States. Of our graduates, 15.1 percent are African-American, Latino, or Asian-American. Thirty percent of the current student body is composed of ethnic minorities and students of color.

The GSAPP programs are aimed at broadening and deepening the knowledge 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. 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 utilize existing and emerging psychological knowledge.

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 faculty of the professional school also participate in training, in a separate program, specifically research-oriented Ph.D. psychologists whose research interests are uniquely pertinent to the content and issues of professional and applied psychology. These psychologists provide the substructure for applied practice and have as their ultimate professional goals both teaching and clinical research in college or university settings.

In addition to educating for 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 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 neuropsychology not only teach students how the brain works but how to conduct neuropsychological examinations and how to design remedial programs for people with neuropsychological disabilities. 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 the state. 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, 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 assessment, 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

Programs in Schools/ Education. School Consultation, Program Evaluation, Rutgers Autism Program, Faculty Consultation, Independent Child Study Team, Emotional Intelligence Project, Social Problem-Solving/ Decision-Making Program, and the Jersey City Schools Special Education Consultation-Classroom Behavior Management Program

Programs in Organizations. Family Business Forum, Project to Recruit African-American Families to Adopt School-Age African-American Children, an organizational assessment of the Work First New Jersey Program for reforming the welfare system, Organizational Psychology Institute, Organizational Consultation, Team Building, Stress Reduction and Management, and Emotional Intelligence Factors in the Work Place

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, and 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 play-rooms 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, and 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, step-parenting 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, located on the Douglass campus, includes a school for children with autistic behavior. It provides a highly intensive program for these youngsters, with undergraduate tutors providing one-to-one instruction. Innovative programming at the center includes an integrated preschool for autistic children

and their normally developing peers. In addition to the supervising teachers, all of whom are special educators, the school is staffed by graduate student clinicians. These clinicians work with the children, supervise undergraduate tutors, and provide consultation in behavioral technology. In addition, graduate students participate in the research activities of the center.

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 (parents, skill sponsors, and workshop supervisors, etc.) 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.

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 added innovative public services offered through the Center for Applied Psychology. Additionally, practicum placements involve more than a dozen school districts and 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.

Sandra L. Harris has served as dean of the school since her appointment in 1992. 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.

Please visit the GSAPP web site for additional news: www.rci.rutgers.edu/~gsapp.

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.

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Faculty and Administration Biographies

Sandra L. Harris

Sandra L. Harris is dean of the GSAPP and executive director of the Douglass Developmental Disabilities Center, a university-based program for the treatment of children, adolescents, and adults 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. A past associate editor of *Behavior Therapy*, she serves on the editorial boards of several journals, including *Contemporary Psychology*, *Research in Developmental Disabilities*, and *Child and Family Behavior Therapy*. A fellow of the APA divisions of Clinical Psychology and Child and Youth Services and a fellow of the American Psychological Society, Dr. Harris is a licensed practicing psychologist.

Clayton P. Alderfer

Clayton P. Alderfer, Ph.D., professor and director of the Doctor of Psychology program in organizational psychology, developed the theory of embedded intergroup relations for organizational diagnosis, research, education, and intervention. As a member of race- and gender-balanced consulting teams, Alderfer was associated with one corporation's project of more than seventeen years, and other programs of shorter duration, to change race relations in organizations. He also consults with senior executives and boards of directors of family businesses, and public, private, and not-for-profit organizations about effective authority in organizations. At the GSAPP, he teaches courses about interviewing and observation for organizations, experiential group dynamics, the group psychology of organizations, and the methodology of organizational diagnosis. Dr. Alderfer is also program director for the Rutgers Family Business Forum and editor of the *Journal of Applied Behavioral Science*. A diplomate of the American Board of Professional Psychology, he received the 1997 Harry Levinson Award for organizational consultation, given by the American Psychological Association.

Nancy Boyd-Franklin

Nancy Boyd-Franklin's special interests have focused on multicultural issues, the treatment of African-American families, ethnicity and family therapy, marital and couples therapy, the multisystems approach to the treatment of inner-city families, issues for women of color, and the development of a model of therapeutic support groups for African-American women. She is particularly concerned about the needs of children and families at risk and has worked with issues such as child abuse, sexual abuse, and pediatric AIDS. Her publications include numerous articles and chapters on the above topics. Her books include: *Black Families in Therapy: A Multisystems Approach*, 1989, and *Children, Families, and HIV/AIDS: Psychosocial and Therapeutic Issues*, 1995. She is currently writing two new books: *Reaching Out: Home-Based, Family, School and Community Interventions*, with Dr. Brenna Bry, and *Racial Identity Theory: New Paradigm for the Twenty-First Century*, with Dr. Robert Carter. Dr. Boyd-Franklin has served on the boards of national organizations including the American Family Therapy Association, the American Orthopsychiatric Association, and the New York Association of Black Psychologists. She is a licensed practicing psychologist specializing in family therapy and codirector of the Rutgers/Somerset Counseling Project.

Brenna H. Bry

Reflecting her long-standing interest in the prevention of adolescent substance abuse, Dr. Bry integrates clinical, community, and family psychology approaches to the problem by conducting behavioral analyses of family, school, and self-generated verbal antecedents and consequences of substance use and its risk factors. National Institute on Drug Abuse (NIDA) and Rutgers University research grants support her work. She is an APA fellow in six divisions: Clinical Psychology; Experimental Analysis of Behavior; Community Psychology; Psychopharmacology; Child, Youth, and Family Services; and Family Psychology. Dr. Bry was the planning coordinator for the Center for Applied Psychology, is a consultant in the area of high-risk youth, and has been a member of grant review committees at the National Institute of Mental Health (NIMH), the National Institute on Alcohol Abuse and Alcoholism, and NIDA. She is a licensed practicing psychologist.

Cary Cherniss

Cary Cherniss specializes in job stress and career development for human service professionals and is the author of *Beyond Burnout* (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 Fetzter Consortium on the Promotion of Social and Emotional Competencies in the Workplace. Dr. Cherniss is a consultant with many organizations in both the public and private sectors, including AT&T, Bellcore, and Colgate-Palmolive. He is a fellow of the APA, active in the divisions of Community Psychology and Industrial and Organizational Psychology.

W. Donald Clark

W. Donald Clark, professor emeritus, taught at Rutgers for more than twenty-five years. His professional interests and publications are in the areas of projective assessment, the blending of science and practice, and the psychology of family and relationships. He has been extensively involved in forensic work on child custody and family abuse problems. In more than thirty-five years of experience as a professional psychologist, he has worked as school psychologist, director of special services, and state director of school psychology. Dr. Clark has served as president of three state professional organizations: the New Jersey Psychological Association, the New Jersey Association of School Psychologists, and the New Jersey Academy of Psychology. He is currently chair of the New Jersey Council of School Psychology Trainers, and regularly serves as a site visitor in program accreditation for the APA. He is a licensed practicing psychologist.

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, 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 *Psychological Bulletin*, and "Correlates of College Retention and GPA: Learning and Study Strategies, Testwiseness, Attitudes, and ACT" in *Journal of College Counseling*. Dr. Fagley serves on the editorial board of *Special Services in the Schools* 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*, *Health Psychology*, *Sex Roles*, *Journal of Applied Behavioral Science*, *Journal of Experimental Social Psychology*, *Social Cognition*, *Behavior Therapy*, *School Psychology Review*, and *Behavioral Assessment*.

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 president 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 seventy articles and book chapters and his over seventy invited addresses span interests in the case study method, the philosophy of pragmatism, program evaluation, qualitative research, the epistemology of practice, cognitive behavior therapy, managed care, community mental health, and the commonalities among clinical, organizational, and community psychology. Dr. Fishman's books include *Assessment for Decision* (with D.R. Peterson), *Paradigms in Behavior Therapy: Present and Promise* (with F. Rotgers and C.M. Franks), and *The Human Side of Corporate Competitiveness* (with C. Cherniss), and *The Case for Pragmatic Psychology* (in press). He is a licensed practicing psychologist.

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.

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, and a consulting editor of the journal *Suicide and Life-Threatening Behavior*, as well as a founding member of the New Jersey Association of Suicidology and a licensed psychologist.

Shalonda Kelly

Shalonda Kelly is interested in how people of color are affected by experiences of racism, and how racial issues affect the family system. Her primary research foci are couples and racial issues. She studies couples assessment, communication, prevention, and relationship enhancement. Her investigations of racial issues have included variables such as Afrocentricity, racial identity, stereotypes, gender and race, and racial socialization. She is particularly intrigued by African-Americans' perceptions of racial issues, and how these perceptions impact their couple relationships. Clinically, Dr. Kelly considers herself to be a systems-oriented cognitive-behavioral therapist. She works primarily with families and their subsystems, such as couples and parent-child/teen subsystems. Dr. Kelly also has a background in urban studies and is interested in designing and evaluating interventions that may have a positive impact on minority communities.

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 was elected to the National Academy of Practice in Psychology in 1982, and also received the "Distinguished Service Award" that year from the American Board of Professional Psychology. In 1988, he received the "Distinguished Career Award" from the American Board of Medical Psychotherapists and he was awarded the "Distinguished Psychologist Award" from the APA's Division of Psychotherapy in 1992. Dr. Lazarus is a fellow of the APA and of the Academy of Clinical Psychology. He is an advisory board member of Psychologists for Social Responsibility, and a diplomate of the American Board of Professional Psychology and of the International Academy of Behavioral Medicine, Counseling, and Psychotherapy. He has authored or edited fifteen books and published more than 200 professional articles. He is a licensed practicing psychologist. Dr. Lazarus was the first recipient of the "Psyche Award," first presented in 1996, by the Nicholas and Dorothy Cummings Foundation.

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 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 several addiction treatment programs in central New Jersey that serve as training sites for students. She has published extensively in the addictions field, including as senior editor for the research monograph *Research on Alcoholics Anonymous: Opportunities and Alternatives*, and as a coeditor for the *Annual Review of Addictions Research and Treatment*. 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 the author of numerous journal articles and books in the areas of program planning and evaluation, professional self-management, team development, individualized learning, workplace education, executive achievement, and sports psychology. He is a consultant in these areas to educational systems, government agencies, businesses, and professional sports teams throughout the United States and internationally. He is editor of the multidisciplinary journal *Special Services* (Haworth), coeditor of the book series *Psychoeducational Interventions* (Jossey-Bass), and editorial board member of various journals. Dr. Maher is former chairperson of the Department of Applied Psychology and continues his responsibilities in both the school psychology program and the organizational psychology program. He has previously served as assistant superintendent of schools, director of special services, staff school psychologist, and teacher of the handicapped. He is a fellow of the APA divisions of School Psychology, Sport Psychology, and Community Psychology, and a licensed practicing psychologist.

Stanley B. Messer

Stanley B. Messer is 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 *Journal of Psychotherapy Integration*, *Contemporary Psychology*, *Psychotherapy Research*, *Clinical Psychology: Science and Practice*, *Psychotherapy*, and *In Session* and has been an associate editor of *American Psychologist* and a consulting editor of *Journal of Consulting and Clinical Psychology*. 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 practitioner, Dr. Messer conducts psychodynamic therapy and clinical assessments. He is an APA fellow in the divisions of Clinical Psychology, Theoretical and Philosophical Psychology, and Psychotherapy.

Donald R. Peterson

Donald R. Peterson 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. He joined the faculty of the Graduate School of Applied and Professional Psychology as its first dean in 1975. 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. 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). In 1997, Dean Emeritus Peterson received an award from the National Council of Schools and Programs of Professional Psychology for “Distinguished Contributions to Education in Professional Psychology.”

William C. Sanderson

William C. Sanderson’s major area of interest is psychopathology and cognitive behavioral treatment of patients with anxiety and depressive disorders. He has numerous publications in scientific journals and has coauthored several books. Dr. Sanderson joined Rutgers in 1998. His former position was as associate professor and director of the Cognitive Behavior Therapy Program at Albert Einstein College of Medicine. Dr. Sanderson received his Ph.D. in 1988 from the State University of New York at Albany, where he worked with Dr. David Barlow at the Center for Stress and Anxiety Disorders; he then completed a fellowship in Cognitive Therapy with Dr. Aaron Beck at the University of Pennsylvania. Dr. Sanderson serves on the editorial board of several journals and has participated on numerous national committees, including as an appointed adviser to the DSM-IV Anxiety Disorders Workgroup, and as a member of the APA Division of Clinical Psychology’s Task Force on Psychological Interventions (aimed at identifying and disseminating empirically supported psychological interventions). He is a licensed practicing psychologist.

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, humanistic psychology, 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 is especially interested in schizoid, narcissistic, and borderline conditions, in addition to schizophrenia. He 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. He is a fellow of the New York Institute for the Humanities, a research associate in the history of psychiatry at Cornell Medical College, and president-elect of the Division of Psychology and the Arts of the American Psychological Association.

Kenneth C. Schneider

Kenneth C. Schneider is chairman of the Department of Applied Psychology. 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 the 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 functioning through societal, organizational, and educational change and therapy. He is studying 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*, and *Promoting Cognitive Growth over the Life Span*.

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). During this period, he concentrated on the implications of psychological theories for social theory. Changing fields, he returned to graduate school in clinical psychology. After receiving his Ph.D. degree, he held a postdoctoral fellowship in inpatient psychiatry at SUNY (Downstate), where he remained to teach medical students and conduct research on clinicians' responses to serious psychopathology. He was awarded a NIMH postdoctoral fellowship at the Institute for Health, Health Care Policy, and Aging Research at Rutgers in 1991, and was hired as a full-time faculty member at the GSAPP in 1994. His research has concerned community reentry of recently hospitalized persons with schizophrenia; depression, medical illness, and 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. He was appointed Oscar K. Buros Professor of Psychology in 1985. In addition to his faculty duties in the professional school, he also served as director of clinical training in the Ph.D. program. Dr. Wilson was a fellow of 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.

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. In addition, he consults for a range of state and community agencies and school systems. 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 Postdoctoral 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 draws from his experience in the formation and administration of outpatient behavioral health-care networks and their functioning in the current managed-care environment. His teaching has included Psychodynamic Interview, Personality Assessment, and Psychoanalytic Theory. He has served as president of the Society of Psychologists in Private Practice, a member of the board of the New Jersey Psychological Association, and is a member of the APA divisions of Hypnosis, Psychoanalysis, and Independent Practice.

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. He served from 1976–1991 as director of the Division of Psychological Services at Fairleigh Dickinson University, 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, 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.

S. Ruth Schulman

S. Ruth Schulman is the associate dean responsible for student policies and procedures, including registration, financial aid, publications, and student and alumni organizations. She works closely with department chairpersons on course scheduling, staffing, and personnel procedures. She is also responsible for all fiscal matters. Dr. Schulman has been a full-time administrator at the professional school since its inception in 1974. She has twice received the distinguished President's Award for Excellence in Administration. She has also served as resident scholar in the office of the New Jersey Commissioner of Higher Education and as a consultant to the director of the Rutgers Center of Alcohol Studies. Her research interests include higher-education administration and women in the clergy.

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 after a minimum of two years of supervision by a licensed psychologist, at least one year of which must be postdoctoral. 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 titles “professional psychologist,” “school psychologist,” and “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 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 1997 was 5.0 years. The average was 6.2 for students entering at the B.A. level and 5.3 for part-time students entering at an advanced level.

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.

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 two years.

Students who have completed some previous graduate work in psychology may be 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 four-year program, plus satisfactory completion of both the General Comprehensive Examination and the Organizational Psychology Program Comprehensive Examination.

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

PSY.D. PROGRAM IN 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 have 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 concentration within a specific theoretical orientation such as behavioral, psychodynamic, or systems; or a particular problem area such as children, community/organizational, marital, behavioral medicine, forensics, or substance abuse. Speciality areas are designed by the student in consultation with his or her adviser.

The greatest challenges in professional psychology are probably in the area of clinical psychology. There has been considerable change in this area in 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.

First Year

Fall Term

- 18:820:503 Theoretical Foundations of Intervention—Analytic (2)
- 18:820:531 Systematic Observation and Interviewing (2)
- 18:820:563 Child Psychopathology: Theoretical, Experimental, and Descriptive (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:821:653 Clinical Practicum Supervision (E1)
- 18:821:546 Psychological Clinic Practicum (E1)

Spring Term

- 18:820:502 Theoretical Foundations of Intervention—Organizational (2)
- 18:820:504 Theoretical Foundations of Intervention—Behavioral (2)
- 18:820:565 Adult Psychopathology: Theoretical, Experimental, and Descriptive (3)
- 18:820:632 Individual Cognitive Assessment—Adult (3)
- 18:820:634 The Psychodynamic Interview (2)
- 18:820:635 Behavioral Assessment (2)
- 18:820:689 Professional Practicum Placement (E3)
- 18:821:546 Psychological Clinic Practicum (E1)

Summer

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

Second Year

Fall Term

- 18:820:550 Philosophy and Systems (3)
- 18:820:581 Statistical Methods and Design Analysis (3)
- 18:820:593 Community Psychology (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:821:546 Psychological Clinic Practicum (E1)

Spring Term

- 18:820:585 Advanced Statistics and Research Design (3)
- 18:820:613 Professional Development (3)
- 18:820:690 Professional Practicum Placement (E3)
- 18:821:546 Psychological Clinic Practicum (E1)
- 18:__:__ Elective (3)

Summer

- 18:820:622 Clinical Psychopharmacology (3)

Third Year

Fall Term

- 18:820:570 Psychological Interventions with Ethnic and Racial Minority Clients and Families (3)
- 18:820:689,690 Professional Practicum Placement (E3,E3)
- 18:821:545 Psychological Clinic Practicum (E2)
- 18:__:__ Intervention course (3)

Spring Term

18:820:689,690 Professional Practicum Placement (E3,E3)

18:821:545 Psychological Clinic Practicum (E2)

18:__:__ Intervention courses (3,3)

Summer

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

Fourth Year

Fall Term

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

18:__:__ Elective (3)

Spring Term

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

18:__:__ Electives (3,3)

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.

In both the four- and five-year schedules, each student is expected to see a minimum of two clients in the Psychological Clinic, for two terms. A total of 1,080 clock hours of pre-internship, 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).

Clinical Psy.D. Minimum Program for Advanced Part-Time Students

For advanced status, students must successfully demonstrate the equivalent of first- and second-year courses: theoretical foundations of intervention, systematic observation and interview, behavioral and psychodynamic assessment, child and adult psychopathology, cognitive assessment, statistical methods and design analysis, philosophy and systems of psychology, advanced statistics and research design, and psychopharmacology. This is accomplished through completion of course waiver forms, which must be approved by the course instructor during the student's first year in the GSAPP. Practicum and internship waiver forms must also be completed to document previous experience. Some courses may require a written examination before a waiver is issued. A minimum of 45 course credits must be taken in residence.

Advanced students attending on a part-time basis are expected to be at the school the equivalent of two full days per week.

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

1997-1998, 1998-1999

Beth Israel Medical Center, New York, NY:

Cathleen Adams, *Ph.D.*

Beth Israel Deaconess Hospital, Boston, MA:

Nicholas Covino, *Ph.D.*

Bronx VA Medical Center, Bronx, NY:

Leonard J. Meyerson, *Ph.D.*

Cambridge Hospital, Harvard Medical School,

Cambridge, MA: Andrea Celenza, *Ph.D.*

Columbia-Presbyterian Medical Center, New York

State Psychiatric Institute, New York, NY:

Susan M. Sussman, *Ph.D.*

East Orange VA Hospital, East Orange, NJ:

Harvey Hecel, *Ph.D.*

Eastern Virginia Medical School, Norfolk, VA:

Robert P. Archer, *Ph.D.*

Elizabeth General Medical Center, Elizabeth, NJ:

Beth Dorogusker, *Ph.D.*

Greater Hartford Clinical Psychology Internship/

Consortium, Newington, CT: Larry A. Gaupp, *Ph.D.*

Greystone Park State Psychiatric Hospital, Greystone Park,

NJ: Francis McGovern, *Ph.D.*

Jersey Shore Medical Center, Neptune, NJ:

Donna McGee, *Ph.D.*

Karen Horney Clinic, New York, NY:

Kenneth Winarick, *Ph.D.*

Lyons VA Medical Center, Lyons, NJ:

David R. Youngelman, *Psy.D.*

Northampton VA Hospital, Northampton, MA:

Moira Brady, *Psy.D.*

Pace University, Counseling and Personal Development

Center, New York, NY: Laura Smith, *Ph.D.*

Queens Children's Psychiatric Center, Bellerose, NY:

Allan M. Eisenberg, *Ph.D.*

Springfield Hospital, Sykesville, MD: Keith Hannan, *Ph.D.*

Sunset Park Community Mental Health Center,

Brooklyn, NY: Carmen J. Rivera, *Ph.D.*

Trenton State Psychiatric Hospital, West Trenton, NJ:

Michael A. Siglag, *Ph.D.*

UMDNJ-Newark, Child and Adolescent Community

Health Center, Newark, NJ: Gerald Leventhal, *Ph.D.*

UMDNJ-Robert Wood Johnson Medical School,

Community Health Center, Piscataway, NJ:

Sandra R. Leiblum, *Ph.D.*

University of Arizona, Health Science Center, Tucson, AZ:

Jeff Dozoretz, *Ph.D.*

University of Miami/Jackson Memorial Medical Center,

Miami, FL: Efrain A. Gonzalez, *Psy.D.*

University of Pennsylvania, Philadelphia, PA:

Elizabeth Droz, *Ph.D.*

Virginia Commonwealth University/Medical College

of Virginia, Richmond, VA: J. Randy Thomas, *Ph.D.*

Virginia Treatment Center for Children, Richmond, VA:

Donald P. Oswald, *Ph.D.*

Yale University School of Medicine, Waterbury Hospital,

New Haven, CT: Sidney J. Blatt, *Ph.D.*

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

1996–1997, 1997–1998

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

- Cook College Counseling Center, New Brunswick, NJ:
Marta Aizenman, *Ph.D.*
- Douglass College Counseling Center, New Brunswick, NJ:
Mary Ann Conover Jensen, *Ph.D.*
- Livingston College Counseling Center, New Brunswick, NJ:
Kenneth Roy, *Ed.D.*; Leslie Newport, *Psy.D.*
- Rutgers College Counseling Center, New Brunswick, NJ:
Kathryn Stratton, *Psy.D.*; Mark Forest, *Ph.D.*

University of Medicine and Dentistry of New Jersey

- Center for Children's Support, Stratford, NJ:
Marianne Clark, *Ph.D.*
- Children's Transitional Residence, Piscataway, NJ:
Jay Voss, *Ph.D.*
- Clinical Neuropsychology, Piscataway, NJ: Jill Brooks, *Ph.D.*
- Early Prevention Program, Community Behavioral Health
Care Center, Piscataway, NJ: Elaine Herzog, *Ph.D.*
- Healthy Families/CARRI Program, Piscataway, NJ:
Evelyn Orozco, *Ph.D.*
- Social Problem-Solving Unit, Piscataway, NJ:
John Clabby, *Ph.D.*

Hospitals

- Beth Israel Medical Center, New York, NY:
Lisa Cohen, *Ph.D.*
- Bellevue Hospital, New York, NY: Sandy Drob, *Ph.D.*
- Carrier Foundation, Family Therapy Institute, Belle Mead,
NJ: Charleen Alderfer, *Ed.D.*
- Carrier Foundation, Princeton Evaluation and Testing
Services, Belle Mead, NJ: Sherri Stover, *Ph.D.*
- Children's Hospital, Newark, NJ: Tony D'Urso, *Psy.D.*
- East Orange Veterans' Hospital, East Orange, NJ:
Joel Morgan, *Ph.D.*
- Elizabeth General Medical Center, Elizabeth, NJ:
David Velder, *Ph.D.*
- JFK Medical Center, Haven Hospice, Edison, NJ:
Yvonne Hernandez Padilla, *L.C.S.W.*
- Jersey City Medical Center, Jersey City, NJ:
Frances Handler-Inga, *Ph.D.*
- Kessler-Welkind Rehabilitation Hospital, Chester, NJ:
Gerard Tramontano, *Ph.D.*
- Lyons Veterans' Hospital, Lyons, NJ:
Norman Eisenstein, *Ph.D.*
- Morristown Memorial Hospital, Center for Evaluation and
Psychotherapy, Morristown, NJ: Jeffrey Segal, *Psy.D.*
- Morristown Memorial Hospital, Juvenile Evaluation Treat-
ment Services, Morristown, NJ: Bonnie Adams, *Ph.D.*
- Mt. Sinai Medical Center, New York, NY:
Rajendra Jutajir, *Ph.D.*
- Newark Beth Israel Hospital, Therapeutic Learning Center,
Newark, NJ: Barbara Capsi, *Ph.D.*
- St. Peter's Medical Center, Program for Addictions,
Consultation, and Treatment, New Brunswick, NJ:
Fred Rotgers, *Psy.D.*
- South Beach Psychiatric Center, Brooklyn, NY:
Stephen Axelrod, *Ph.D.*
- South Beach Psychiatric Center, Staten Island, NY:
Alan Di Biasio, *Ph.D.*
- St. Mary's Hospital–Mental Health Center, Hoboken, NJ:
Vicki Barnett, *Psy.D.*

Schools

- Bonnie Brae Residential School, Liberty Corner, NJ:
James Rau, *M.S.W.*
- Jersey City School Project, Jersey City, NJ:
Ken Schneider, *Ph.D.*
- New Brunswick School-Based Youth Services, New
Brunswick, NJ: Marilyn Green, *Ph.D.*
- Westminster Choir College, Rider University, Princeton, NJ:
Carole Christian, *Psy.D.*

Other Agencies

- HIV Mental Health Clinic, New York, NY: Lucy Wicks, *Ph.D.*
- IEP Youth Services, Freehold, NJ: Martin Krupnick, *Psy.D.*
- Institute for Community Living, Inc., Brooklyn, NY:
Kenneth Heckart, *Psy.D.*
- Karen Horney Clinic, New York, NY: Nicole Dintenfass, *Ph.D.*
- Lesbian and Gay Community Services Center, New York,
NY: Barbara Warren, *Psy.D.*
- Newark Renaissance House, Newark, NJ:
Gerard Costa, *Ph.D.*; Thea Bry, *M.A.*
- New Jersey Center for the Healing Arts, Red Bank, NJ:
Walter Forrick, *Ph.D.*
- Princeton Family Institute, Princeton, NJ:
Norman Wetzel, *Th.D.*
- Roberto Clemente Family Guidance Center, New York, NY:
Sharlene Bird, *Ph.D.*
- St. Martin's Health Center, Trenton, NJ:
Norbert Wetzel, *Th.D.*
- United Family and Children's Society, Plainfield, NJ:
Gordon Boals, *Ph.D.*
- Womanspace, Inc., Lawrenceville, NJ: Judith Ferlise, *M.A.*
- Youth Development Clinic, Newark, NJ:
Patricia Connors, *M.D.*
- Youth Empowerment Strategies, Morristown, NJ:
Judith Springer, *Psy.D.*
- YMCA of Essex and West Hudson, Orange, NJ:
Helen Strauss, *Ph.D.*

Rutgers, The State University of New Jersey

- Douglass Developmental Disabilities Center,
New Brunswick, NJ: Sandra Harris, *Ph.D.*
- Eating Disorders Clinic, Piscataway, NJ:
G. Terence Wilson, *Ph.D.*
- Environmental and Occupational Health Sciences Institute,
Piscataway, NJ: Nancy Fiedler, *Ph.D.*
- Family Business Forum, Center for Applied Psychology,
Piscataway, NJ: David Niemeyer, *M.A.*;
Clay Alderfer, *Ph.D.*
- Foster Care Counseling Project, Center for Applied
Psychology, Piscataway, NJ: Robin Lang, *Psy.D.*
- Graduate School of Applied and Professional Psychology,
Psychological Clinic, Piscataway, NJ:
Donald Morgan, *Psy.D.*
- Natural Setting Therapeutic Management,
Center for Applied Psychology, Piscataway, NJ:
Michael Petronko, *Ph.D.*
- Somerset Counseling Project, Center for Applied Psychology,
Piscataway, NJ: Nancy Boyd-Franklin, *Ph.D.*;
Brenna Bry, *Ph.D.*

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 (2)
18:820:581 Statistical Methods and Design Analysis (3)
18:820:689 Professional Practicum Placement (E3)
18:829:521 Interviewing and Observation—Organizations (3)
18:829:548 Psychology of Work and Careers (3)
18:829:605 Supervision in Organizational Psychology (E3)

Spring Term

- 18:820:502 Theoretical Foundations of Intervention—Organizational (2)
18:820:504 Theoretical Foundations of Intervention—Behavioral (2)
18:820:567 Adult Psychopathology (3)
18:820:585 Advanced Statistics and Research Design (3)
18:820:689 Professional Practicum Placement (E3)
18:829:605 Supervision in Organizational Psychology (E3)

Summer

- 18:829:525 Experiential Group Dynamics (3)
18:829:560 Group Development and Adult Learning (3)

Second Year

Fall Term

- 18:820:593 Community Psychology (3)
18:820:689 Professional Practicum Placement (E3)
18:826:615 Planning and Evaluation of Human Services Programs (3)
18:829:531 Group Relations and Organizational Diagnosis (3)
18:829:605 Supervision in Organizational Psychology (E3)
16:830:565 Prevention of Alcohol and Drug Abuse (3)

Spring Term

- 18:820:613 Professional Development (3)
18:820:689 Professional Practicum Placement (E3)
18:826:616 Planning and Evaluation of Human Services Programs (3)
18:829:604 The Group Psychology of Organizations (3)
18:829:606 Supervision in Organizational Psychology (E3)
18:829:682 Judgment and Decision Making in Organizations (3)

Summer

- 18:820:622 Clinical Psychopharmacology (3) or 18:820:629 Biological Bases of Human Behavior (3)
18:___:___ Area Requirement/Elective (3) *
General Comprehensive Examination

Third Year

Fall Term

- ___:___:___ Area Requirement/Elective (3) *
18:___:___ Area Requirement/Elective (3) *
18:___:___ Area Requirement/Elective (3) *

Spring Term

- 18:829:559 Theory and Practice of Adult Learning and Training (3)
18:___:___ Area Requirement/Elective (3) *
18:___:___ Area Requirement/Elective (3) *

Summer

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

Fourth Year

Fall and Spring Terms

- 18:820:701,702 Dissertation in Professional Psychology (3,3)
Area Oral Specialty Examination

Fifth Year

Fall and Spring Terms

- 18:829:631-632 Internship in Organizational Psychology (E3-E3)

* Each student must select 18 course credits in one of two advanced areas of competence: individuals in organizations, or groups and systems; 12 credits must be focused in one competence area. With faculty approval, courses offered by other Rutgers graduate schools are acceptable.

After completion of course work, practica, and comprehensive examinations, students participate in a year-long 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

1996–1997, 1997–1998

Berlex Laboratories, Wayne, NJ: James Shillaber, *Psy.D.*
Brookdale Community College, Lincroft, NJ:
Arnold Gelfman, *M.A.*
Casa, New York, NY: Diana Woolis, *Ed.D.*
Merrill Lynch, Princeton, NJ: Mike Brown, *B.A.*;
Ketty Russeva, *M.A.*
Princeton Consulting Resources, Princeton, NJ:
Clayton Alderfer, *Ph.D.*
Prudential Insurance Co., Newark NJ:
Katherine Giscombe, *Ph.D.*
Prudential Insurance Co., Roseland, NJ: Jack Gordon, *Ph.D.*

Rutgers, The State University of New Jersey

Center for Applied Psychology, Graduate School
of Applied and Professional Psychology:
Lew Gantwerk, *Psy.D.*
EAP Personnel Counseling Services:
Jeffrey Hoerger, *M.A., N.C.C., C.E.A.P.*
EQ Consortium: Cary Cherniss, *Ph.D.*
Family Business Forum: Clayton Alderfer, *Ph.D.*
Fetzer Consortium on Personal and Social Competence
in the Workplace: Cary Cherniss, *Ph.D.*
Livingston College Counseling Center: Leslie Newport,
Psy.D.; Kenneth Roy, *Ed.D.*
Psychological Clinic, Career Development Program:
Donald Morgan, *Psy.D.*
Mabel Smith Douglass Library: Clayton Alderfer, *Ph.D.*
Office of Quality and Communications Improvement:
Brent Ruben, *Ph.D.*
Rutgers College Counseling Center: Mark Forest, *Ph.D.*

**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 GSAPP School 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

- 18:820:504 Theoretical Foundations of Intervention—Behavioral (2)
- 18:820:531 Systematic Observation and Interviewing (2)
- 18:820:543 Human Development (3)
- 18:820:563 Child Psychopathology: Theoretical, Experimental, and Descriptive (3)
- 18:820:633 Individual Cognitive Assessment—Child (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)

- 18:820:565 Adult Psychopathology: Theoretical, Experimental, and Descriptive (3)
- 18:820:635 Behavioral Assessment (2)
- 18:820:636 Personality Assessment—Child (3)
- 18:826:506 Practicum Group Supervision—School Psychology (E1)
- 18:820:689 Professional Practicum Placement (E3)

Summer

- 18:826:555 Exceptional Children in the School, Family, and Community (3)

Second Year

Fall Term

- 18:820:581 Statistical Methods and Design Analysis (3)
- 18:820:613 Professional Development (3)
- 18:820:62_ Elective in biological aspects of psychological problems (3)
- 18:826:557 Psychoeducational Foundations of Learning Disabilities (3)
- 18:826:605 Advanced Supervision in School Psychology (E3)
- 18:820:689 Professional Practicum Placement (E3)

Spring Term

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

Summer

- 18:820:701 Dissertation in Professional Psychology (3)
- 18:820:___ Elective in biological aspects (3)

Third Year

Fall Term

- 18:826:605 Advanced Supervision in School Psychology (E3)
- 18:826:615 Planning and Evaluation of Human Services Programs (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:__:___ Electives (3,3)

Spring Term

- 18:826:606 Advanced Supervision in School Psychology (E3)
- 18:826:616 Planning and Evaluation of Human Services Programs (3)
- 18:820:689 Professional Practicum Placement (E3)
- 18:__:___ Electives (3,3)

Summer

- 18:820:701,702 Dissertation in Professional Psychology (3,3)

Fourth Year

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

To meet degree requirements, beginning students are required to earn a minimum of 81 graduate credits in course work, and 36 *E* (experiential) credits that total approximately 825 clock hours of graduate preinternship practicum experience. After completion of the supervised practicum, the student is eligible to begin the required full-year internship of 1,500 hours (departmental requirement) or 1,750 hours (licensing requirement). Twelve graduate credits in education courses are required for New Jersey Department of Education Certification as a school psychologist. This requirement is met in the curriculum above.

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 document equivalency (course descriptions or similar material) for review and approval. Some courses require a waiver examination.

Policies Regarding Practicum Placements and Internships

1. Advanced students with three or more years experience as a certified school psychologist may be able to waive part of the practicum requirement or to 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.
2. All advanced students must satisfy clinic assessment requirements by performing several complete psychological/educational assessments under the supervision of a faculty member.
3. 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.

Equivalent to Third Year

Fall Term

- 18:820:581 Statistical Methods and Design Analysis (3)
18:826:605 Advanced Supervision in School Psychology (E3)
18:826:615 Planning, Implementation, Evaluation of Human Services Programs (3)
18:820:689 Professional Practicum Placement (E3)
__:__:__ Elective (3)

Spring Term

- 18:820:585 Advanced Statistics and Research Design (3)
18:820:614 Professional Development (3)
18:821:546 Psychological Clinic Practicum (E1) *
18:826:606 Advanced Supervision in School Psychology (E3)
18:826:616 Planning, Implementation, Evaluation of Human Services Programs (3)
18:820:689 Professional Practicum Placement (E3)

Summer

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

Equivalent to Fourth Year

Fall Term

- 18:820:62_ Elective in biological aspects of psychological problems series (3)
18:826:605 Advanced Supervision in School Psychology (E3)
18:826:612 Consultation Methods (3)
18:826:635 Part-Time Internship in School Psychology (E1)† or 18:820:689 Professional Practicum Placement (E3)
18:__:__ Intervention elective (3)

Spring Term

- 18:820:701 Dissertation in Professional Psychology (3)
18:821:546 Psychological Clinic Practicum (E1) *
18:826:606 Advanced Supervision in School Psychology (E3)
18:826:636 Part-Time Internship in School Psychology (E1)† or 18:820:689 Professional Practicum Placement (E3)
18:__:__ Electives (3,3)

Summer

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

Equivalent to Fifth Year

- 18:826:631,632 Internship in School Psychology (E3,E3) † or 18:826:635,636 Part-Time Internship in School Psychology (E2,E2) †

Students admitted at the advanced level must demonstrate completion of 79 graduate credits, of which at least 45 academic course credits must be taken at Rutgers after admission to the program. In addition, part-time advanced students must earn 28 *E* credits; full-time advanced students must earn 24 *E* credits.

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

1996–1997, 1997–1998

Schools

- Bergenfield Public Schools, Bergenfield, NJ:
Tom Kavanaugh, *Psy.D.*
Howard County Public Schools, Ellicott City, MD:
Clyde Robinette, *Psy.D.*
Jersey City Public Schools, Jersey City, NJ:
Roxanne Johnson, *Psy.D.*
Maryland Public School System, Prince George's County:
James Mount, *Ed.D.*
Morris-Union Jointure Commission, New Providence, NJ:
Kim Coleman, *Psy.D.*
Westfield Public Schools, Westfield, NJ:
Blanche Perlman, *Ed.D.*

* To meet doctoral internship requirements, those students employed as school psychologists must provide a minimum of sixteen client contact hours per year in the Psychological Clinic each spring term, in addition to their supervised work in a school district.

† Advanced students with a minimum of three years postcertification experience as school psychologists may apply for waiver of the required full-time internship, to be replaced by equivalent supervised internship experiences on a part-time basis beginning in the second year of course work. Those students who are not able to waive the full-time internship must take two years of 18:820:689 Professional Practicum Placement and are required to complete a full-time internship in their third year at the GSAPP.

Other Agencies

CPC Behavioral Health Care, Morganville, NJ:
Kathryn Glaberman, *Ph.D.*
Devereux Foundation, Devon, PA:
Michael Weinberg, *Ph.D.*; Michelle Brosf, *Ph.D.*
Alfred E.I. DuPont Institute, Wilmington, DE:
Jennifer Pendley, *Ph.D.*
Judge Baker Children's Center, Boston, MA:
Ana Margarieta Cebollero, *Ph.D.*
Mental Health, Alcohol and Drug Services, London, OH:
Kathleen O'Hearn, *Ph.D.*

Hospitals

Hospital for Sick Children, Toronto, Canada:
Brenda Spiegler, *Ph.D.*
Jersey Shore Medical Center, Neptune, NJ:
Donna McGee, *Ph.D.*

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

1996–1997, 1997–1998

Rutgers, The State University of New Jersey

Cook College Counseling Center, New Brunswick, NJ:
Marta Aizenman, *Ph.D.*
Douglass College Counseling Center, New Brunswick, NJ:
Mary Ann Conover Jensen, *Ph.D.*
Environmental and Occupational Health Sciences Institute,
Piscataway, NJ: Nancy Fiedler, *Ph.D.*
Foster Care Counseling Project, Center for Applied
Psychology, Piscataway, NJ: Robin Lang, *Psy.D.*
Graduate School of Applied and Professional Psychology,
Psychological Clinic, Rutgers University, Piscataway, NJ:
Donald Morgan, *Psy.D.*
Natural Setting Therapeutic Management, Center for
Applied Psychology, Rutgers University, Piscataway, NJ:
Doreen DiDomenico, *Ph.D.*; Russell Kormann, *Ph.D.*;
Michael Petronko, *Ph.D.*
Rutgers College Counseling Center, New Brunswick, NJ:
Anne McEaney, *Ph.D.*
Social Problem Solving Project, University of Medicine and
Dentistry, Piscataway, NJ: Maurice Elias, *Ph.D.*

Schools

Bayonne High School and Midtown Community School,
Bayonne, NJ: Andrea Bacsik, *Psy.D.*
Berkeley Township Public Schools, Child Study Team,
Bayville, NJ: Gail McVey, *Psy.D.*
Delaware Valley Regional High School, Frenchtown, NJ:
Bonnie Kirschner, *Psy.D.*
Elizabeth School System, Theodore Roosevelt School #17,
Elizabeth, NJ: Gloria Samartine, *M.A.*
Highland Park School District, Highland Park, NJ:
Lewis Fischer, *Psy.D.*; Sol Hertzog, *Ph.D.*;
Maurice Elias, *Ph.D.*
Hopewell Valley Regional Schools, Pennington, NJ:
Margaret Cangelosi, *Psy.D.*
Jersey City Board of Education: Edward Allen, *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.*
Mercer County Community College, West Windsor, NJ:
Diane Campbell, *Ed.D.*
Middletown High School North, Middletown, NJ:
Lucinda Seares, *Psy.D.*
Montclair High School, Montclair, NJ:
Angela Butler, *Psy.D.*
Princeton Regional School System, Riverside School,
Princeton, NJ: Agnes Golding, *Psy.D.*
Solomon Schechter Day School of Raritan Valley,
East Brunswick, NJ: Maurice Elias, *Ph.D.*
Union High School, Union, NJ: Ronald Friedberg, *Ph.D.*
Westfield Public Schools, Westfield, NJ:
Blanche Perlman, *Ed.D.*

Other Agencies

Beth Israel Hospital, Neonatal Follow-Up, Newark, NJ:
Barbara Caspi, *Ph.D.*
Center for Children's Support, University of Medicine and
Dentistry—School of Osteopathic Medicine, Stratford, NJ:
Marianne Clark, *Psy.D.*
Center for Community and Social Justice, Princeton, NJ:
Norbert Wetzel, *Th.D.*
IEP, Freehold, NJ: Linda Earley, *Psy.D.*
Institute for Community Living, Brooklyn, NY:
Kenneth Heckart, *Psy.D.*
JFK Medical Center-Haven Hospice, Edison, NJ:
Yvonne Hernandez Padilla, *L.C.S.W.*
St. Peter's Medical Center, Program for Addictions
Consultation and Treatment, New Brunswick, NJ:
Fred Rotgers, *Psy.D.*
School Based Youth Services, New Brunswick, NJ:
Marilyn Green, *Ph.D.*
University of Medicine and Dentistry of New Jersey,
Behavioral Health Care Center, Child Day
Treatment, Piscataway, NJ: Norman Travis, *Ph.D.*;
Marianne Clark, *Ph.D.*
Princeton Center for Leadership Training, Princeton, NJ:
Sharon Rose Powell, *Ed.D.*
YM&YWCA of Essex and West Orange, NJ:
Helen Strauss, *Ph.D.*
Youth Development Clinic, Newark, NJ:
Patricia Connors, *M.D.*; Abisola Gallagher, *Ed.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. A mobile 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.

Sample Clinical Ph.D. Program

The following five-year distribution of courses is for students with a graduate assistantship. (Students with fellowships, rather than assistantships, are able to take more course credits each term.)

First Year

Fall Term

- 18:820:655 Adult Psychopathology: Theoretical, Experimental, and Descriptive (3)
- 16:830:501 Nonthesis Research (1)
- 16:830:521 Quantitative Methods in Psychology (3)
- 16:830:539 Clinical Proseminar I (3)
- 16:830:866 Graduate Assistantship (E6)

Spring Term

- 16:830:502 Nonthesis Research (1)
- 16:830:522 Design of Experiments (3)
- 16:830:539 Clinical Proseminar II (3)
- 16:830:591 Theory and Practice of Cognitive Behavior Therapy (3)
- 16:830:866 Graduate Assistantship (E6)

Summer

- 16:830:501 Nonthesis Research (3)
- 16:830:639 Cognitive Assessment (3)

Second Year

Fall Term

- 16:830:651 Practicum in Clinical Psychology I (3)
- 16:830:701 Research in Psychology (3)
- 16:830:866 Graduate Assistantship (E6)
- _:_: Core requirement (3)
- _:_: Core requirement (3)

Spring Term

- 16:830:652 Practicum in Clinical Psychology II (3)
- 16:830:702 Research in Psychology (3)
- 16:830:866 Graduate Assistantship (E6)
- _:_: Therapy/Methods (3)
- _:_: Core requirement (3)

Summer

- 16:830:701 Research in Psychology (3)

Third Year

Fall Term

- 16:830:655 Practicum in Clinical Psychology III (3)
- 16:830:701 Research in Psychology (3)
- 16:830:866 Graduate Assistantship (E6)
- _:_: Core requirement or open elective (3)

Spring Term

- 16:830:656 Practicum in Clinical Psychology IV (3)
- 16:830:702 Research in Psychology (3)
- 16:830:866 Graduate Assistantship (E6)
- _:_: Core requirement or open elective (3)

Summer

- 16:830:701 Research in Psychology (3)

Fourth Year

Fall Term

- 16:830:701 Research in Psychology (6)
- 16:830:866 Graduate Assistantship (E6)
- _:_: Core or open elective (3)

Spring Term

- 16:830:702 Research in Psychology (6)
- 16:830:866 Graduate Assistantship (E6)
- _:_: Core or open elective (3)

Fifth Year

- 16:830:657,658 Internship in Clinical Psychology (0,0)

Constraints on the Clinical Ph.D. Program Curriculum

The following courses are required:

- 16:830:520 Principles of Biopsychology (3)
- 16:830:521 Quantitative Methods in Psychology (3)
- 16:830:522 Design of Experiments (3)
- 16:830:537 Adult Descriptive and Experimental Psychopathology (3)
- 16:830:539 Clinical Proseminar (2 terms)
- 16:830:558 Psychopharmacology: Theory and Practice (3)
- 16:830:639 Cognitive Assessment (3)
- 16:830:659 Theory and Practice of Cognitive Behavior Therapy (3)

Nonclinical core courses are required in 16:830:520 Principles of Biopsychology and 16:830:558 Psychopharmacology, as well as courses in cognitive psychology and in social psychology. Students must complete at least two courses in psychological treatments.

Open electives are courses in any area of psychology, including clinical psychology, as well as other disciplines such as statistics or philosophy.

The second-year practicum is spent in the Psychological Clinic at GSAPP. Each student is assigned two cases each term. The third-year practicum involves eight hours a week in a facility that is typically off campus.

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 bachelor's 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, 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 of 1 credit for two terms, earning 750 hours of the 1,750 hours needed to complete the internship. The additional 4 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*, *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 early in the fall 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 and associate dean. Students entering at the beginning level complete the program proposal during the second term of their first year, as described above.

Following this approval, the student's program is not 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.

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 policies that are approved by their faculty between the time they enter the school and the date the program proposal is approved by their adviser.

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 examination.
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, 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 in them. 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, May 1996–May 1998

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

Doctor of Psychology

Christine Adkins-Hutchinson: Social Support and Adjustment Among Black Psychology Graduate Students (Nancy Boyd-Franklin)

George Ayala: AIDS Knowledge Among Latino and Black Gay Male Adolescents (Nancy Boyd-Franklin)

* Rosa G. Bianco: A Behavioral Parent Training and School Consultation Program for Parents and Teachers of Kindergarten and Elementary School Students Diagnosed with Attention Deficit Hyperactivity Disorder (Kenneth C. Schneider)

† Lisa Caren Blum: Family Support and Empowerment at Head Start: An Ethnographic Case Study (Maurice J. Elias)

Steven Brown: Design, Implementation, and Evaluation of a Pilot Sexuality Education Curriculum for Middle School Special Education Students (Maurice J. Elias)

Kim U. Buxenbaum: Racial Identity Development and Its Relationship with Physical Appearance and Self-Esteem in Adults with One Black and One White Parent (Nancy Boyd-Franklin)

Kathleen H. Cavallo: Attending to Maladaptive Cognitive Schemas in Three Individuals with Work Dysfunction: An Intersect of Clinical and Organizational Psychology (Clayton P. Alderfer)

Dianne L. Clarke-Kudless: Strengthening the Academic Connection to Employment: A Case Study of an Undergraduate Internship Program (Clayton P. Alderfer)

Michelle Farber Daniel: The Sibling Relationship when HIV Is a Factor; the Experience of the "Affected" Sibling (Sandra L. Harris)

Robert W. Davis: The Effects of Gender and Ethnicity on Psychologists' Evaluations of Parental Competence in Cases of Child Neglect (Nancy Fagley)

Angelica Maria Diaz-Martinez: An Exploratory Study of Hispanic Clinicians' Perceptions of Hispanic Women in Therapy (Sandra L. Harris)

Susanne C. Diggs-Wilborn: Relationship Between Locus of Control, Coping Strategies, and Perception of Success Among African-American Men and Women in Corporate America (Cary Cherniss)

Tammy Adina Dorff: A Needs Assessment of the Stressors and Coping Resources of Graduate Students in Clinical Psychology (Cary Cherniss)

Trina Epstein: Social-Emotional Learning in the Elementary Classroom: An Inquiry into the Needs of Teachers and Subsequent Training Program Development (Maurice J. Elias)

Jennifer Fornberg: The Abused Child as Mother: Changing Perceptions of Her Baby (Kenneth C. Schneider)

Antonia C. Fried: Creating and Implementing a Brief Psychodynamic Therapy Training Seminar in a Changing Inner-City Hospital (Stanley B. Messer)

Karen Pisetzner Fried: Pet Facilitated Therapy as Adjunctive Care for Home Hospice Patients: A Human Service Program Design to Promote Quality of Life (Kenneth C. Schneider)

Nancy Allison Friedman: The Experience of Pregnancy for Lesbian Couples (Judith Glassgold)

‡ George Anthony Giuliani: The Relationship Among Parental Marital Status, Self-Esteem, and Academic Performance in Commuter College Students (Jean L. Balinky, former clinic director)

Laurie L. Greenberg: Racial Identity Development and Academic Achievement in Black and White College Students (Clayton P. Alderfer)

Anne M. Hamel: Evaluation of a Pilot Peer Counseling Program in an Inner-City High School (Cary Cherniss)

Amy Hartford: An Evaluation of University-Based Internal Practica (Brenna H. Bry)

Rita Altina Johnson-Ray: An Examination of the Formation of Racial Identity in African-American Women Who Attended Predominantly White Schools (Nancy Boyd-Franklin)

Mark Kitzie: Program Evaluation of a Diagnostic and Residential Treatment Center for Behaviorally Disordered Adolescents (Charles A. Maher)

Debra Anne Krohn: An Ethnocultural Training Model for Graduate Level School Psychology Students Working with Families of Children with Developmental Disabilities: A Pilot Study (Maurice J. Elias)

Jennifer Lynne Lager: Jewish-Christian Interfaith Couples: An Examination of the Effects of a Psychoeducational Premarital Program (Barbara S. McCrady)

Caren M. Schneider Lerner: Therapist and Puppeteer: A Self-Study Manual for Using Puppetry as a Therapeutic Technique with Preschoolers (W. Donald Clark)

Erica Lilleleht: Discipline and the Mad Self: Psychiatric Rehabilitation, Moral Treatment, and the Chronically Mentally Ill (Louis A. Sass)

Tonya Walker Lockwood: An Exploratory Study of African-American Clinicians' Perceptions of Spirituality and Religion in the Treatment of African-American Clients (Nancy Boyd-Franklin)

Elaine Lukenda: An Assessment of Training Needs of Counselors Participating in a Home-Based Family Therapy Program (Nancy Boyd-Franklin)

Brian C. Maher: Involving School Professionals in Planning for Special Education Evaluation: A Case Study (Kenneth C. Schneider)

Jennifer A. Maher: Planning and Implementing an Evaluation of a Program for Young Children with Developmental Disabilities in a Public School System: A Case Investigation (Kenneth C. Schneider)

Lawrence Jackson Martin: Issues in the Development and Implementation of a Behavior Modification Program in an Inner-City School (John Kalafat)

Patrick A. McCabe: The Process of Evaluating a School-to-Work Transitional Program in an Urban School District (Charles A. Maher)

Kathleen McGrogan: "Familias Fuertes": The Development and Pilot Test in a Community Center of a Latino Parenting Group for Limited-Literacy, Spanish-Speaking Families with Children at Risk (Daniel B. Fishman)

* 1997 recipient of the Robert D. Weitz Award for Professional Psychology.

† 1998 recipient of the Robert D. Weitz Award for Professional Psychology.

‡ 1997 recipient of the Cyril M. Franks Award for Excellence in Research.

- ** Sharon Meyer: *The Doctor-Patient Relationship in the Post-Treatment Phase of Breast Cancer* (James Walkup)
- Elizabeth Boak Nadle: *Patterns of Psychological Adjustment Experienced by First Generation Professional Females from Mainland China and Taiwan: A Qualitative Study* (Nancy Boyd-Franklin)
- Wendelien A. Nolet-Bos: *Female Perpetrators and Victims of Domestic Violence: The Contributions of Feminist and Psychoanalytic Theory* (Nancy McWilliams)
- Jennifer Anne Oppenheim: *Courage: Toward an Understanding of Its Role in Women's Lives and Its Applications to Psychology* (Lewis Gantwerk)
- Laura Melendez Pallitto: *Transitional Housing for Homeless Families* (Cary Cherniss)
- Rosemary Lauerman Paree: *Patterns of Daily Hassles and Their Appraisal in Low Income Single Mothers: Effect of Information on Prevention Workers* (Brenna H. Bry)
- Jan Stephanie Pfeiffer: *Teacher and Direct Care Staff Ratings of Psychopathology among Adolescents with Mental Retardation in a Residential Facility* (Kenneth C. Schneider)
- Ann M. Reese: *Treatment of the College Age Survivor of Childhood Incest: A Training Program for College Counseling Center Clinicians* (Cary Cherniss)
- Martha Fruit Rohr: *Factors in Evaluating a Multiage Program* (Charles A. Maher)
- Rebecca Elizabeth Rosenblum: *Assessing the Knowledge and Training of Mental Health Practitioners about Issues Related to Child Sexual Abuse* (Maurice J. Elias)
- John R. Sauve: *I Ride the Bus on the Other Side of the Street! The Coming-Out Experiences of Black Gay Men in College* (Nancy McWilliams)
- Zivya Seligman: *The Experience of Self-Mutilation in Women with Borderline Personality Disorder as Told by Patients and Therapists* (James Walkup and Louis A. Sass)
- Shiri H. Sella: *The Relationship Between Realistic Self-Assessment, Developmental Stage, and School-Based Behavior Among Students Classified as Severely Emotionally Disturbed: An Exploratory Study* (Kenneth C. Schneider)
- Michael Curry Shea: *A Behavior Analytic Outpatient Assessment and Treatment Model* (Kenneth C. Schneider)
- †† Elizabeth M. Smith: *Allegations of Child Sexual Abuse: Judgment of Credibility by Psychologists and Judges* (Nancy S. Fagley)
- Emily Ann Sommerman: *The Creation, Implementation, and Evaluation of a Peer Program Climate Training Component for Peer Advisers* (John Kalafat)
- Catherine Maria Stanzione: *The Development of a Survey for Special Education High School Seniors and Graduates* (Kenneth C. Schneider)
- ‡‡ Cynthia C. Steiger: *A Role for School Psychologists in Health Promotion: Evaluation and Modification of a Health Education Curriculum* (Maurice J. Elias)
- Susan Stafford Stoia: *Design, Implementation, and Evaluation of a Social and Emotional Comprehension Program for At Risk Preschoolers* (Kenneth C. Schneider)
- Bonnie Michelle Sussman: *Computer Use by School Psychologists: An Investigation of Behavior, Attitudes, Knowledge, Resources, and Administrative Support and Expectations* (W. Donald Clark)
- Linda Karin Tamm: *A Comparative Analysis of Behavioral Family and Structural Family Therapists' In-Session Communications* (Nancy Boyd-Franklin)
- Bridget A. Taylor: *An Empirical Model for Including Learners with Autism in Less Restrictive Educational Settings* (Kenneth C. Schneider)
- Cynthia J. Thurston: *A Systems Approach to the Evaluation of a Social and Emotional Development Program for Emotionally Disturbed Elementary School Students in a Private Special Education Facility* (Charles A. Maher)
- Christine Truhe: *Adaptation to Work: Ego Defenses of Women in Work* (Clayton P. Alderfer)
- Mariana Ines Wainer: *A Study of the Reliability and Validity of the Cornell Interview of Peers and Friends—Adolescent Version, Using a Clinical Population* (Maurice J. Elias)
- Emily Rose Wildman: *Helping First-Year Students Adjust to College: An Evaluation of the Livingston College Advising Seminar* (Maurice J. Elias)

** 1997 Outstanding Dissertation of the Year Awarded by NJPA.

†† 1996 Outstanding Dissertation in Psychology awarded by NJPA.

‡‡ 1998 recipient of the Cyril M. Franks Award for Excellence in Research.

Areas of Faculty Research and Clinical Work

Core Faculty

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; issues for women of color; development of a therapeutic support group model for African-American women; children and families at risk; child abuse; sexual abuse; children, families, and AIDS; divorce, remarriage, and stepparenting

Brenna H. Bry: behavior analysis of adolescent substance abuse; prevention and early intervention of adolescent problems, including substance abuse, through coordinating community, home, and school interventions; family communications and problem-solving therapy

Cary Cherniss: job stress and burnout; organizational development and planned change; consultation; management training; human resource development; community psychology; career development; school change

W. Donald Clark, professor emeritus: divorce and child custody; school supervision and consultation; interface between psychology and law; personality assessment; psychology of the family and relationships

Nancy S. Fagley: effects of problem framing on choice; judgment and decision making; metacognition and testwiseness

Daniel B. Fishman: structure and process in cognitive behavior therapy; the case study method in psychology; 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; adolescent substance abuse prevention; stress management; teacher stress

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

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: couples assessment, communication, prevention, and relationship enhancement; African-Americans' perceptions of racial issues and how these perceptions impact their couple relationships

Arnold A. Lazarus, professor emeritus: application of multimodal therapy to individuals, couples, families, and groups; application of stress-reduction techniques in industry and commerce; self-enhancement and self-realization processes; self-concept formation and clinical interventions to achieve self-acceptance; marriage therapy (training) compared with marriage counseling; treatment of sexual dysfunctions; the place of eclecticism in scientific therapy; the use of brief yet comprehensive therapy; limits of technical and theoretical integration; prescriptive therapies and specific treatments of choice

Barbara S. McCrady: treatment of alcohol and drug abuse, especially behavioral interventions, couples and family interventions; behavioral assessment and treatment of marital problems; cognitive-behavior therapy

Charles A. Maher: program planning and evaluation; business planning; management training; enhancing workplace learning and performance; organizational development; team development; organizational school psychology; organizational behavior management; sports psychology

Stanley B. Messer: psychoanalytic therapy, especially time-limited psychodynamic therapy; values and visions of different forms of psychotherapy; issues of integration and eclecticism in psychotherapy; research in psychodynamic therapy; case formulation

Donald Morgan: integrative psychotherapies, holistic approaches to chronic illness, 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

William C. Sanderson: cognitive behavioral treatment of anxiety and depressive disorders, psychopathology, prevalence and significance of axis I and axis II comorbidity, laboratory provocation of panic attacks, external validity of empirically supported treatments, schema-focused therapy for personality disorders, mental health policy

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, teachers; families with exceptional individuals

Milton Schwebel, professor emeritus: Promoting psychologists' well-functioning; cognitive and social development over the life span; and peaceful methods of conflict resolution, domestically and internationally

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

G. Terence Wilson: social learning theory and its applications to adult clinical disorders; cognitive behavior therapy; eating disorders

Visiting Faculty

- Vic Carlson: psychotherapy integration; assessment and treatment of addictions; program development and evaluation; cognitive-behavioral treatment of adolescents and adults (including group and family therapy)
- Karen Haboush: play therapy; psychological testing; clinical supervision and professional training of psychologists; comprehensive school-based models of service delivery
- Judith Margolin: sexual abuse and trauma; school psychology; brief therapy and managed care
- 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
- Karen Riggs Skean: philosophy and psychology; clinical training and supervision; adult psychopathology; psychodynamic and integrative psychotherapy; psychodynamics of career development
- Seth Warren: psychoanalytic theory; clinical theory and technique of psychoanalytic psychotherapy; object relations theory

Joint Appointment Faculty (Rutgers)

- Marta Aizenman: psychodynamic orientation in individual and group psychotherapy; cross-cultural therapy; treatment of incest victims; issues in violence, acquaintance rape; women and sexuality
- George Atwood: theories of personality; psychotherapy; psychology of knowledge; psychoanalytic theory of intersubjectivity
- David Brodzinsky: childhood stress and psychopathology; adjustment of adopted and foster children
- David Celiberti: autism; siblings of children with autism; behavioral assessment
- Richard Contrada: psychophysiology of human emotions; psychological stress; psychosocial factors in cardiovascular disease
- 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"
- 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
- Peter Gerhardt: adults with autism, community referenced behavior management and functional analysis of problematic behavior; employment supports for adults with autism, quality-of-life determinants, and parental decision-making and consent practices and beliefs
- Jan S. Handleman: autism, pervasive developmental disorders
- Jeanette Haviland-Jones: developmental and dynamic change processes; emotion and identity change; particular emphasis on points of rapid transition, such as adolescence as a model point of change in general—including therapeutic change

- Charles Heckscher: alternatives to bureaucratic systems of management; consultant on organizational transformation, especially in joint union-management settings; adviser on the "Workplace of the Future" initiative in telecommunications
- Ivan Z. Holowinsky: mental retardation and developmental disabilities; international school psychology
- 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 organizational settings (e.g. higher education); interpersonal, family, and organizational 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
- Jim Langenbucher: alcohol and other drug problems; psychiatric diagnosis, nosology, and algorithm development; application of socioeconomic methods and research findings to public policy analysis; alcohol and drug addiction in the elderly
- Tom Morgan: training and supervision of substance abuse counselors in cognitive-behavioral treatment; developing and validating instruments that measure an individual's readiness to change addictive behaviors; providing brief interventions for clients with substance use disorders
- Leslie Newport: psychodynamic psychotherapy with special interest in self-psychology and object relations theory; rehabilitation psychology; object relations; marital and family therapy; program development and evaluation, particularly in college populations
- Daniel M. Ogilvie: social, personality, and developmental psychology; internalized representations of interpersonal relationships, self-discrepancy theory, and trait psychology
- 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
- Kathleen Pottick: conditions under which mental health is promoted or deteriorates; effects of urban life on adolescent mental health; effects of inpatient psychiatric care on psychosocial role functioning of children and adolescents
- Fred Rotgers: behavior therapy with substance abusers; psychodiagnostic/neuropsychological assessment; forensic issues; model substance abuse treatment delivery systems
- Brent Ruben: the nature and functions of human communication in interpersonal, organizational communication, health and intercultural contexts

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

Mary Jane Weiss: behavioral treatment of children with autism; consultation methods in autism; curriculum development for teaching people with autism

Louise Wilkinson: sociocognitive development of preschool and school-age children; metacognitive awareness; language usage; second language learning

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

Joint Appointment Faculty

(University of Medicine and Dentistry of New Jersey)

John Clabby: social problem solving/social decision making; psychotherapy with adults and children; mental health services management; consultation to organizations

Edward Johnson: pathological gambling, alcoholism, and access to health care; psychological evaluation; adult, adolescent, and child psychotherapy

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 and infertility

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

Michael Miller: brain function and clinical neuropsychological assessment; neuropsychological evaluation; Alzheimer's disease, Huntington's disease, and head injury

David Mueller: Director, Crisis Service, University Behavioral Health Care, University of Medicine and Dentistry; patients' perceptions of involuntary and other emergency interventions

Ray Rosen: sexual function and dysfunction; sleep disorders; quality of life in cardiovascular disease

Contributing Faculty

Thea Bry: individual and group psychotherapy for adults and children

Peter Campanelli: rehabilitation psychology/principles and practices as applied to psychiatric rehabilitation; organizational development, administration and service delivery in not-for-profit corporations; behavioral medicine and behavior therapy (especially treatment of anxiety disorders)

Joseph T. Giacino: neuropsychological assessment of neuro-behavioral 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; lesbian and gay issues; psychotherapy and social change

Steven B. Gordon: cognitive behavior therapy with children, families, couples, and adults; behavioral parent and teacher training; attention deficit hyperactivity disorder

Nancy Hickey-Harrison: clinical intervention in child abuse; trauma

Monica Indart: psychosocial aspects of HIV disease, loss and bereavement; clinical and diagnostic interviewing; crisis intervention

Barbara Menzel: child trauma; parent/infant psychopathology; child psychotherapy; play therapy

Hilton R. Miller: cognitive-behavior therapy—adult, marital, family; substance abuse/dependence assessment and treatment; domestic violence; PTSD; men's trauma

Helen Raytek: addictions treatment; couples therapy; integration of cognitive behavior and psychoanalytic approaches

Judith Springer: adolescent therapy, peer leadership training; stress management; cognitive therapy; bias reduction

Marsha Weiss: crisis intervention; marital and family therapy; miscarriage, stillbirth, and secondary infertility; dealing with chronic or serious illness; life transition difficulties; parenting skills

Phil Witt: cognitive-behavior therapy; treatment of paraphilias; forensic psychology; objective personality disorder

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 necessarily 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 416 applications for admission to the entering Psy.D. programs for September 1998. Forty-one individuals were invited to attend (10 percent), and twenty-eight (67 percent) accepted admission to one of the three Psy.D. programs: clinical, organizational, or school. Of those who entered the programs, 71 percent were female; 28 percent identified themselves as African-American, Asian-American, or Latino/a; ages ranged from 22 to 43; 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.* Include as many supporting documents as possible in the application envelope.

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, www.rutgers.edu/students/gradad.html. 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. 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.
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. 1999	Jan. 5, 1999	Jan. 1993
Sept. 2000	Jan. 5, 2000	Jan. 1994

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 application. 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 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.

All students entering the Psy.D. programs are presumed to have the equivalent of an undergraduate major in psychology that included courses in the following areas: introductory psychology, statistics (required), abnormal (required), experimental, psychophysiological (required), and history and systems of psychology. Other desirable subject areas include: tests and measurements, developmental psychology, personality psychology, industrial/organizational psychology, and learning theory, social and comparative psychology, perception, and motivation. 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 are 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.

Tuition and Fees

FEE SCHEDULE

1998–1999 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	3,588.00
Full-time non-New Jersey resident, per term	5,259.00
Part-time New Jersey resident, per credit	295.70
Part-time non-New Jersey resident, per credit	436.20
Student Fee †, per term	
Full-time (12 or more credits)	325.00
Part-time (11 or fewer credits)	87.00
Miscellaneous Fees	
Basic health insurance program (optional), per term (part-time students only) ‡	90.73
Major medical insurance plan (optional), per year ‡ **	257.00/337.00
Computer Fee	
Full-time	75.00
Part-time	20.00–50.00
Late registration fee	50.00
Late payment fee	
For one day to one week and/or check not honored for payment	50.00
For each additional week or part thereof	5.00
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
Drop/add fee, per change (applies to change of registration due to student error or choice after the second week of classes)	5.00
Returned check fee	10.00
Psychological Clinic laboratory fee	50.00
Parking fee	
Full-time student, per term	30.00
Part-time student, per term	15.00
Microfilming of doctoral dissertation	50.00
Transcript of record fee (per copy)	3.00

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.

“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 for 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.”

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 \$50 for the first week, plus \$5 for each additional week or part of a week that payment is late. 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 \$50 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. No part of the student fee is 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 educations.

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.

Minority Advancement Program in Teaching and Research. Trustees' Minority Graduate Fellowships in the Humanities and Social Sciences. MAP excellence and Trustees' Minority Graduate Fellowship awards support African-American, Hispanic, or Native American students in various graduate programs. These fellowships include stipends of \$12,000 plus tuition. For more information, contact MAP, Rutgers, The State University of New Jersey, 25 Bishop Place, New Brunswick, NJ 08901-1181, or call 732/932-7034 or 1563.

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 \$12,000 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 merit scholarships of \$2,200 per year for full-time study for up to two academic years. Part-time students are eligible for awards of \$1,100. 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.

GSAPP Funds

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 \$12,136 (1998–1999) 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 (telephone 800/242-5867) or to the veterans' coordinator on each campus. For New Brunswick, the number is 732/932-7067.

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 Services

LIBRARIES

With holdings of more than three million volumes, the university's library system ranks among the nation's top twenty-five research libraries. Comprised of twenty-five libraries, reading rooms, and collections on the university's three campuses, the library system supports a broad range and depth of faculty and student research in a wide array of disciplines.

The system's largest divisions are the Archibald Stevens Alexander Library on the College Avenue campus and the Library of Science and Medicine on the Busch campus, both in New Brunswick, with the former housing the principal collections of research materials in the humanities and social sciences and the latter housing the principal research collections in science, technology, psychology, medicine, engineering, and pharmacy.

There is a reading room for graduate students located in the Alexander Library. In addition to study space, the Graduate Reading Room includes the graduate reserve collection, a noncirculating collection of standard works in the social sciences and humanities, and locked carrels for students working on their dissertations.

The specialized collections of the School of Management and Labor Relations Library are located in the Labor Education Center, Ryders Lane, New Brunswick; and those of the Center for Alcohol Studies Library and the Waksman Institute of Microbiology Library, on the Busch campus. Other libraries in New Brunswick are the Mabel Smith Douglass and Blanche and Irving Laurie Music libraries on the Douglass College campus; the Kilmer Area Library on the Livingston campus; the Mathematical Sciences, Chemistry, and Physics libraries on the Busch campus; the Art Library and the East Asian Library on the College Avenue campus; and the Stephen and Lucy Chang Science Library and the Bailey B. Pepper Entomology Library on the Cook College campus. The Newark campus is served by the John Cotton Dana Library, the Criminal Justice Library, the School of Law–Newark Library, and the Institute of Jazz Studies Library; the Camden campus is served by the Paul Robeson Library and the School of Law–Camden Library. Most libraries maintain one or more reserve reading rooms.

The Rutgers University libraries function as one system. The holdings of all units in the system are accessible via IRIS, the libraries' on-line catalog, which contains listings for the majority of the acquisitions since 1972 and is accessible through public terminals in each library, through telephone dial-up from outside the libraries, and through INFO, the university's campus computer network. For older items, card catalogs at each library can be used. Each library in the system, including those located in Camden and Newark, is accessible to all members of the university community through the materials delivery service and telephone reference service. In addition to the collections internal to the Rutgers library system, members of the faculty and student body have access to other major research libraries through cooperative agreements that link Rutgers to the Princeton University library, the New Jersey State Library, and other libraries in the region.

Of particular interest to faculty and graduate students is Rutgers' membership in the Research Libraries Group, a nationwide consortium that allows members of the university community access to the collections of the most distinguished research libraries in the country, including those at Yale, Berkeley, Stanford, and the New York Public. Through a shared database, RLIN, there is terminal access and access through the university's campus computer network to most of the books and other materials at Research Libraries Group member units that are available for interlibrary loan.

Additional services provided by the library system include computer-assisted searches of on-line databases in a variety of disciplines, with most published indices and abstracts available for on-line searching. Members of the staff of the reference departments provide assistance in both computerized and noncomputerized reference searches. Reference librarians are available to assist in research and in intra- and interlibrary loans.

The libraries make every attempt to ensure accessibility to their facilities and services by individuals with disabilities.

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.

Each year at the beginning of the fall and spring terms and during the month of June, RUCS offers no-fee, no-credit courses on various computer topics. These courses are open to members of the Rutgers community and to outside users as classroom space permits.

Assistance in debugging programs, interpretation of diagnostic error messages, guidance in using software packages, and general help in identifying and solving computer problems are available at RUCS.

The RUCS staff includes a resident statistician who is available for consultations concerning assistance in statistical design, questionnaire design and analysis, data preparation and data processing, and use of statistical packages.

For further information, call 732/445-2296 or write Rutgers, The State University of New Jersey, Rutgers University Computing Services, 110 Frelinghuysen Road, Piscataway, NJ 08854-8089.

HOUSING

Attractive and comfortable graduate residence facilities are available on all New Brunswick and Piscataway campuses. Single students have the option of living in a residence hall setting on the Douglass, Livingston, and College Avenue campuses or in a furnished apartment on the Busch and Cook campuses. The single graduate residence halls all offer single room accommodations with shared bath and access to common area kitchen facilities. The graduate apartments offer single bedroom accommodations serving four students per apartment.

Graduate families are housed in efficiency and one- and two-bedroom unfurnished apartments in complexes located on the Busch campus. These units fill rapidly and a waiting list is maintained. Early application is recommended.

Single graduate students may opt for housing on an academic or calendar year basis. Additional information about graduate housing may be obtained by contacting the following departments:

Single graduate housing 732/445-2215

Graduate family housing 732/445-3222

DINING SERVICES

The Division of Dining Services operates six major dining halls and several cash snack bars on the New Brunswick campuses. Students may purchase any one of several meal plan options ranging from five to nineteen meals per week; single meals may also be purchased at any of these locations.

A variety of commercial food establishments are located around the various campuses. The services range from typical fast food operations to fine dining restaurants.

For additional information, call the Rutgers University Division of Dining Services at 732/932-8469.

STUDENT HEALTH SERVICE

The Rutgers Student Health Service (RSHS) provides on-campus, year-round basic health care and is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations, the principal agency that evaluates health care facilities nationwide. RSHS provides comprehensive ambulatory care and health education services for all full-time students. Part-time students can become eligible for care and services by paying the student health service fee at any health center or at the Office of Student Health Insurance, Hurtado Health Center (732/932-8285).

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 on Hospital Road and Avenue E on the Livingston campus and the Willets Health Center located on Suydam Street on the Douglass campus, are open 8:30 A.M.–5:30 P.M., Monday through Friday, during the fall and spring terms when classes are in session. The Hurtado Health Center, located at 11 Bishop Place on the College Avenue campus, is open 8:30 A.M.–5:00 P.M., Monday through Friday, 5:00 P.M.–8:00 P.M. for urgent care, and from 9:00 A.M.–5:00 P.M. for urgent care on Saturday or Sunday when classes are in session during the academic year. Physicians are available 9:00 A.M.–5:00 P.M., Monday through Friday.

At other hours, a physician is on call for emergencies. The Hurtado Health Center is the only clinic that operates year-round. During the summer, its hours are 8:30 A.M.–4:30 P.M., Monday through Friday.

The health centers are staffed by physicians, nurse practitioners, registered nurses, and other professional staff. A wide range of services is provided, including evaluation and treatment, general primary care, gynecology, mental health, alcohol and other drug counseling, health education, physical examinations, laboratory tests, X ray, orthopedics, immunization, allergy treatment, and referral to other providers.

The Department of Health Education, a division of the Rutgers Student Health Service, offers programs on a variety of topics, including stress management, human sexuality issues, smoking cessation, alcohol and other drug abuse, AIDS, nutrition, and weight control.

Pharmacies are located at each health center and are open during the following hours: Busch/Livingston, 9:30 A.M.–5:00 P.M., Monday through Friday; Hurtado, 9:00 A.M.–6:00 P.M., Monday through Friday and 10:00 A.M.–3:00 P.M., Saturday; Willets, 9:00 A.M.–5:00 P.M., Monday through Friday.

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 a maximum of \$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 or sole domestic partner and children at additional cost. Any student not covered by individual or family policies should consider the optional 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).

In 1997, Rutgers' Student Health Service was accredited with commendation by the Joint Commission on Accreditation of Healthcare Organizations, the highest level of accreditation awarded by the commission. The accreditation status applies to all services offered by the Student Health Service that were surveyed by the commission, including: patient assessment, patient care, human resources management, information management, and prevention and control of infection.

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 major medical coverage, which will be charged to them on the term bill. Any accompanying spouse and children must also be insured. Dependent coverage with the student insurance program 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 08901-1156 (732/932-7015).

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.

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.

Focus On Our Diversity

Focus On Our Diversity (FOOD) 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 FOOD 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. A typical group is composed of six to eight members and 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.

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 Student Computing Committee; the Twenty-Fifth Anniversary Planning 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) is the main clearinghouse for information for graduate student affairs on campus and is entirely student governed. It 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 events, graduate publications, Internet publishing projects, films, 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 are also 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 5,000 black students of Rutgers through cultural programs and educational opportunities that broaden their understanding and appreciation of the African diaspora in the university and among the diverse communities of New Jersey. The center works closely with the tiers of communities served by Rutgers University in local, state, national, and international spheres.

The center is open Monday through Friday, 8:30 A.M. to midnight; Saturday, noon to 8:00 P.M.; and Sunday, 1:00 P.M. to 9:00 P.M. The center is located at 600 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.

Also housed at the center is the office of the Latino Student Council (LSC), which is made up of representatives of all Latino student organizations from the New Brunswick campuses. 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 is also open on weeknights and weekends. 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 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 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 at 115 College Avenue, Bishop House, Room 105, 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 may also contact the director.

SERVICES FOR INTERNATIONAL STUDENTS

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015), 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.

Foreign students must register with the Center for International Faculty and Student Services upon arrival in New Brunswick. 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 an individual'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.

Complaints of grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 or Section 504 of the Rehabilitation Act may be directed to the Director of Compliance and Student Policy Concerns at 3 Bartlett Street (College Avenue campus) (732/932-7312).

DAY-CARE CENTERS

In New Brunswick, day care is available in each campus area. Centers are operated by nonuniversity groups that have been licensed by the State of New Jersey and which are monitored by university staff on a yearly basis. The university Office of Community Affairs provides a list of centers, which is available by calling 732/932-7823.

While priority at some centers is given to university staff, faculty, and friends, early contact is recommended.

In New Brunswick, day care is available on the Douglass and Livingston campuses. On the Douglass campus, the Department of Nutritional Services runs a half-day preschool for three- and four-year-olds, which is open during the academic year only. In 1987, it was among the first in the nation to be accredited by the National Academy of Early Childhood Programs. The charge is based on income. For information, call 732/932-8895.

Also, on the Douglass campus, the Department of Psychology runs the Douglass Psychology Child Study Center. This center offers part-time and full-time day care for children who are two-and-a-half through five-and-a-half years of age and are toilet trained. It is open from 7:30 A.M. to 6:30 P.M., Monday through Friday, year round. The charge is a set fee based upon the number of hours of care. Different payment plans are available. For information, call 732/932-8881 or 732/247-2757.

The Rutgers-Livingston Day Care Center on the Livingston campus is a private, nonprofit center that offers a full-time developmental program for children who are two years old through kindergarten age. Hours are 7:30 A.M. to 5:30 P.M., Monday through Friday, year round. The charge is a set fee. For an application form or additional information, call 732/445-3645.

"Small Wonders" is a preschool program for developmentally delayed preschool children and their normally developing peers; it is operated by the Douglass Developmental Disabilities Center and is located on the Douglass College campus. This program accepts a few three- and four-year-old normally developing children each year, with priority given to children of faculty, staff, and students. The handicapped students, all of whom exhibit autistic behavior, are referred by their local school districts. The program operates from 9:30 A.M. to 2:30 P.M., Monday through Friday; it is open from early September to early August. Call 732/932-9137 for additional information.

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

ACTIVITIES

Athletic Facilities

The athletic facilities at Rutgers include several gymnasiums, swimming pools, tennis courts, squash courts, handball courts, baseball fields, and an eighteen-hole golf course. A fee is charged for the use of the golf course; graduate students are otherwise 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—are also open to graduate students.

Athletic Ticket Policies

Tickets to intercollegiate football and basketball games are available at a special rate from 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 (MGSA), 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 approximately forty-five productions a year at the Philip J. Levin Theater, the Little Theater, the Jameson and Levin Studio Theaters, the New Proscenium Theater, and the Livingston Theater. The Cabaret Theater Society, the College Avenue Players, and the Paul Robeson Ensemble are student organizations that provide students who are not in the professional MGSA 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.

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) is dedicated to the protection of life and property on campus and to the prevention and detection of crime. The department operates from its headquarters at 5 Huntington Street on the College Avenue campus. Police officers patrol the campuses on foot, in vehicles, on bicycles, and on horseback. They enforce laws and university regulations, respond to emergencies, investigate criminal activities, provide security for

campus facilities and events, and provide crime prevention and other services. Security guards also patrol the campuses, serving as "eyes and ears" for the police as well as securing facilities, providing escort services, and operating security shuttle buses.

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 932-7211; from university centrex telephones, dial 2-7211. You can also contact the police by using one of the more than fifty blue emergency telephone boxes on the campuses or by using the housing telephones located near dormitory entrances.

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 isolation.
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.

TRANSPORTATION AND PARKING

An intercampus bus transportation service, covered by student fees, is available to all Rutgers University 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 and are available at the information booths in the college centers on each campus.

All vehicles using campus parking facilities must be registered with the University Parking Department, 26 Mine Street, College Avenue campus, and must display a valid registration decal. The annual parking fee is \$30 for full-time graduate students and \$15 for part-time students. Students holding assistantships and fellowships pay 0.1 percent of their annual stipend.

Note: The parking lot in front of the Psychology Building is available only to full-time faculty and staff. Students must park in designated lots.

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 12 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 Alumni Organization, together with a committee of faculty and students, is planning a gala twenty-fifth anniversary celebration of the school's founding, scheduled for October 1999. The GSAPP Alumni home page can be accessed through the GSAPP web site www.rci.rutgers.edu/~gsapp.

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 270,000, 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. Each alumni association is represented in the Rutgers University Alumni Federation, which sponsors university-wide 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 was incorporated in 1973 as a semiautonomous division of the university responsible for soliciting funds from private sources.

With a full professional staff and a national network of volunteers who sit on advisory committees and assist in the solicitation of funds, the foundation has steadily—indeed, dramatically—increased the amount of annual private support for Rutgers, private support that provides funding for more than 1,500 university programs that encompass every division of the university and every campus.

In the process of developing new ways to finance programs at Rutgers from nonpublic sources, the foundation has garnered national recognition and awards for its fund-raising and communications. The professional staff includes experts in corporate and foundation relations, an area that accounts for more than half of the private monies received by the university. It also includes specialists in deferred and planned giving, in fund-raising for athletics, in soliciting annual gifts, in obtaining major and special gifts, and in managing campaigns to fund capital needs.

Academic Policies and Procedures

In 1984, the foundation undertook the most ambitious fund-raising endeavor in the university's history, the \$125 million Campaign for Rutgers. Using advanced fund-raising methods to identify new philanthropic sources for Rutgers, the foundation structured the campaign to raise funds for areas that have direct bearing on the quality of education and research at the university. Campaign funds were earmarked to support distinguished professorships, to underwrite new program development and departmental research, to allow for renovation of campus facilities, to endow scholarships and fellowships, and to establish a pool of "opportunity resources" for all university divisions. In 1990, the campaign concluded 34 percent over goal and in the process increased annual contributions to the university from \$9 million to \$27 million.

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, exceeding \$53 million during the 1996-97 fiscal year, and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: the Campaign for the Center for the Study of Jewish Life, the Campaign for the School of Law-Newark, the Campaign for Undergraduate Biological Sciences, the Campaign for Rutgers Stadium and Women's Athletic Scholarships, the Alexander Library Campaign, and the university-wide Campaign for Community, Diversity, and Educational Excellence.

Further information about the foundation may be obtained from the Rutgers University Foundation, Winants Hall, Rutgers, The State University of New Jersey, 7 College Avenue, New Brunswick, NJ 08901-1261 (732/932-7777).

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. A prepared registration form for each newly admitted student is sent to the student before the start of the fall term. Registration is a prerequisite for class attendance. Once enrolled, students are expected to remain registered in every fall and spring term thereafter until completing the program and earning the doctorate. Eligible students who fail to receive registration information one month before the term begins should contact the program secretary. Newly admitted students receive registration materials from the Office of Graduate and Professional Admissions.

Students may register, confirm their schedules, and obtain their grades using the Rutgers Touchtone Telephone Registration System (RTTRS). Instructions for use are sent to students each term and appear in the *Schedule of Classes*.

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 nonclinical 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, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus.

During severe weather conditions, announcements are made over the following radio stations concerning the cancellation of classes: WCTC, WMGQ, WRSU, WMCA, WOR, WCBS, WABC, WBGO, WHWH, WPST, WJLK, WMTR, WDHA, WNJR, WBRW, WRNJ, WERA, and WMJY.

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.

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

* 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.

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.
- 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. A fee of \$3 for each copy desired, payable to Rutgers, The State University, must accompany the request.

Student Identification Cards

Student identification cards are sent by campus mail to the student's graduate program office on or about November 1 for fall admissions. Thereafter, continuing students receive a revalidating sticker for these cards on or about October 15 during the fall term. Students should contact the registrar, Room 200L, Administrative Services Building, Busch campus, to replace missing or lost ID cards. The replacement fee is \$5.

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*, *Incomplete* (which have not been remediated to completion), and/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 should also 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 acknowledgement 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, hourly, or 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, 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 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) and are heard at university hearings. Less serious offenses (nonseparable offenses) are heard according to the procedures in place at the student's college or school of affiliation.

Separable Offenses

The following offenses are deemed serious enough to potentially result 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 member of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

Complainants and respondents may also, 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 (with students always being in the majority). 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

The safety and security of all members of the university community is of paramount concern to the university's public safety staff.

Comprising commissioned police officers with full investigative and arrest authority, security officers, and dispatchers, members of the public safety staff patrol each campus and respond to requests for assistance on a full-time basis, 365 days a year and twenty-four hours a day. However, it is the duty of all students, faculty, and staff to actively maintain

a safe environment, to use due care in their own safety and the safety of others, and to comply with all local, state, and university regulations regarding their own protection and the protection of others.

Primary responsibility for safety and security on the New Brunswick/Piscataway campus is vested in the associate vice president for administration and public safety. On the Newark and Camden campuses, these responsibilities reside in the Office of the Provost.

Public Safety Information

Information regarding public safety at Rutgers is available from the campus police departments. The publication *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*, please call the appropriate Rutgers Police Department office at one of the following numbers:

Camden: 609/225-6009
Newark: 973/353-5478
New Brunswick: 732/932-8407

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. When neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden 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 or the provosts of Newark and Camden 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.

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 without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex (except Douglass College, which is entitled under the law to remain a single-sex institution), sexual orientation, disability, marital status, or veteran status. The university complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions about these laws, or allegations of student rights violations, should be directed to Brian Rose, Director of Compliance and Student Policy Concerns and Designated Employee for Student Rights Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190 (732/932-7312).

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, and is defined for purposes of those laws and the university's policy as any behavior:

1. that is unwelcome,
2. that targets a person because he or she has one or more of the protected characteristics,
3. that is engaged in by a person employed by or doing business with the university, and
4. that is sufficiently severe or pervasive to negatively alter that person 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 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 if you need more information, you are encouraged to contact the Director of University Harassment Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190 (732/932-3122), or by email at msgriff@rci.rutgers.edu. You may obtain copies of the policy prohibiting harassment and the process for making or responding to a complaint on our web page (<http://www.rci.rutgers.edu/~msgriff/>).

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 value 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 to students 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 as a "heinous act."
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 as a "heinous act."

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 judgments of whether a particular act is of a separable or nonseparable level are made by the appropriate college official and are subject to review by the Office of the Vice President for Student Affairs.

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 Rose, director of compliance and student policy concerns, 3 Bartlett Street, College Avenue campus, 732/932-7312;

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, Bishop House, Room 105, College Avenue campus, 732/932-1711;

Rory P. Maradonna, associate provost for student life, Armitage Hall, Room 248, Camden campus, 609/225-6050;

Raymond T. Smith, associate provost for student affairs, S.I. Newhouse Center, 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.

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. However, the university is permitted to provide directory information without the student's consent unless he or she requests in writing that such information be kept confidential. Rutgers defines directory information as name, campus mailing address and telephone number, campus email address, 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, and date(s) of degree(s).

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 campus-wide information system known as INFO on the Rutgers University Computer Network (RUNet), which is accessible via the Internet.

Students may request that 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 you may 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. The university recommends that those receiving financial aid not acquire a substitute number because the social

security number is key to student identification by state and federal financial aid agencies. Thus, it is recommended that a substitute number be obtained only if student privacy concerns outweigh the possibility of a serious disruption in financial aid.

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 in the Division of Student Affairs (732/932-7312).

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, but in no case 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 to 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 will be 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 delays or neglects to question his or her eligibility status beyond the period specified above, the 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. 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; all university-conducted research must be available for public scrutiny and use.

Most research projects at the university are carried on by faculty members and students within the facilities offered by their own departments, but 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.

POLICY REGARDING SOLICITATIONS

The university does not permit personal or mail solicitations or requests for contributions for charitable or other purposes, including the sale of chances, lottery tickets, and raffle tickets or the sale of magazines, Christmas cards, and similar items. Exceptions are made for the United Fund Drive and the Annual Hospitals Appeal.

The issuance or distribution of products or samples of products or leaflets or other printed materials and the posting of signs or advertisements in any building of the university requires the approval and permission of the vice president and treasurer or of the appropriate business manager.

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 code used in this chapter is:

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

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

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 therapy courses require a minimum of one case with appropriate supervision.

GSAPP COURSES

Professional Psychology 820

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

A comprehensive examination of various organizational theories, with special attention to how they can be used to guide assessment and intervention in different types of social institutions.

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 the drives, psychic structures, dreams, psychopathology, ego psychology, object relations, self-psychology, assessment, research in psychoanalysis, and psychoanalytic psychotherapy; integration of theory and application with examples from everyday life and from clinical practice.

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

Introduction to the epistemological, theoretical, technological, ethical, and historical foundations of the behavioral paradigm for understanding human behavior. Reviews the processes of behavioral assessment and therapy, with particular focus on the logic and dynamics of the behavioral approach. Major theoretical models include respondent conditioning, operant conditioning, cognitive behavior therapy, modeling, and self-control therapy.

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

Introductory overview of topics concerned with normal affective/cognitive development using pattern-oriented approaches across the life span, especially with illustrations from adolescence and adulthood. Includes psychological processes from the physiological to the cultural. Provides developmental models and methods that may be used to interpret applied clinical material.

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

Focuses on the contributions of sociology, social pathology, and personality psychology in studying how perceptions of other people and perceptions of self are psychologically organized. Emphasizes the advantage of considering the self as a multiplicity comprised of distinctive role/identities, personal projects, and varying patterns of interpersonal relationships. Strategies for investigating internal representations of these different facets of experience. Existing and potential application of new methods to understanding personality dynamics, including work in the area of intervention.

18:820:531. SYSTEMATIC OBSERVATION AND INTERVIEWING (2)

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.

18:820:543. HUMAN DEVELOPMENT (3)

Required for school psychology students; elective for all others.

Norms, transitions, and crises in the development of the life structure from birth to old age; gender and cultural variations; practice in the use of the life-span developmental analysis interview.

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. Develops ability to examine critically the different epistemological and theoretical approaches in professional psychology. Paradigms include: positivism and associated philosophy-of-science models; psychoanalysis, hermeneutics; existential, humanistic, and phenomenological approaches; and postmodernism.

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

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, 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 covering 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)

Overview of descriptive and experimental psychopathology, consisting of class discussion, guest lectures, and visits to local psychiatric hospitals to interview patients of differing diagnoses. An introduction to DSM-IV, the process of diagnosis, the mental status examination, and the rudiments of differential diagnosis.

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; and empirically-based psychological and pharmacological treatments.

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

Prerequisite: Must have successfully completed one year of study at GSAPP. Evaluation of the literature and research findings concerning the psychological experience of African-American, Hispanic, and Asian populations with emphasis on sociocultural and ecological perspectives. Implications of findings discussed in terms of impact of assessment, intervention, research, and training in the cross-cultural context. Need for alternative strategies in delivery of psychological services to minorities addressed. Students share their own ethnic and cultural experiences.

18:820:579. PSYCHOTHERAPY OF WOMEN (3)

Focuses on integrating recent research and theory in the psychology of women with psychotherapeutic approaches. Topics include: theories of gender difference, social and cultural variables, developmental life span issues, gender differences in mental health disorders, ethical concerns, and therapist-client dynamics. Several therapeutic systems examined from a gender-sensitive perspective, including: psychodynamic, family systems, existential, cognitive-behavioral and feminist approaches. Students expected to work with a female client.

18:820:581. STATISTICAL METHODS AND DESIGN ANALYSIS (3)

Develops a practical, conceptual understanding of statistical data analysis, the logic of hypothesis testing, and statistical inference. Covers analysis of variance and Pearson correlation.

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; the interplay of personal, interpersonal, and social system factors in determining both the mental health of the community and the organization of mental health service delivery; issues in the design and planning of primary prevention programs in education and mental health.

18:820:600. ADVANCED TOPICS IN PROFESSIONAL PSYCHOLOGY (BA)

During 1998–1999, this course focuses 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.

Papers required based on independent study.

18:820:605. FORENSIC PSYCHOLOGY (1)

Legal jurisdiction, criminal responsibility, assessment of the criminal defendant, standards for the insanity plea, psychological examination, and expert witness testimony.

18:820:609. CRISIS INTERVENTION (BA)

Historical and conceptual basis for crisis intervention as a distinct treatment modality. Both individual and family models taught, as well as emergency assessment, including the mental status examination and suicide and violence assessment and prevention. Visits to emergency service facilities.

18:820:611. 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: 1½ 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. Areas covered include history and identity of professional psychology, APA's ethical standards, involuntary commitment, right to treatment, confidentiality compared with access to clinical information, school psychology legislation, and the funding of mental health services.

18:820:622. CLINICAL PSYCHOPHARMACOLOGY (3)

Prerequisite: Undergraduate course in physiological psychology or equivalent.

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.

Exploration of the relationship between behavior and brain function. Neuroanatomical organization and development of human brain structure and function as it relates to sensory, motor, emotional, perceptual, cognitive, and linguistic skills. Adult and child syndromes of organic impairment. Issues in assessment and rehabilitation of patients with CNS impairment. Field trips to neurology rounds in hospitals.

18:820:632. INDIVIDUAL COGNITIVE ASSESSMENT—ADULT (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—CHILD (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. THE 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 per week after initial class.

18:820:635. BEHAVIORAL ASSESSMENT (2)

Application to clinical cases of the theoretical and technological knowledge learned in 18:820:504. Students conduct and videotape behavioral assessment and intervention interviews in the context of behavior therapy with clients and receive feedback on interviewing skills, interviewing style, and assessment reports. Must carry one case in the Psychological Clinic.

18:820:636. PERSONALITY ASSESSMENT—CHILD (3)

Prerequisites: 18:820:503, 531, 633; or equivalent as determined by instructor.

Theory, administration, scoring, and interpretation of objective and projective techniques with children and adolescents. Primary concentration on objective measures used in the schools, clinical interviewing, projective drawings, and TAT. Introduces Exner's comprehensive system for the Rorschach. Critical evaluation of the issues surrounding projective techniques and the development of psychological report-writing skills emphasized.

18:820:637. OBJECTIVE PERSONALITY ASSESSMENT (2)

Development and interpretation of major objective personality assessment instruments, such as the MMPI-2, MCMI-2, and PAI. Develop basic competency in interpretation through administration and interpretation of test protocols.

18:820:638-639. PERSONALITY ASSESSMENT—ADULT (3-3)

Prerequisites: 18:820:531, 632, and 634; or permission of instructor.

YEARLONG COURSE; both terms required.

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. CLINICAL JUDGMENT AND DECISION MAKING (3)

Explores research and theory relevant to clinical judgment and decision making; includes research from cognitive and social psychology as well as clinical psychology and psychiatry.

18:820:689. PROFESSIONAL PRACTICUM PLACEMENT (E3)

One day per week, E3. Required during most terms for full-time Psy.D. students.

18:820:690. PROFESSIONAL PRACTICUM PLACEMENT (E3)

For students taking a two-day-per-week practicum, register for 18:820:689 and 690.

18:820:691. PROFESSIONAL PRACTICUM PLACEMENT (BA)**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 preparation, literature research, data collection, and writing of a doctoral project.

18:820:800. MATRICULATION CONTINUED (0)

To be used only if a student has a written official leave of absence granted by the department chairperson.

18:820:866. GRADUATE ASSISTANTSHIP (BA)**18:820:877. TEACHING ASSISTANTSHIP (BA)**

Clinical Psychology 821

18:821:535. PSYCHOANALYTIC THEORIES OF PERSONALITY (3)

Prerequisite: 18:820:503.

Integrative overview of classical and contemporary psychoanalytic theories and theorists: Freud, Reich, Brenner, Kernberg, Mahler, Kohut, Winnicott, and Melanie Klein.

18:821:540. SEVERE PSYCHOPATHOLOGY: PSYCHODYNAMIC, PHENOMENOLOGICAL, AND PSYCHIATRIC APPROACHES (3)

Offered in alternate years. Satisfies prerequisite for 18:821:639. This is an alternate prerequisite for 18:821:637.

Conceptualization of treatment for severe forms of psychopathology, especially schizophrenic, schizoid, borderline, narcissistic and sociopathic 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, Sechehay, Guntrip, Kernberg, Kohut, Linehan, Winnicott, Jaspers, and Laing, as well as autobiographical and fictional accounts of mental illness.

18:821:541 ADOLESCENCE-THEORY AND THERAPY (3)

Focuses on developmental adolescent issues and serious adolescent problems. Well-researched counseling approaches, appropriate for adolescents in a variety of settings, including schools, presented and practiced. Preventive programs (e.g., peer resource programs) also emphasized.

18:821:544,545,546. PSYCHOLOGICAL CLINIC PRACTICUM (E2,E2,E1)

All first-year clinical and school students must register for at least 1 credit during the fall and spring terms.

Learn experientially to function as a member of the professional outpatient staff in a psychological clinic on campus 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, one hour for each client session; submitting required clinical records; and, for first-year students, meeting with the instructor (clinic director) for one year, once per month at noon.

18:821:547. INTRODUCTION TO GROUP PSYCHOTHERAPY (3)

Study of group leadership and group therapy from a psychodynamic perspective utilizing an experiential process group and/or observation of an ongoing psychotherapy group.

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)

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 nonclinical 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.

18:821:557. SERIOUS MENTAL ILLNESS: HOSPITAL AND COMMUNITY CARE (3)

Introduces modern therapeutic approaches to the treatment of serious mental illness. Topics include: a) treatment of basic psychopathology and core psychological issues involved in recovery; b) evolution and rationale of various approaches to and components of hospital and community care; and c) special systematic and clinical issues associated with this population (e.g., interaction with physicians, use of restraints, and medical-legal issues, etc.)

18:821:559. INTRODUCTION TO PROGRAM EVALUATION (3)

Instructor's permission required.

Program evaluation as a means for designing, implementing, and improving programs in mental health centers, health service delivery systems, and other organizations. Collaborating with clients and other key stakeholders in a systematic approach that consists of separate yet interrelated activities. Supervision by the instructor on two projects.

18:821:562. BEHAVIORAL COUPLES THERAPY (3)

Prerequisites: 18:820:565, previous behavioral course, and permission of instructor.

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.

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, as well as within a day treatment setting.

18:821:566. BEHAVIORAL FAMILY INTERVENTION FOR ADOLESCENT PROBLEMS (3)

In-depth examination of the causes, course, intervention, and prevention of adolescent problems from a behavioral perspective, particularly in relationship to the whole family. Through weekly therapy videotapes, student case presentations, readings, research reports, and discussion, students gain expertise in the secondary prevention of adolescent problems through early family intervention.

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. ADVANCED STUDIES IN CLINICAL PSYCHOLOGY: EATING AND WEIGHT DISORDERS (3)

Focuses on the following domains: diagnosis and classification, including an analysis of the new DSM-IV diagnostic criteria for eating disorders; assessment, including the use of self-report questionnaires, clinical interviews, and laboratory methods; research on causes and maintaining factors, including biological and psychosocial mechanisms; and treatment, a critical analysis of what works.

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.

18:821:611. NORMAL AND DISTURBED INFANTS AND INFANT-PARENT RELATIONSHIP: THEORY AND CLINICAL PRACTICE (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 will be examined. The theoretical bases of attachment and infant-parent work will be covered. Alternate means by which infants and parents communicate their struggles (e.g. "clinical baby games" will be explored. An overview of intervention strategies and tasks will be 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 will be covered.

18:821:615-616. FAMILY THERAPY (3-3)

Prerequisite: Advanced standing. YEARLONG COURSE; both terms required.
First term: 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."
Second term: 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.

18:821:620. ADVANCED FAMILY PSYCHOLOGY AND RESEARCH (2)

Prerequisite: At least one term of a family or couples therapy course.
 Current topics and research methods in family psychology. Advanced readings in family psychology and research followed by clinical or academic research project.

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 neuro-psychometric 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.

18:821:633. EXISTENTIAL, PHENOMENOLOGICAL, AND HERMENEUTIC APPROACHES TO CLINICAL PSYCHOLOGY (3)

Offered in alternate years.
 Introduction to existential, phenomenological, and hermeneutic approaches to clinical psychology, with some discussion of the relevant philosophical background, possible discussion of poststructuralist developments. Concentrates on the systems of Heidegger and either Foucault or Sartre. Student interests taken into account. Readings have included Jaspers, Laing, May, Binswanger, Minkowski, Becker, Schachtel, and James. Provides the core concepts of the humanistic approach, clinical psychology's "third force."

18:821:637. BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY (3)

Prerequisites: Permission of instructor; 18:820:634; 18:821:535 or 540, or equivalent.
 Psychoanalytic process described with case illustrations and references to the literature of analysis and analytic psychotherapy. Topics include: psychoanalytic attitude and approach to data; resistance, transference, countertransference, free association, interpretation, the real relationship and the working alliance, use of dreams; initial, intermediate, and termination phases of treatment; and women's issues, minority issues, and other topics of current importance in psychoanalysis. Minimum of two cases in analytic therapy, with weekly supervision, required.

18:821:639-640. SHORT-TERM DYNAMIC PSYCHOTHERAPY (3-3)

Prerequisite: Previous course or supervised experience in long-term psychoanalytic therapy. YEARLONG COURSE; both terms required.
 Psychoanalytic understanding and technique as applied to the short-term treatment (10-35 sessions) of selected clients; current models of practice based on drive/structural, relational, cognitive/dynamic, and eclectic concepts; theory and application demonstrated through use of videotape; discussion topics include psychotherapy integration, mechanisms of change, psychotherapy process research, and managed care. 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)
 Affirmative psychological theory and therapy with lesbian, gay, bisexual, and transgendered clients. Special emphasis on the impact of stigma and prejudice on individuals and communities. Topics include: theories of sexual orientation, identity formation, "coming out," family and couples therapy, HIV-related issues, and special issues of ethnic and racial groups. Course alternates between psychodynamic and behavioral-cognitive models each year it is offered.

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. CLINICAL PRACTICUM SUPERVISION (E1)

Required for first-year clinical Psy.D. students in the fall term.
 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)

Students must have completed all course work and required preinternship practicum hours and successfully passed the written comprehensive exams.
 For students who have approval to complete the supervised experience requirement over a two-year period..

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**18:826:506. PRACTICUM GROUP SUPERVISION—SCHOOL PSYCHOLOGY (E1)**

Required for all first-year school psychology students in the spring term.
 Biweekly group supervision to discuss issues that arise in students' first practicum placement.

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.

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.

Addresses conceptual and technical issues of assessment including psychometric theory as applied to reliability and validity. Also focuses on 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 required.

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.

18:826:612. 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.

18:826:615,616. PLANNING AND EVALUATION OF HUMAN SERVICES PROGRAMS (3-3)

YEARLONG COURSE required of all third-year school psychology students and second-year organizational psychology students.

Planning and evaluating as separate, yet interrelated organizational processes utilized by individuals and groups in not-for-profit and for-profit work settings. Focus on planning and evaluation principles and procedures for designing, implementing, and assessing the outcomes of programs and services. Areas discussed include assessment, personal development, employee assistance instruction, client/customer service, manufacturing, and support services. Covers grant writing and proposal preparation. Content varied for school psychology and organizational psychology students.

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.

Ten to eleven months of supervised experience 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.

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.

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, or 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.

18:829:617,618. CURRENT TOPICS IN ORGANIZATIONAL PSYCHOLOGY (3,3)

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 IN ORGANIZATIONS (3)

Reviews theory and research on judgment and decision making, including decision theory and judgmental heuristics. Includes research from cognitive and social psychology as well as organizational psychology and management.

16:830:653. COMMUNITY PSYCHOLOGY: PROMOTION OF SOCIAL COMPETENCE AND HEALTH AND PREVENTION OF PROBLEM BEHAVIOR (3)

This course fulfills the GSAPP requirements for 18:820:594 Community Psychology.

Concepts of community, clinical, developmental, school, and social ecological psychology applied to the topic of health promotion and problem behaviors. Community/preventative theory and methods demonstrate the interplay of personal, familial, and social-organizational factors (e.g., schools, mental health service systems, health care-pediatric services) that are linked to the etiology, maintenance, and prevention of an array of difficulties, including behavioral and emotional disturbance, substance abuse, AIDS, racism and sexism, child maltreatment, and school failure and dropout. Particular attention given to issues of violence, health-care reform, cultural diversity, and schools as "health and social competence centers" of the future.

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, 1998-1999

Sandra L. Harris, *Dean, Executive Director, Douglass Developmental Disabilities Center*
S. Ruth Schulman, *Associate Dean*
Clayton P. Alderfer, *Director, Organizational Psychology Program*
Donald Morgan, *Director, Psychological Clinic*
Lewis Gantwerk, *Director, Center for Applied Psychology*
Stanley B. Messer, *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*

Faculty, 1998-1999

Clayton P. Alderfer, *Professor; B.S., Ph.D., Yale*
Virginia Bennett, *Professor Emerita; B.S., M.Ed., Ed.D., Rutgers*
Nancy Boyd-Franklin*, *Professor; B.A., Swarthmore; M.S., Ph.D., Columbia (Teachers College)*
Brenna H. Bry, *Professor; B.S., Denison; Ph.D., Missouri*
Cary Cherniss*, *Professor; B.A., California (Berkeley); Ph.D., Yale*
W. Donald Clark, *Professor Emeritus; B.A., Ed.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; 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*
Sandra L. Harris, *Professor; 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*
Arnold A. Lazarus, *Professor Emeritus; B.A., M.A., Ph.D., Witwatersrand*
Barbara McCrady, *Professor; B.S., Purdue; Ph.D., Rhode Island*
Charles A. Maher, *Professor; B.A., M.A., Montclair State College; Psy.D., Rutgers*
Stanley B. Messer, *Professor; B.Sc., McGill; M.A., Ph.D., Harvard*
Donald Morgan, *Director, Psychological Clinic; B.A., Psy.D., Rutgers*
Donald R. Peterson, *Professor Emeritus; B.A., M.A., Ph.D., Minnesota*
Michael Petronko, *Research Professor; B.A., Seton Hall; M.A., Miami University (Ohio); Ph.D., Florida State*
William C. Sanderson, *Associate Professor; B.A., SUNY (Stony Brook); Ph.D., SUNY (Albany)*
Louis A. Sass, *Professor; B.A., Harvard; M.A., Ph.D., California (Berkeley)*
Kenneth C. Schneider, *Associate Professor; B.A., Rutgers; Ph.D., Yeshiva*
Milton Schwebel, *Professor Emeritus; A.B., Union College; M.A., SUNY (Albany); Ph.D., Columbia*
James Walkup, *Assistant Professor; B.A., Yale; M.Lit., St. Andrews (Scotland); M.A., Ph.D., New School for Social Research*
G. Terence Wilson, *Oscar K. Buros Professor of Psychology; B.A., M.A., Witwatersrand; Ph.D., SUNY (Stony Brook)*

Visiting Faculty, 1997-1998

Victor Carlson, *Visiting Assistant Professor; A.B., M.Ed., Ohio; Psy.D., Rutgers*
Karen Haboush, *Visiting Assistant Professor; B.A., Rutgers (Douglas College); Psy.D., Rutgers*
Nancy McWilliams, *Visiting Professor; A.B., Oberlin; M.S., Ph.D., Rutgers*
Judith Margolin, *Visiting Assistant Professor; B.A., Massachusetts (Amherst); M.A., Hebrew; Psy.D., Rutgers*
Karen Riggs Skean, *Visiting Assistant Professor; B.A., Colorado College; M.A., Yale; M.Ed., Boston; Psy.D., Rutgers*
Seth Warren, *Visiting Assistant Professor; B.A., SUNY (Binghamton); M.S., Ph.D., Rutgers*

* Sabbatical Leave, Spring 1999.

† Sabbatical Leave, Academic Year 1998-1999.

Contributing Faculty, 1997–1998

Thea Bry, *Dipl. in Psychology, London*
Peter C. Campanelli, B.A., St. Francis; M.S., St. John's; Psy.D., Rutgers
Keith Cicerone, B.A., M.A., Fairfield; Dickinson; Ph.D., CUNY
Claire Fishman, B.A., Queens College; Ph.D., Harvard
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
Nancy Hickey-Harrison, B.A., Pennsylvania; M.A., Dayton; Psy.D., Rutgers
Monica Indart, B.S., Wyoming; M.A., Tulsa; Psy.D., Rutgers
Gerard Machado, B.A., Hobart; M.Div., General Theological Seminary;
M.S., Iona College; Psy.D., Rutgers
Barbara Menzel, B.A., Drew; M.S., Hofstra; Psy.D., Rutgers
Hilton Miller, B.A., M.A., Psy.D., Rutgers
David Panzer, B.A., Maryland; M.A., West Georgia College; Psy.D., Rutgers
Sharon R. Powell, B.A., North Carolina (Chapel Hill); M.A., California (Berkeley);
Ed.D., Rutgers
Judith Springer, B.A., Michigan; M.Ed., Psy.D., Rutgers
Philip Torrance, A.B., Princeton; M.Ph., Harvard; M.D., Johns Hopkins
Marsha Weiss, B.A., SUNY (Buffalo); M.Ed., Tufts; Ed.M., Antioch College;
Ph.D., Georgia State
Philip Witt, B.A., Rutgers; M.S., Ph.D., St. Louis

Joint Appointments, 1997–1998

Center of Alcohol Studies

Beth Epstein, *Research Associate*; B.A., Clark; M.A., Hebrew; Ph.D., Connecticut
Linda Hirsch, *Research Data Analyst*; B.S., University of Vermont;
M.S., Ed.D., Rutgers
Erich Labouvie, *Associate Professor*; M.S., Ph.D., West Virginia
James Langenbucher, *Assistant Professor*; B.A., California (Riverside);
M.S., Ph.D., Rutgers
Tom Morgan, *Research Associate*; B.S., Wyoming; M.A., Tulsa; Psy.D., Rutgers
Robert J. Pandina, *Professor*; B.A., Hartwick College; Ph.D., Vermont
Helen Raytek, *Research Associate*; B.A., Swarthmore; M.A., Chicago;
Psy.D., Rutgers
Frederick Rotgers, *Assistant Research Professor*; B.A., Psy.D., Rutgers

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
Jeanette Haviland-Jones, *Professor*; B.A., Radcliffe College; Ph.D. Michigan State
Charles Heckscher, *Professor*; B.A., M.A., M.A.T., Ph.D., Harvard
James Jones, *Professor*; B.A., Earlham College; M.Div., Episcopal Theological
School; Ph.D., Brown; Psy.D., Rutgers
Kenneth Kressel, *Professor*; B.A., CUNY (Queens College); Ph.D., Columbia
Ann O' Leary, *Associate Professor*; B.A., Pennsylvania; Ph.D., Stanford
Daniel Ogilvie, *Professor*; B.A., Ph.D., Harvard
Nathaniel J. Pallone, *University Distinguished Professor, Psychology and
Criminal Justice*; A.B., A.M., Catholic; Ph.D., New York
Lawrence A. Pervin, *Professor*; A.B., CUNY (Queens College); Ph.D., Harvard
Kathleen Pottick, *Associate Professor*; B.A., Bennington College; M.S.W., M.A.,
Ph.D., Michigan
Seymour Rosenberg, *Professor*; B.S., Citadel Military College; Ph.D., Indiana
Brent Ruben, *Professor*; B.A., M.A., Ph.D., Iowa
George Wagner, *Professor*; B.A., Fairfield; M.S., Western Michigan;
Ph.D., Chicago
Robert Woolfolk, *Professor*; B.A., Ph.D., Texas

Graduate School of Education

Ivan Z. Holowinsky, *Professor*; B.A., Salzburg; B.Ph., Innsbruck;
Ed.M., Ed.D., Temple
Duncan E. Walton, *Professor Emeritus*; B.A., Long Island; M.A., New York;
Ph.D., Adelphi
Louise Cherry Wilkinson, *Dean*; B.A., Oberlin College; M.A., Ph.D., Harvard

Douglass Developmental Disabilities Center

David Celiberti, *Research Assistant Professor*; B.A., M.A., Ph.D., Rutgers
Peter Gerhardt, *Research Assistant Professor*; B.A., M.Ed., Ed.D., Rutgers
Jan Handleman, *Director/Professor*; B.A., M.Ed., Ed.D., Rutgers
Mary Jane Weiss, *Research Assistant Professor*; B.A., M.S., Ph.D., Rutgers

New Brunswick Counseling Centers

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
Anne M. Slocum McEaney, *Clinical Coordinator, Rutgers College Counseling
Center*; B.A., Pennsylvania; M.S., Ph.D., Loyola (Chicago)
Leslie Newport, *Counseling Psychologist, Livingston College Counseling Center*;
B.A., Franklin and Marshall; Psy.D., Rutgers
Kenneth Roy, *Director, Livingston College Counseling Center*; B.A., Pennsylvania
State; M.Ed., Ed.D., Rutgers
Brian Shannon, *Counseling 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,
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GSAPP Center for Applied Psychology 1997–1998

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David Niemeyer, *Director, Family Business Forum*; M.A., Notre Dame;
M.S., St. Thomas
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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, 1997–1998

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College; Ph.D., Southern Mississippi
Bertram D. Cohen, *Professor Emeritus of Psychiatry*; B.A., CUNY (Brooklyn);
M.A., Ph.D., Iowa
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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;
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Joint Appointments, University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, Department of Psychiatry, Associates in Psychiatry, 1997–1998

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Evelyn Orozco, B.A., M.A., Cleveland State; Ph.D., Kent State
Patricia Schneider, B.A., Dayton; M.S., Ph.D., Rutgers

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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 five thousand 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

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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

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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

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University College—Camden is an evening college of liberal arts and professional studies serving part-time students since 1950.

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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.

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 ten thousand students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Steven J. Diner, *Ph.D., 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

Steven J. Diner, *Ph.D., 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

Steven J. Diner, *Ph.D., 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.

Faculty of Management

Rosa Oppenheim, *Ph.D., Acting Dean*

Established in 1993, the Faculty of Management encompasses the Graduate School of Management and the School of Management. The School of Management is an upper-division undergraduate school, founded in 1993, that 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. The Graduate School of Management, founded in 1929 as the Seth Boyden School of Business and incorporated into Rutgers in 1946, offers three programs. Two of these programs, management and professional accounting, lead to the Master of Business Administration degree. The third program offers the Ph.D. degree in management jointly with the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Norman Samuels, *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

Eric Neisser, *J.D., Acting 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

Charline Russo, *Ph.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.

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses with sixteen academic units, eighteen hundred faculty, and thirty-three thousand students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Richard F. Foley, *Ph.D., 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

Barbara Shailor, *Ph.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 which 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

Bruce C. Carlton, *Ph.D., Dean*

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with 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.

College of Engineering

Michael T. Kline, *Ph.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 is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in even disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

College of Pharmacy

John L. Colaizzi, *Ph.D., Dean*

First organized in 1892 and incorporated into the state university in 1927, the College of Pharmacy offers a five-year professional program leading to the Bachelor of Science degree and a graduate program leading to the Pharm.D. degree. Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are also available. In addition, the college sponsors an extension program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

Marilyn Feller Somville, *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.

School of Business–New Brunswick

Rosa Oppenheim, *Ph.D., Acting Dean*

Approved by the New Jersey Department of Higher Education in 1986, the School of Business–New Brunswick offers both undergraduate and graduate degrees. On the undergraduate level, it is a two-year, upper-division school offering programs in accounting, finance, management, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The Bachelor of Science degree is jointly awarded by the School of Business–New Brunswick and the undergraduate college. The school's graduate program offers the Master of Accounting degree.

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, to the Doctor of Philosophy degree. Courses for in-service librarians are also provided.

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 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–Robert Wood Johnson Medical School. 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. Programs are also offered that lead to the Master of Science and Doctor of Philosophy degrees in urban planning and policy development; these latter two degrees are conferred by the Graduate School–New Brunswick.

School of Management and Labor Relations

John F. Burton, *Ph.D.*, *Dean*

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies. At the graduate level, programs are offered that lead to the degrees of Master of Science in Human Resource Management, Master of Arts in Labor and Industrial Relations, and Doctor of Philosophy in Industrial Relations and Human Resources.

Graduate School–New Brunswick

Richard F. Foley, *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

Sandra L. Harris, *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. Food Science Building, Cook Campus

Agricultural Experiment Station, New Jersey. Martin Hall, Cook Campus

Alcohol Studies, Center of. Smithers Hall, Busch Campus

American Affordable Housing Institute. 33 Livingston Avenue, College Avenue Campus

American Woman and Politics, Center for the. Wood Lawn, Douglass Campus

Animal Behavior, Institute of. Smith Hall, Newark 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, Center for. Engineering Building, Busch Campus

Coastal and Environmental Studies, Center for. Doolittle Hall, Busch Campus

Computer Aids for Industrial Productivity, Center for. Hill Center, 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. S.I. Newhouse 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. Hill Center, Busch Campus

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

Economic Research, Bureau of. New Jersey Hall, College Avenue Campus

Edison Papers, Thomas A. Van Dyck Hall, College Avenue Campus

Employment Policy and Workforce Development, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Engineered Materials, Institute for. Engineering Building, Busch Campus

Engineering Research, Bureau of. Engineering Building, Busch Campus

Fiber Optic Materials Research Program. Engineering Building, Busch Campus

Fisheries and Aquaculture Technology Extension Center. Martin Hall, Cook 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, 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. Bradley Hall, 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. Martin Hall, 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

Molecular and Behavioral Neuroscience, Center for. Newark Campus

Negotiation and Conflict Resolution, 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 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 Policy Institute. 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. Hoes Lane, 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, Institute for Research on. Voorhees Chapel, Douglass 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. S.I. Newhouse Center,
15 Washington Street, Newark Campus

East Asian Library. Alexander Library, College
Avenue Campus

Institute of Jazz Studies Library. Bradley Hall,
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. 15 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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