The Graduate School of Applied and Professional Psychology

2006 Student Handbook

GSAPP's Clinical Psy.D. & School Psy.D. programs are:
APA Accredited
American Psychological Association
Committee on Accreditation
750 First Street, NE
Washington, DC 20002-4242
Ph: 202-336-5979
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I. UNIVERSITY POLICIES AND REGULATIONS

All University information on policies and regulations can be found at: http://www.rutgers.edu/regulations.

A. Policy on Academic Integrity Summary

B. University Code of Student Conduct

Information on this section can be found at: http://www.rutgers.edu/regulations/book4/427.pdf

C. Policy against Verbal Assault, Defamation and Harassment

Information on this can be found at: http://www.rutgers.edu/regulations/book6/6414.pdf

D. Nondiscrimination Policy

For present text, contact the Office of the Secretary at (732) 932-7434

E. Student Records and Privacy Act

For present text, contact the Office of the Secretary at (732) 932-7434

F. Harassment on Campus (same as “C”)

G. Administrative Procedures for Responding to Disruptions

For present text, contact the Office of the Secretary at (732) 932-7434

H. Alcohol Policy

For current information, contact the Office of the Secretary at (732) 932-7434

II. ETHICAL ISSUES

A. ETHICAL GUIDELINES FOR STUDENTS AND GRADUATES

All students and graduates are expected to conform to both the letter and the spirit of: (1) the American Psychological Association’s “Ethical Principles of Psychologists and Code of Conduct” as published in the 2002 American Psychologist; and (2) the provisions of the New Jersey Psychologist Licensing Law. For more details on APA ethical guidelines go to: http://www.apa.org/ethics/code2002.html.

1. Students have an obligation to be familiar with the APA Ethics Code. Lack of awareness or misunderstanding of an ethical standard is not a defense against a charge of unethical conduct.

2. Students can not represent themselves as being in possession of the doctoral degree either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed. Students with advanced degrees in areas other than clinical, school or organizational psychology should not use the initials from the other degree when they are in any way identified as a student at GSAPP or in a psychological setting.

3. It is inappropriate to append "PsyD student" after your name; this could be confusing to a layperson.
4. "Graduate students, interns, postdoctoral trainees, and applicants for licensure are permitted to function under the supervision of a licensed psychologist. None may use the title psychologist, but titles such as psychological trainee, psychological intern, psychological resident, and psychological assistant would be permissible under this exemption. The supervising psychologist is responsible for the actions of the student, trainee, or assistant."

   APA Council of Representatives, 2/7/87

5. A student should guard against finding himself or herself in a position of having the final clinical responsibility for his or her work. (This is important ethically and legally in our increasingly litigious society.)

6. A new graduate is legally ineligible and should not represent himself or herself in New Jersey as a "psychologist" (e.g. not even on an announcement card). It is permissible, after completion of degree requirements but prior to receiving a New Jersey license, to write your name and degree, but no more. (Note: an individual who is not licensed but who is employed on a regular basis by some appropriate bona fide non-profit agency may so represent him or herself as long as it is made explicitly and unequivocally clear in oral and written communications that she or he works only for the agency or agencies concerned and is not offering his or her services directly to the public.)

    APA Council of Representatives, 2/7/87.

7. "It is recognized that school psychologists who are certified by the state board of education are permitted to use the term school psychologist or certified school psychologist as long as they are practicing in the public schools. Such persons shall be restricted in their practice to employment within those settings under the purview of the state board of education."

   APA Council of Representatives, 2/7/87.

8. Policy Regarding Code of Conduct of Students

   If a student within the Doctoral School Psychology program at the Graduate School of Applied and Professional Psychology (GSAPP) is suspected of breaching a code of conduct of Rutgers University, the American Psychological Association, the Graduate School of Applied and Professional Psychology, or the Doctoral School Psychology program, as defined and described in relevant codes and standards, such student shall be brought before the faculty of the school psychology program for review and discussion of particular charges associated with the overall charge of breach of conduct. Any member of the GSAPP community may initiate a charge of breach of conduct by communicating said charge to the Program Director of the School Psychology Program. School psychology program faculty will consider the matter brought before them. The faculty may obtain additional information about the student from other sources and make recommendations for further action with respect to the charged student.

   “Approved by the school psychology faculty on March 28, 2005.”

B. STUDENT RECORDS AND PRIVACY


You are encouraged to read through your program file with your advisor each semester, especially during registration. This file contains course, practicum, and faculty evaluations. It is always open to you. Your advisor should request the file from the Program Administrator and you and your advisor should go over it together. The advisor returns the file to the Program Administrator.

Students may not remove their files from the Program Administrator’s office.

C. STUDENT THERAPY

The choice to seek therapy or not is completely up to the individual student, and students should not feel...
pressed either way about participating in therapy during their graduate training. If you are interested in therapy, the faculty would like to be helpful in finding appropriate therapists, but we cannot guarantee it. The people listed below have served as confidential contacts, and have a good knowledge of therapists in many geographic areas and orientations. Feel free to discuss what you would like with any of them.

Keep in mind that the search for a good match in a therapist is part of what clients must go through, and it is another valuable lesson in your training. Many people are frustrated in this search. Beyond time, insurance and money considerations, finding a good match of personality, orientation and style in a therapist is an important task that will require some patience on your part. The following faculty members will try to be of help to you in this process. (Lew Gantwerk, Nancy McWilliams, Don Morgan, Karen Riggs Skean).

It is a firm GSAPP policy that current GSAPP faculty members (core, visiting, contributing, or joint appointment faculty who are teaching for GSAPP) are precluded from becoming a psychotherapist for any GSAPP student, regardless of the student's programmatic affiliation.

This policy does not exclude students from becoming involved in a psychotherapeutic relationship once they have graduated from GSAPP. Field supervisors are exempted from this procedure because it would eliminate a valuable resource for current students. If an entering student has already established a therapeutic relationship prior to the student's admission, it is expected that the therapist and student will manage that relationship using the best professional judgment.

D. ACADEMIC INTEGRITY

1. Unless faculty informs you otherwise, papers are to be written in APA style. In writing papers remember these points to ensure academic integrity:
   a. If you cite someone else's ideas, in that person's own words, you must put quotation marks around the words and indicate where they came from.
   b. If you cite someone else's ideas, in your own words, you must indicate where the ideas came from.
   c. Changing a word or two in someone else's sentences is not appropriate when presenting the ideas and words as your own.

2. The U.S. Attorney for New Jersey and the U.S. Postal Service have successfully obtained consent orders against the two largest term paper companies in this State. The terms of the consent orders provide that these companies must keep comprehensive lists of the clients they serve. These lists must include the client's name, the school he or she attends, the date on which the client secured the material from the company and the type of material secured. The orders also provide that any collegiate institution or faculty member thereof may request copies of these lists upon official letterhead of the institution. The orders further provide that the institution or faculty member may obtain copies of the materials that were sold to particular individuals at the cost of copying such materials.


E. SEXUAL HARASSMENT OR INTIMIDATION

"Rutgers University reaffirms its desire to create a work environment for all employees, and a study environment for all students, that is fair, humane, and responsible--an environment which supports, nurtures, and rewards career and educational goals on the basis of such relevant factors as ability and work performance...

"Sexual harassment--of employees by superiors or of students by faculty or administrators--which imposes a requirement of sexual cooperation as a condition of employment or academic advancement, is inimical to this environment. The University deprecates such conduct as an abuse of authority. Whenever knowledge is
received that a sex-based condition is being imposed, prompt and remedial action will be taken...

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or admission to an academic program; (2) Submission to or rejection of such conduct is used as the basis for decision affecting an individual's employment status or academic standing; or (3) Such conduct has the purpose or effect of substantially interfering with an individual's performance on the job or in the classroom or creating an intimidating, hostile, or offensive work environment."

Complaints alleging sexual harassment are to be lodged with your Department Chair, and/or the Deans' Office in GSAPP, and/or the Affirmative Action Officer

F. STUDENT GUIDELINES FOR PRIVATE EMPLOYMENT BY A PSYCHOLOGIST

Psychology graduate students are not permitted to take jobs as psychotherapists in private practice settings. This is true whether or not you are being paid for the work. For example, you cannot work in another person’s private practice even under supervision, and even if you work without remuneration.

Should a situation arise where a person in a private practice setting has a non-psychotherapy opportunity that is especially appropriate for you, it may be possible to make arrangements to be employed through a contract with the Center for Applied Psychology. You cannot do outpatient psychotherapy under any circumstances. Possible options could include a program evaluation, library research, or other research activities. If you have any questions, see your Program Director.

Policy regarding employment as a school psychologist while a student in good standing within the Doctoral School Psychology Program at the Graduate School of Applied and Professional Psychology:

A student within the Rutgers School Psychology Program is expected to adhere to the codes of conduct of the University and the American Psychological Association. No student who enters the program without a certificate in school psychology may be employed as a school psychologist under an emergency or provisional certificate, or any such certificate in New Jersey or elsewhere, prior to the satisfactory completion of the third year of full-time study as outlined in the four year model program (see current GSAPP catalog). This also includes passing the general comprehensive examination. Any student seeking employment as a school psychologist, including as an intern, must obtain written permission from the Director of Training of the School Psychology Program prior to accepting such position.

“Approved by the school psychology faculty on March 28, 2005.”

Being a student at GSAPP supersedes having a master’s degree such as an MSW or M.Ed. You may not work in an individual or private practice with one of those degrees while you are a student at GSAPP.

Organizational psychology students training in organizational settings currently do not fall under the jurisdiction of this rule. (January 1995)

G. STUDENT GUIDELINES FOR CONTRACTUAL RELATIONSHIPS WITH FACULTY

Direct student payment to faculty for educational services is ordinarily not permissible. If you wish to utilize the educational services of a part-time or full-time faculty member for a time commitment beyond that which the faculty person has committed to the GSAPP, and which would require an additional reimbursement to make the particular service available to you, talk with your Department Chairperson. Your department takes the responsibility to find appropriate educational services from the GSAPP’s pool of reimbursed or volunteer faculty members. Students are not permitted to pay directly for supervision or other services.

If you wish GSAPP sanction to contract privately with a faculty member for educational services, you must first submit a written statement to the Department Chair stating:
the nature of the educational services required;
• the faculty member with whom you wish to contract privately;
• the rate of reimbursement;
• the reasons why that faculty member is uniquely suited to provide the services;
• why it appears that this service cannot be provided within the educational program as offered to all students.

Only if the Department Chair provides written approval can you legitimately proceed to contract privately for the educational service.

III. REGISTRATION

A. REGISTRATION POLICIES

Continuous Registration. In general, students must register for at least 3 credits each Fall and Spring semester until you defend your Dissertation and meet all the requirements of the program. Students are permitted, however, to register for 1 dissertation credit for one semester only, preferably their last semester. Students may only register for 0 credits of Matriculation Continued with a request in writing and have received written approval from the Program Director for a leave of absence for a specified time period. Copies of such correspondence should be placed in your files in the Program Administrator’s office. Such leave does not extend the University imposed time limitations for completing the degree: 7 years for students entering with a Master’s degree in Clinical Psychology, or with a School Psychology Certificate; 8 years for those coming with a B.A., BA+, or non-psychology advanced degree.

1. REGISTRATION PROCESS

1) Read the GSAPP Course Description Guide and the Schedule on the website at: http://gsappweb.rutgers.edu/Courses/course_Reginfo.htm. UserID and password required. Contact student services coordinator.

2) Registration for the fall semester begins in mid-spring. Registration for the spring semester begins in mid-fall. Registration is conducted online http://webreg.rutgers.edu. The registrar will mail registration instructions to all currently registered students at their address of record several weeks prior to the beginning of registration. Students may access the schedule of classes and the registration calendar, as well as other registration services at http://registrar.rutgers.edu.

3) Changes of registration may be conducted at the Registrar’s website through the end of the drop/add period (first two weeks of the semester) as announced in the Registrar’s registration instructions and at the Registrar’s website. “W” grades will be assigned to courses dropped after the announced drop/add period. Refunds will not be issued for “W” grades unless the student is withdrawing from the entire semester within the first six weeks of the semester, and then the refund will be prorated.

2. INDEPENDENT STUDY POLICY

If you wish to register for an Independent Study, see the Coordinator of Student Services in A309. A maximum of 6 credits of Independent Study may be counted towards the required number of graduate credits for Clinical PsyD students.

3. LATE REGISTRATION

The payment of tuition and fees is part of the registration process, and registration is a prerequisite to class
attendance. Continuing students who fail to register during the regular registration period may register during scheduled late registration periods. Currently a late fee of $125 is assessed and must be paid in person by check made out to Rutgers, the State University of NJ.

4. BILL PAYMENT

Continuing students who register on time will receive a term bill approximately eight weeks before the start of the term, with instructions for payment. Students may make arrangements with the Cashier for deferred payments when necessary. All students, including those with fellowships, loans, or TAs, must make contact with the Cashier following University instructions, or your registration will be cancelled. You will then have to go through the registration process again with the possibility of being closed out of courses. If you have a temporary financial problem, contact the Cashier’s Office for a possible two-week extension in payment date, or speak with the Associate Dean before the payment deadline date.

GA/TAs and Fellowship students must submit the term bill and return it to the Cashier with a signed Tuition Remission Application form (RT 100), available in Room A311. The form needs to be completed each semester.

5. REGISTRATION FOR COURSES WITH LIMITED ENROLLMENT

The Course Descriptions, which are disseminated approximately one month before registration for the next semester, will state if the instructor has placed a specific limit on the number of students who may be accepted in the course for defined pedagogical reasons.

In order to address the issue and alleviate the problem of students being bumped from courses they have registered for, the following policy has been implemented:

The Student Services Coordinator will conduct a preliminary registration two weeks prior to the registration period asking students to let her know which of the over-subscribed courses they are planning to take. Students who respond are committed to taking the class. If they do not respond, they will not be considered for the class if it is over-subscribed.

If a large number of students wish to take the class, the Student Services Coordinator will ask the instructor to choose who will take the class and to share with those who responded what selection criteria were used. Then, only those students who are chosen can register for the class.

(GSAPP Faculty Council 10/10/05)

6. DEREGISTRATION AND HOLDS

The university’s firm policy is that a student’s registration will be cancelled prior to the beginning of a semester if she or he has one or more financial obligations (including overdue library books, parking tickets, etc.) that total $100.00 or more; deregistration will occur even if you have paid the tuition and fees for the semester. You will have to register again for all classes after paying your debt. If you pay your debt by check, you can reregister only after the check has cleared.

7. CREDIT HOUR PREFIXES ON THE TRANSCRIPT

a. E credits are Experiential credits, which are Excluded from the total number of course credits needed to graduate. They are listed on your official transcript and they are counted in the total number of credits for which you are registered each semester; you must pay for them unless you are already taking 12 credits. E credit courses are: teaching/graduate/ or research assistantships, professional practicum placement (in work setting), Psychological Clinic Practicum (seeing clients in the Clinic under supervision), Clinical/School/ or Organizational Practicum Supervision, and any of the advanced supervisions (behavioral, analytic, groups, school). Be sure to register for these experiential credits so they are listed on your
transcript. This might be important for graduation, internships and licensing.

b. **N**—Not for Credit—you are officially auditing the course.

c. **G**—You are taking a 300 or 400 level course for graduate degree credit. (Matriculated students only).

8. **MINIMUM AND MAXIMUM REGISTRATION**

a. The unit of credit used in Rutgers registration is based in part upon a measure of time, with 1 credit equal to 50 minutes a week for a 15 week semester. For statistical, veteran certification and health insurance purposes, a full-time student is defined as one who is taking nine or more credit hours. Tuition is charged by the credit up to 12 credits.

b. Full-time GAs/TAs register the full-time assistantship (two days per week) for 6-E credits and no more than 9 additional course credits (other than E credits) during each semester of your appointment.

Clinical PsyD Students who have assistantships, jobs or practicum placements which require more than two days per week can take no more than 9 course credits each term; if three days per week they may take only 6 course credits. 

(Clinical Faculty Resolution January 1985)

c. Advanced Clinical PsyD students who come with paid professional psychological work with doctoral-level supervision need not register for 18:820:689, 690 Professional Practicum E-credits - if the position was obtained independently of GSAPP. No more than 12-E credits of Practicum Placement may be waived; waived Practicum credits will not appear on your transcript. If the position was located through the Practicum Coordinator the student must register for 3-E credits for each day at the practicum site.

d. Advanced part-time School Psychology students may be eligible to waive part of the practicum (3-E cr. only): to meet the required practicum credits for your Program Proposal, they will need to complete a waiver form and submit it for approval to the Practicum Coordinator. These credits will not appear on your transcript.

e. A student who sees a client through the Clinic must sign up for 1-E credit for each case.

f. Students who wish to register for more than 18 credits in any combination must have their advisor’s approval and receive special permission from your Department Chairperson.

g. Applied Psychology Department policy states that School and Organizational students who have outstanding incompletes may not take 16 or more credits until the Incomplete is satisfactorily completed. If they receive an incomplete at the end of the current semester, they will have to decrease the number of credits they will take in the following semester.

9. **AUDITING** – Amended policy

a. Before registering to audit a class, students must obtain permission from the instructor. They may then register for, and attend the course without receiving academic credit towards the doctoral degree. The credit prefix should be noted as an “N” (not for credit towards graduation.) Students must pay the normal tuition and perform all the assigned work, with the exception of the final examination or final paper. The course and a grade of S (Satisfactory) or U (Unsatisfactory) will be listed on your official transcript. Although course credit will not be given toward the degree because a student will not fulfill all requirements, a grade of “S” indicates the student has the requisite knowledge attained by any other student passing the course.

b. However, with the written concurrence of the course instructor, the student may
switch from regular credits to an official audit prior to the fifth class meeting of a regular ten or fifteen week course which is not a program or school requirement. Such a request will not be accommodated after this period. (Approved GSAPP Faculty Council 2/1/99)

c. Clinical Dept. policy: Under normal circumstances a student may not take more than one official audit per semester...(2/20/95)"

10. WITHDRAWAL FROM ALL COURSES

For refund purposes, a student who wishes to withdraw from all courses does so by submitting a written notice to the Registrar. If the notice is received prior to the first day of the term, there will be no entry made on the student’s transcript and a full refund of tuition and student fee will be issued. If the notice is received on or after the first day of the term, he or she will receive grades of W (withdrawn) and a partial refund (during the first six weeks of the semester). Any student, who leaves the University without officially withdrawing, will receive a failing grade in all courses. The date on which the Registrar receives written notice will govern the academic and financial consequences of withdrawal.

Written Notification of withdrawal to the Instructor, Advisor, and Program Director does not fulfill your obligation to communicate in writing with the Registrar in all matters pertaining to withdrawal. However, you are asked to meet with your Program Director or Advisor before taking such a precipitous step.

11. ALUMNI REGISTRATION FOR COURSES

All courses are open to alumni as official audits (you must register and pay for credits) on a space available basis. Credit is not given, but notation of an official audit is put on the graduate’s transcript. The Coordinator of Student Services Office will handle the registration details.

B. CLASS ATTENDANCE

Attendance at all regularly scheduled meetings of a course is expected. Students are permitted to make-up required course work and examinations missed as a result of authenticated absences. It is expected that you will contact the instructor in advance if you know you will be absent from a particular class.

1. RELIGIOUS HOLIDAYS

“It is the policy of the university to excuse without penalty students who are absent because of religious observance and to allow the make up of work missed because of such absences. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.” University Senate Policy A-7905

2. CANCELLATIONS DUE TO WEATHER

The President of the University or a designated official is authorized to cancel classes at the University or any of its parts in the event that weather conditions so dictate. During severe weather conditions, announcements will be made over local radio stations and the principal broadcasting stations in New York and Philadelphia. Cancellations of daytime classes are generally available online at the Rutgers website: http://www.rutgers.edu/.

C. THE GRADING PROCESS

1. DEFINITION AND GOALS

a. Students are graded in each course at the end of each term. GSAPP uses the following
grades for School 18 courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>Intermediate grade</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory. Grades of C do not count toward graduation.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>NC</td>
<td>No credit (used for E credit courses)</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

b. All courses receive letter grades as listed above. Official Audits receive S or U.

2. REMEDIATION POLICY for GSAPP School 18, courses in which a student gets a grade of C or lower; or No Credit.

a. Remediation Policy for REQUIRED Courses:

- a course used to fulfill a program requirement which can be met only by taking that specific course (e.g., Adult Psychopathology, Professional Development, etc.); or
- the course used to fulfill a departmental requirement which can be met only by taking that course as a member of a specific category of courses, the category defining the limits and nature of the requirement (e.g., Medical Aspects course, or a required applications course).

If a student receives a grade of C or lower, or No Credit for such a required course, then:

1. Course Instructor notifies Advisor and Program Director
2. Course Instructor recommends remedial action (retake course, undertake some other activity related to the course in question, or no action) to Program Director and Advisor
3. Advisor conveys remedial requirement(s) to student
4. Student satisfies remedial requirement(s)
5. Written verification filed in both student’s departmental file and Associate Dean’s file
6. Grades of C cannot be counted toward graduation credit

b. Remediation Policy for NON-REQUIRED Courses

If a student receives a grade of C or lower, then:

1. Course Instructor notifies Advisor and Program Director
2. Advisor takes responsibility for meeting with the student in question,
3. Advisor makes determination of what, if any, remediation will be undertaken,
4. Student is responsible for obtaining written verification, signed by Advisor, of satisfactory completion of remedial requirement or of no action,
5. Written verification filed in student’s departmental file only.
6. Grades of C cannot be counted toward graduation credit.

(GSAPP Faculty Council Resolution 1/17/79)

3. POLICIES ON INCOMPLETES

a. "The Faculty strongly discourages incompletes. The requirements for all courses and their time parameters are to be clearly delineated in each course, as well as those conditions under which an
incomplete request may be considered." (Faculty Council 5/19/76)

In a very few courses it may be impossible for students to complete a consultation, test protocols, etc., for reasons beyond the student's control. In such limited cases, or for severe health or family problems, a student may request an extension of time to finish course requirements.

School & Organizational students who have any outstanding Incompletes may not take more than 16 credits until the Incomplete is satisfactorily completed.

The chair will not sign off on the internship application until all incomplete grades are removed. (Clinical Faculty 2/8/99)

b. Under rare circumstances a further extension may be considered as follows: Students must give a written request to the course instructor before the deadline date, specifying the reason for an extension and suggesting a new time deadline. If the instructor does not give approval, a grade of “F” will be recorded unless work is completed and received by deadline date.

If the instructor gives written approval for an extension:
Students matriculated in the Applied Psychology department must give the original copy of the signed approved request to the Associate Dean’s Office and one copy to the Program Administrator to be filed in the student’s folder.

c. This policy on incompletes does not apply to Dissertation credits.
(Approved unanimously by the Faculty Council 11/07/94)

d. A course may not be changed from regular credits to an audit beyond the 5th class meeting. It cannot be changed after the end of the semester.

4. DEPARTMENTAL EVALUATION OF STUDENTS

Attendance in the GSAPP is a privilege and not a right. Accordingly, each department evaluates each student a minimum of twice a year at departmental faculty meetings. In the Clinical Department, a student's continuation in the program will be questioned if s/he receives a total of any combination of 3 INC's (which have not been remediated to completion), NC's, or C's on her/his record.

In the Applied Psychology Department, any combination of 2 (2 NC's, Incompletes, or grades of "C") will require a full faculty evaluation of the student.

Other possible causes for probation or termination include failure to pass the Comprehensive Examination and/or consistent inability to meet practitioner requirements as evidenced by supervisors' evaluations.

5. GSAPP STUDENT/FACULTY ADJUDICATION OF ACADEMIC EVALUATION PROBLEMS

Student complaints about grades are reviewed in a progression from Course Instructor to Advisor to Department Chair to Dean, whose decision is final. If a student feels that the evaluation is not indicative of performance, s/he is obligated to see the Instructor who assigned the grade. The two should attempt to reach a mutually satisfactory resolution, with a Change of Grade form being submitted if deemed warranted.

Beyond the Advisor's level, the student must specify in writing the basis of the complaint. A complaint on grading must be initiated within one month of the student's receipt of the official grade. If the Department Chair happens to be the faculty member whose grading is questioned, then the role of Department Chair is to be assumed by a faculty member appointed by the Dean.
This procedure is designed to lead to a resolution of all incidents of disagreement over academic evaluation between a student and instructor, with the exception of the Comprehensive Examination and the Professional Dissertation.

All faculty must recognize their obligations to be available to discuss academic matters with students, to be available for review of papers with students, and to assist the University in making and defending academic decisions.

D. PROCEDURES FOR WARNING, PROBATION, SUSPENSION OR DISMISSAL

1. ACADEMICS

All students are evaluated by the faculty of their program at least twice each academic year. The department faculties reserve the right to give an academic warning or to place on probation any student whose academic standing falls below standards, that is: a total or combination of two (Applied Department) or three (Clinical Department) of the following on the student’s transcript: a) grade of “C” or lower in course work or No Credit in practica, supervisory courses, or internship or b) incompletes which have not been remediated within the required time frame (December 1 or May 1, or other lesser period to which student and faculty have agreed in writing).

2. PERSONAL OR PROFESSIONAL BEHAVIOR

When the probation decision involves faculty or supervisors’ judgments of personal or professional behaviors with implications for the student’s suitability as a professional psychologist, the Program Director shall appoint a faculty committee to meet with the student and review the alleged deficiencies prior to faculty action.

Following faculty action, a letter shall be sent to the student notifying him or her of the decision. In the event that the student wishes to contest the decision he or she should send a letter to the Department Chairperson specifying the basis for the appeal. Grounds for appeal include errors of fact, technical errors, new information and extenuating circumstances. The Chairperson must receive this letter within 3 weeks of the date the letter of warning or probation is postmarked. The faculty will convene within one month of the student’s appeal to review the decision. In the event that the appeal is made at the end of the academic year and faculty are not available for such a meeting, it will be held at the earliest possible date in the Fall semester. The department chair will notify the student in writing of the outcome of this appeal. Following departmental action the student may make a final written appeal to the Dean. No further appeal is allowed. The Dean’s decision to uphold, to modify, or to remand the probation decision is final.

3. REMOVAL FROM PROBATION

Students are removed from probation by majority vote of the departmental faculty at a regularly scheduled department meeting, if it is their judgment that the student’s progress warrants such action.

4. PROCEDURES FOR SUSPENSION OR DISMISSAL

The department faculty reserves the right to require withdrawal of any student who does not maintain standards of scholarship or personal character as understood in general professional conduct or professional conduct as defined by APA and faculty standards.

At least twice each year, faculty will review student performance in courses, practicum settings, clinical casework, comprehensive examinations, and/or internship evaluations. If faculty are concerned about a student’s performance, the Program Director assigns a faculty member to meet with that student and report back to the departmental faculty no later than the following month during the academic year. Any
recommendation for academic suspension or dismissal decided upon at that second meeting is communicated in detail in writing to the student, by registered mail return receipt requested, with a copy kept in the student’s files of the department. This letter is to be sent to the student within 10 working days of the department faculty’s recommendation.

If the student wishes to appeal, he or she must request in writing a meeting with the Program Director stating the grounds on which an appeal is made: errors of fact, technical error, new information, and/or extenuating circumstances. This appeal must be made within three weeks of the date of the signed receipt of the departmental letter. During the academic term, the departmental faculty shall convene no later than one month after receipt of the student’s written appeal. The decision made at this third meeting is sent in writing to the student within 10 days.

A final appeal may be requested in writing to the Dean. The Dean’s decision to uphold, to modify, or to remand the suspension or dismissal decision is final. No further appeals are allowed.

Students who are suspended may not continue coursework in progress at the time of the suspension, nor register for courses until the suspension is lifted. The suspension will be lifted upon majority vote of the department faculty at a regularly scheduled meeting.

Once a student has been terminated from GSAPP, if he or she wishes to apply for readmission at a later date, it is necessary for the former student to go through the complete application process, as any other candidate for admission. No special procedure will be used.

Faculty may terminate a student who does not complete all the requirements of the program within the time limitations stipulated.

E. **ADVISING**

1. **APPLIED PSYCHOLOGY**

Advisors play critical roles in your education and training: for advice on courses or dissertation projects, practicum and internship opportunities, or for networking, faculty are an invaluable resource with first-hand knowledge.

An Advisor should be someone with whom you feel comfortable, and who is knowledgeable and interested in your chosen area of study. Advisors for incoming students are appointed by the program directors.

Every student at GSAPP must have an advisor throughout his or her graduate student career. The advisor reviews your registration each semester, helps you plan your program proposal, and conveys feedback from the faculty concerning your performance.

Students in the school and OP program are assigned core faculty as their advisors and are not ordinarily granted a request to change their advisor.

2. **CLINICAL PSYCHOLOGY**

Advisors often play a valuable role in students' education and professional socialization. The faculty hopes to foster students' development into responsible, independent professionals. Within this context, the advisory system serves two functions.

1) Advisors help guide students along their individual career paths by aiding them in developing themselves as professional psychologists. Advisors assist students in planning how to gain knowledge about programmatic or career details and offer advice once a student has researched options. Advisors may
facilitate students’ development toward achieving professional goals, including:

- Finding and pursuing appropriate practicum and internship opportunities.
- Considering various courses and dissertation topics.
- Developing networking skills and competencies in students’ areas of interest.
- Developing interests in practice, theory, and research.

2) Advisors act as liaisons between faculty and students, reporting on their progress at biannual faculty meetings. In order to provide accurate information, students should inform their advisor of their workload, performance, and progress through the program (i.e. whether the student is on track, has an academic and professional plan appropriate to his/her stage in the program, and a realistic timeline for achieving his/her goals). Optimally, the advisor and advisee would meet each semester during the student’s first two years at GSAPP, and as needed thereafter, to keep the advisor apprised of information relevant to this part of his/her role. In the few occasions where students’ advisors are not core, visiting, or joint faculty in their own departments, students must ensure that the outside advisor provides brief updates to the chair each semester about these students’ progress on the dissertation, orals, other relevant milestones, and responses to departmental communications.

When at its best, the advisor/advisee relationship is a collaborative, working relationship in which both students and advisors share a common understanding of the roles and responsibilities of each member. Students are encouraged to initiate and maintain the degree of student-advisor contact they desire. It is acknowledged that faculty vary in their specific approach to the advising process and students vary in their needs and preferences. Consequently, it is important to communicate one's needs and preferences and to provide feedback to develop mutually rewarding advisor-advisee roles.

Students are not limited to their advisors in pursuing their professional development, and many find valuable resources through practica, visiting faculty, peers ahead in the program, research projects, dissertation committees, or membership in professional organizations. In these cases, it is important to keep the advisor updated on one's progress so the advisor can provide accurate information to the rest of the faculty, as needed. In fact, students should view faculty and departmental resources as an extensive buffet that students proactively assess and seek out based on their particular interests.

While the intention is to make good faculty-student matches, when students’ interests and preferences do not sufficiently match those of their advisors, the student may search for a suitable match with another faculty member. If the new advisor agrees, then the student informs department administrator who changes the department records. Once the change is finalized, the department administrator then notifies the Coordinator of Student Services. Finally, once a student has a dissertation chair, it is common to have less contact with one's advisor. In fact, some students may decide to have their chairs become their advisors. In such a case, the student needs to obtain the chair’s agreement, and follow the aforementioned procedures to change the advisor-of-record. For the students whose dissertation chairs are not core, visiting, or joint faculty in their own departments, it is recommended that they maintain advisors in the clinical department, so as to keep clinical faculty updated regarding their progress.

F. MENTORS

The role of mentor extends beyond the function of advising to become a closer and more active relationship between a faculty member and student. S/he offers advice and encouragement and is willing to take the time to help you become established as a professional psychologist, assisting and respecting your choices. To find a mentor, make appointments to spend a half-hour period with different faculty members so they begin to know you as an individual. The mentoring relationship hinges on the interaction between the student and faculty member.

It is in your best interest to seek a mentoring relationship with someone on the faculty. That person may be a member of the core, joint, or visiting faculty, or may be a contributing faculty member, practicum or clinical
supervisor. Regardless of his or her specific role at GSAPP, this should be a person whom you respect, who shares your values, and who can guide you in the development of your career choices. Your Mentor may very well be the person who directs your dissertation, but that is not always true. Some students may find it useful to have more than one person fill the mentoring role to meet diverse interests.

If your Mentor is a member of the full time, joint or visiting faculty, he or she may serve the function of advisor in the clinical Psy.D. Department. In the Applied Psychology Dept., advisors must be members of the core faculty. If your mentor is a clinical supervisor or contributing faculty member (i.e., someone who teaches a single course) you will need an Advisor as well.

The role of mentor is an informal one -- there is no list of assigned mentors nor is there any paperwork designating someone as your Mentor. First and second year students are urged to identify faculty members with whom you believe you could work closely and to explore that working relationship through such means as becoming involved in their research, requesting him/her as a supervisor, and/or advisor.

G. LICENSING REQUIREMENTS

Each state and country has its own regulations concerning the courses and supervised experience required for licensing or certification as a psychologist. Accordingly, GSAPP cannot guarantee that our training programs will be accepted in every state—rules change and we do not have control over the licensing agencies. It is the student’s responsibility to research licensing requirements for the state or country in which they are planning to practice. For more information on licensing, go to the following websites: 1) http://www.asppb.org/exam/prof.htm 2) http://www.uky.edu/Education/EDP/psvinfo2.html or 3) http://www.kspope.com/licensing/index.php 4) http://www.nj.gov/njded/educators/license.

IV. DEPARTMENTAL AND DEGREE REQUIREMENTS

A. PsyD CREDIT REQUIREMENTS

The Graduate School of Applied and Professional Psychology offers a professional degree, the Doctor of Psychology. It is conferred in recognition of marked scholarship, ability, and distinguished achievement in investigation and evaluation of a special area within the field.

1. CREDIT HOUR REQUIREMENTS

   a. A minimum of 81 course credit hours, plus E-credits which reflect pre-internship supervised practica (1080 clock hours in the clinical program and 1050 clock hours in the organizational and school programs), 1,500 hours of internship are required for completion of the programs.

   b. Each program may add additional requirements in the general area of specialization represented. For students entering at the beginning level, separate requirements would be taken in the second and third years, at times corresponding to those general curriculum items listed as “Electives or Program Requirements.” Currently the Clinical PsyD program requires 81 course credits plus 32 E-credits of practica. The School PsyD program requires 82 course credits plus 36 E-credits of practica and supervision for beginning students. This includes E-6 credits for internship. An Organizational Psychology student’s program requires 81 course credits plus a minimum of 36 E-credits, which includes 6 E-credits for internship. Advanced-level school psychology students must demonstrate 81 graduate credits of which at least 51 academic course credits must be taken at Rutgers after admission to the program. In addition advanced students must earn 32-E credits.

   c. Regardless of the admission level of the student, a minimum of 45 graduate credits must be earned at Rutgers, while matriculated within the GSAPP. For students entering at the advanced level, the required 45 credit minimum includes 9 credits for dissertation and 36 didactic course credits. Internship
credits are not allowed as part of the required 45 credits. To meet GSAPP requirements, advanced students must register for a minimum of 45 credits of approved course work within three academic years.

d. While students with prior training entering at an advanced level may be exempted from courses when their backgrounds justify this, some GSAPP programs has established some courses as essential for all students, regardless of background. Refer to the GSAPP catalog.

e. Full-time/Part-time Credit Hour Requirement: students entering at the bachelor’s level (without advanced status) must devote a minimum of three years of full-time study, plus one year of an approved internship.

2. TIME LIMITATION

If a student does not complete the program within the stipulated limits, he or she will be terminated unless their faculty grants a written extension with a specific date and/or timetable for completing the program.

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

b. A student who has been accepted at an advanced level (clinical PsyD-a master’s degree in clinical psychology) (school psychology certification prior to enrollment in the school program) must complete all requirements of the program within seven years of the first registration in the GSAPP.

c. Advanced level status determination: In the School Psychology program “Advanced” level is defined as a current N. J. school psychologist, or one certified by the State Department of Education as a school psychologist, or “certification eligible.” The Clinical PsyD program considers advanced applicants, persons with a Master’s degree in clinical psychology.

Part-time study for all advanced students requires a commitment of the equivalent of two full days at the GSAPP for a minimum of two years and two summers. Please note the clinical program does not accept part-time students.

d. An approved leave of absence does not extend the time limitations.

e. The Department Chair may grant an extension of time for completion of the degree under the following conditions:

(1) The student shall have completed all requirements except the dissertation or internship
(2) The student must request an extension in writing, including written evidence of progress on the dissertation or internship, setting forth a realistic timetable for its completion.
(3) The student may have to appear at a hearing of a Departmental Committee, whose members are designated by the Department Chair, appointed to consider whether to grant approval of the extension.
(4) The department may choose to place additional requirements on the student as a condition for granting the extension since the student has not fulfilled the time limits as contracted in the Program Proposal.
(5) Given these four conditions, an extension shall be granted only under extraordinary conditions and at the recommendation of the dissertation committee. (In order to show evidence of meeting the timetable, the student must submit dissertation material in writing every three months. Failure to do so may result in immediate termination.)

(Faculty Council Resolution)
3. TRANSFER OF CREDITS

a. No more than 30 credits may be officially transferred to the Rutgers transcript. The official transfer of credits is affected through the Program Proposal. No credit may be transferred for an independent study, thesis, research, internship or work undertaken in a non-graded course.

b. Transfer of credits may be accepted toward the doctorate with an approved application for transfer of credit form. The responsibility for requesting transfer of credit lies with the student.

c. Transfer of credit is given only for graduate-level courses in which grades were B or better. It is the student’s responsibility to complete required forms for transfer of credits.

4. TRANSFER OF PROGRAMS WITHIN GSAPP

A student who wishes to transfer from another Rutgers program or from one GSAPP program to another must go through the regular admissions procedure, and will be expected to take a minimum of 45 credits in that program and satisfy all other requirements of that program (i.e., Comprehensive Examinations, Practica, etc.).

B. THE PsyD PROGRAM PROPOSAL

1. DESCRIPTION AND PROCEDURES

The Program Proposal is a written agreement between the student and the GSAPP of your anticipated progress through the program. Students are expected to complete their program proposals by the end of the Spring semester of their second year. Advanced students should meet with advisors as soon as possible to discuss course waivers, program requirements, and electives. Until a student has a signed, approved Program Proposal, he or she is subject to all new requirements, which the program or the department or GSAPP puts into effect. All students are required to have an approved program proposal on file in the program’s office before taking Comp exams. Program Proposal forms with instructions are available from the program administrator.

Minor modifications can be made to your Program Proposal by completing and returning the Program Proposal Course Change form available at the Student Service Coordinators office.

2. WAIVER PROCESS

Courses may be waived by the GSAPP course instructor if she or he is satisfied that you possess sufficient knowledge, skill, and experience relative to the particular course’s content.

a. Four Exams are currently required: Child Psychopathology, Statistics, Learning Disabilities, and Human Development. Other courses may require a paper; for some courses, only an interview is necessary.

b. The instructor may sign the pink course waiver form or require any combination of the following tasks before signing the waiver:

1) an oral test of course content;
2) a simulation problem or exercise relative to course content;
3) a written paper as a response to an issue, question, or task relative to the course;
4) course sessions, which discuss areas of content with which you may be unfamiliar;
5) a written waiver exam. Get the schedule of waiver exams from the Coordinator of Student Services.
c. A practicum waiver (green sheet in the Advanced Status Program Proposal Form) requires specific information on the agency, population served, supervision, and number of supervised hours. To waive some of the required practicum hours, this form must be signed by the Coordinator of Practicum Training.

C. THE PsyD COMPREHENSIVE EXAMINATION

1. DESCRIPTION

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 will not be 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 from course instructors and/or written evaluations from supervisors. Successful completion of all three parts of the exam: (General, Program Specialty and Program Oral Specialty) is required before the Dissertation Defense can be held. The General and Program segments are administered once each year, and should be taken as soon as students have completed the major portion of their course requirements.

No student may register for any segment of the Comps until an approved Program Proposal is on file. This does not apply to the Clinical Dept. Approval by the student’s Advisor is also necessary through a Comps Authorization Form obtained from the Student Services Coordinator or your Program Administrator. Applied Students must get the permission slip from the Program Administrator. It is to be completed and signed by your Advisor and returned to the Program Administrator. You may choose to take one or both (general and/or program) segments.

   The General Exam is given once a year, usually in early August.
   The Clinical Program Exam is given once a year in August, usually the week following the General Exam.
   The School Program Exam is given once a year in June.
   The Organizational Psychology Exam is take home exam and can be scheduled at any time.
   Students schedule the Oral Specialty Exam.

2. FORMAT

The Program Segment is designed separately for students in each Program and requires knowledge of the particular discipline (e.g., School, Clinical, Organizational Psychology), which the student is pursuing. Faculty from each Program creates their own examination. Clinical PsyD students may take the clinical case question of the program exam separately one year and the remainder of the exam the following year in order to fulfill the requirements of the PsyM degree. To do so, students must notify their program administrator before the clinical exam commences.

Students may elect to use a PC or handwrite their exam.

3. GRADING OF THE COMPREHENSIVE EXAMINATION

Within each of the segments, grading will be on a five-point scale.

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Un satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Excellent</td>
<td>3 = Borderline</td>
</tr>
<tr>
<td>2 = Good</td>
<td>4 = Fail</td>
</tr>
<tr>
<td>2.5 = Pass</td>
<td></td>
</tr>
</tbody>
</table>
The Department Chairs or their designees from among GSAPP faculty choose readers for each question. Students are anonymous to the reader. All students receive written notification of the results of the examination. A student’s responses and the rating sheets with readers’ comments will be available in the Departmental Administrator’s office after written notification has been sent out to all students.

a) The grading procedure for each question of the General and Clinical* segments are:

<table>
<thead>
<tr>
<th>Grade Given by Reader #1</th>
<th>Grade Given by Reader #2</th>
<th>Grade Given by Reader #3</th>
<th>Question’s Response Rated as</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>*Not sent to any further readers</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>3 or 4</td>
<td>3 or 4</td>
<td>Not sent further</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>3 or 4</td>
<td>1, 2, or 2.5</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>3 or 4</td>
<td>1, 2, or 2.5</td>
<td>Unsatisfactory</td>
<td></td>
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</tbody>
</table>

*The School Psychology exam questions are always graded by two readers.

b) Procedures for Dealing with Unsatisfactory Grades in the Program Segments.

1. Remediation—if responses to one or two domains are graded 3, the student will be notified in writing by the Department Chair about the remediation procedure that will be employed to remedy the unsatisfactory responses. Students who have to Remediate a question(s) will receive a form to be completed by the remediating faculty member. It is the student’s responsibility to have the form available when the remediation is completed. The form and the remediated written response are given to the Program Administrator.

2. Retake—unsatisfactory grades on three or more questions or domains will require a written RETAKE of the entire General or Program segment.

3. A grade of 4 (upheld by a second reader) on any one or two questions requires a written re-take of questions which deal with the same areas of knowledge (domain) as the original questions. The retake of the question(s) occurs at the next scheduled comps administration.

Students will receive a written letter with the results of the Retake.

<table>
<thead>
<tr>
<th>General or Program Segment</th>
<th>Further Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three (or four) questions graded satisfactory; one (or two) responses graded 3 and 3, or 3 and 4 by two readers.</td>
<td>Program Director designates remediation for the unsatisfactory responses.</td>
</tr>
<tr>
<td>One or two questions graded satisfactory; other three responses graded any combination of unsatisfactory.</td>
<td>Written RETAKE of ENTIRE program or general exam at specified future regularly scheduled comps test date.</td>
</tr>
<tr>
<td>Three or four questions graded satisfactory; one or two responses are graded 4 by two readers.</td>
<td>Written re-take of question(s) in the failed domains, at a regularly scheduled comps testing date in the future.</td>
</tr>
</tbody>
</table>
iv. Three questions graded satisfactory; one response graded 3 and 3, or 3 and 4; one response graded 4 (upheld by two readers).

For response graded 3 & 3 or 3 & 4, see i. above, for response graded 4 & 4, see iii.

If fewer than four questions are given on the School Psychology Program segment, and if fewer than 50% of the questions are graded satisfactory, the procedure is a written retake as in ii above; if one response is graded as unsatisfactory, follow iii or iv above.

4. RETAKES

In consultation with their advisors, students may choose to take one or both of the written segments of the examination as scheduled. Each student is allowed a total of three retakes for the entire Comprehensive Examination. If he or she fails all three parts, he or she is allowed to retake each of three segments once only. If he or she fails two segments and passes one, he or she may retake both parts (which is considered two retakes), and if he or she then fails one part again, he or she can retake it one last time.

If the student has not passed the Comprehensive Examination after three retakes, candidacy in GSAPP will be terminated. If there are extenuating circumstances, the student may petition the Program Director in writing to review her or his record.

a. Clinical PsyD Students

Clinical PsyD students need to remediate general and/or clinical questions and successfully complete before applying for internship.

b. School and Organizational Psychology Students

Retake/Remediation for the School Psychology or Organizational Psychology segments of the Comprehensive Examination must take place no later than one year after date of the notification of Retake/Remediation assignment. Failure to do so will necessitate a retake of the entire examination.

School and Organizational students going on internship need only take the exam before starting their internship. Retake/remediation of the exam or a question may occur while the student is on internship. Students who fail the entire exam will not be able to start the internship until they have retaken the exam and have satisfactorily completed at least three questions.

The signed rating sheets are completed separately by each faculty member, and then returned to the Program Administrator. A formal letter will be sent to the student, indicating successful completion or necessary remediation shortly after the examination by the Dept. Chair.

5. ORGANIZATIONAL PSYCHOLOGY WRITTEN PROGRAM SEGMENT

of the Comprehensive Exam

The Organizational Psychology Special Area written qualifying examination, asks students to present in American Psychological Association journal format—not to exceed 30 pages in total length—an article written to address an intellectual question essential to the field.

Currently, students have two alternatives for meeting this requirement: (1) the comparative analysis of a case selected by the faculty and using two significantly different theories; or (2) an original article of sufficient merit in the minds of two faculty to justify submission to a major scholarly journal in organizational psychology. Normally students are expected to select the first option.
Option 1. Students select two substantially different theories, to analyze the case material and to prescribe interventions. At least once in their manuscripts and more often where possible, students should base their analyses and prescriptions on systematic empirical research. The theories selected should be readily identified by title and appropriate citations. Explicit links should be made between concrete events in the case and abstract concepts from the theories. In carrying out a comparison of the theories, students should recognize areas where the theories agree, where they disagree, and where they differ in complementary fashion.

Option 2. Students should consider revising for publication a paper already completed in course work. In thinking about whether to suggest this alternative to a student, faculty should bear in mind that the written work should be the equivalent in intellectual breadth and depth of Option 1. Furthermore, when two faculty members agree to supervise the revision, the work should be judged to contain either the seeds of becoming or the realization of already being an original scholarly contribution. Before the revising process begins, faculty and student should agree upon one or more specific journals as appropriate outlets for the revised manuscript. After being judged acceptable, the manuscript should actually be submitted to the identified journal.

Regardless of option selected, all students taking the exam will be provided a guiding bibliography reflecting the program faculty’s judgment about writings essential to their conceptual understanding of the field. This bibliography will be subdivided into theoretical, empirical, and editorial sections.

Grading of the **WRITTEN ORGANIZATIONAL PSYCHOLOGY PROGRAM SEGMENT** of the Comprehensive Examination

Readers of the journal manuscripts are selected by the Program Director or his or her designee to balance theoretical perspectives and rater standards. The Program Director or designee also reads all manuscripts. Each manuscript is read simultaneously and anonymously by at least two program faculty. Each examination receives a grade on the five-point scale and written feedback from all graders. The Program Director or designee compiles the grades given anonymously by the faculty and checks for reliability and mean differences among graders.

Examinations that receive grades of 1, 2, and 2.5 by all graders pass. Examinations that receive grades of 3 and 4 by all graders do not pass and may be rewritten once after students receive substantive feedback and have an opportunity to discuss matters with the graders. Examinations that receive grades that include 1’s and 2’s as well as 3’s and 4’s are reviewed by the graders as a group to determine whether they pass. During this discussion, when possible, faculty are not informed of the manuscripts’ authors until the group decision about whether they pass has been completed.

A formal letter will be sent to the student by the Dept. Chair shortly after grading has been completed indicating successful completion or necessary remediation.

6. **ORGANIZATIONAL PSYCHOLOGY CRITERIA FOR CONDUCTING AND EVALUATING THE ORAL SPECIALTY COMPREHENSIVE EXAMINATION**

**Purpose:** The purposes of the oral comprehensive examination are for students: (1) to present a written sample of their professional practice, and (2) to have that work examined by faculty who have expertise in the specialty area:

**Preparation:** The examination process begins after a student has completed a significant body of practice on which he or she wishes to be examined. The student then proposes two faculty members who will serve as the examining committee by completing the appropriate form and presenting it to the Program Administrator Secretary, who in turn gives it to the Program Director for approval. No more than one faculty member may serve on both the student’s oral specialty committee and dissertation committee. This faculty member may not chair both committees. Students may not use versions of papers that have been used to
fulfill course or other academic requirements. Once the topic and the committee have been approved, the student meets with the committee members to agree upon the scope of the case. After agreement with the committee, the student shall prepare a written document of approximately twenty 8 1/2 x11 inches of double-spaced 12 font type pages, which should be given to the committee members two weeks in advance of the date set for the exam. The document should include references to the literature cited in APA format.

Written Case: The case cannot be one that students already have used to fulfill another program requirement, such as an assignment in a course. So, for instance, students cannot use the case that they worked on for the Organizational Diagnosis course or the Executive Coaching course. Cases based on practicum/internship experiences are acceptable. The written case should contain the following elements: (1) a description of the problems presented in the case and the context in which they were embedded; (2) the theory which the student employed in the work, the reasons for choosing that theory, and comparison with other theories that might have been employed; (3) the methods by which the client system was assessed; (4) the interventions that were made and the reasons for using them; (5) the empirical research (case and/or statistically base) supporting and/or contradicting the procedures employed; (6) the ethical considerations relevant to the case; (7) an evaluation of the strengths and weaknesses of the assessment and interventions for the particular case; and (8) reflection about how the case might have been handled more effectively.

Examination: The exam should be scheduled for a ninety-minute period. Up to 40 minutes of that time may be used for the student to present the case. The oral presentation should assume the faculty have carefully read the written document and, in turn, should emphasize crucial aspects of the case that are particularly interesting for discussion and reflection (not repeat the written document). Following the presentation, the faculty shall comment and ask questions to enhance the student’s learning and to evaluate the student’s analysis and action in the case.

Evaluation: After the examination is completed, the student will be asked to leave the room, while the faculty discuss the student’s performance and complete their evaluation sheets. Evaluations are made on the following dimensions: (1) overall mastery of the case; (2) written presentation of the relevant dimensions of the case; (3) oral presentation of key aspects of the case; (4) soundness of answers to questions; (5) degree of learning demonstrated by the student in the examination and (6) overall evaluation of the oral examination as a whole.

The student shall be informed of the evaluations when he or she returns to the examination room. Then the signed forms should be returned to the Program Administrator by the faculty. As soon as possible, thereafter, the student should receive a signed letter from the Program Director affirming the overall evaluation (either pass or in need of remediation) determined by the faculty committee.

7. SCHOOL PSYCHOLOGY CRITERIA FOR CONDUCTING AND EVALUATING THE ORAL SPECIALTY COMPREHENSIVE EXAMINATION

Procedures:

School PsyD students must take and successfully complete the Oral Specialty Exam at any time after passing the General Comps. The Oral Specialty Exam must be held before scheduling the Dissertation Defense. (11/95)

The oral specialty examination, one part of the comprehensive examination, takes place between the student and two faculty who serve as the oral specialty committee members. The student obtains the “Proposed Committee & Topic Approval Form” from the Program Administrator, completes it and returns it to the Program Administrator for the Department Chair’s approval. The topic should be broader than the dissertation topic but not so broad as to encompass most of the discipline. After receiving the student’s topic and suggestions as to possible committee members, the Department Chair approves two faculty members to the Oral Specialty Committee. No more than one faculty member may serve on both the Oral Specialty and
the Dissertation Committee (11/95).

The Committee may include field supervisors approved by the Department Chair. For this examination the student submits a written proposal to each committee member which outlines the content and scope of the topic and which includes a reference list. The proposal is then reviewed by the committee members and returned to the student as approved or with recommendations for changes. When the committee members approve the topic, the Department Chair’s final approval is required.

Topic:

It is the student’s responsibility to present a topic for examination that meets the following minimal criteria:

1. The topic must be different in scholarship (content and scope) from the topic of the dissertation.
2. The topic must be relevant to the specialty of school psychology.
3. The topic must have an extant literature that includes theory, concepts and principles, and empirical study.
4. The topic is acceptable to both faculty examiners.

After the topic has been selected by the student and approved by the faculty committee, the student presents a proposal to the faculty committee members which outlines the content and scope of the topic and which includes a reference list. This proposal is given to each member of the faculty committee at least two weeks prior to the scheduled examination. The proposal is then returned to the student as approved or with any necessary recommendations for approval. Once the approval has been granted, the examination is scheduled by the student - date, time, reserving a location.

8. CLINICAL DEPARTMENT POLICY AND PROCEDURES FOR ADMINISTERING THE ORAL SPECIALTY COMPREHENSIVE EXAMINATION

A. PURPOSE AND PHILOSOPHY OF THE CLINICAL ORAL EXAM

1. The oral exam requires the student to demonstrate both in a high level written document and in an oral presentation, the ability to assess, formulate, treat and evaluate his or her work on a clinical case.
2. The exam is patterned after the Oral Examination for Licensure given by the New Jersey Board of Psychological Examiners as the final step in the licensing process, requiring the candidate to discuss successfully before two examiners a submitted “typical work sample.” It thus provides the students with an opportunity to first experience this process in a more benign and educational atmosphere.
3. Before it is a formal process, it differs in significant ways from the more informal and collaborative style of many class presentations. It asks that the student take on the role of a professional presenting to other professionals, prepared to succinctly present the essentials of a case and to defend a point of view.

B. PREPARING FOR THE CLINICAL ORAL EXAM

1. The student will choose a theoretical orientation and the department administrator, with the department chair’s oversight, will assign two clinical psychology faculty members for the orals who did not supervise the case and who are not on the student’s dissertation committee. The student will contact them, find a convenient time for the orals, and reserve a room and equipment (if needed). It is advisable to have your committee assigned well in advance to make it easier to find mutually convenient times. If scheduling problems make it impossible to arrange the Exam, the student should request a new name from the program administrator, with an explanation of the scheduling problems encountered.
2. At least one week before the orals, the student will give faculty members a well-
organized and cohesive write-up of the case that reflects his or her own thinking and that the student can defend. Include citations to the psychological literature that contributed to conceptualizing the case (including cultural factors). Remove all identifying material. The write-up must be in APA format and should include the following information in 12-20 double spaced typed pages, not including references. Do not exceed the page limit.

a. Identifying demographic characteristics  
b. Presenting problem and its history  
c. Personal history and pertinent medical history  
d. Family history  
e. Mental status, e.g., appearance, general attitude, and any peculiarities in thought or perception seen during the interview  
f. Results of any formal assessment procedures  
g. Theoretical formulation of the case  
h. DSM diagnosis, on all axes  
i. Treatment plan  
j. Treatment progress, including significant theoretical and clinical concepts underlying this process  
k. Treatment outcome to date  
l. Difficulties encountered working with this case  
m. Diversity issues raised by the case and differences between you and the client, including race/ethnicity, religious or spiritual orientation, gender-related issues, cognitive or physical challenges, and socio-economic class (Include relevant content from DSM IV diagnostic formulations and the Appendix.)  
n. Ethical issues raised by this case  
o. What this case taught you about yourself and about areas for possible future growth.

3. It is recommended that the student bring to the orals one 50-minute audio or video tape of a complete session (video preferred), but this is not required, particularly when the taping requirement might force a student to choose a work sample that is less current and representative. Examiners differ in their preferred methods of using the taped material, so you may want to check with them about this when you arrange the orals date and time. Think through in advance which 2-5 minute segments of the tape you want to present to show your therapy style.

4. The student should be prepared to offer a brief (5-10 minutes) case summation. Brevity is important here because one of the skills the examiners will be assessing is the ability to present succinctly the essentials of a case. Examiners may waive this presentation.

5. Orals will take from 90 to 120 minutes.

6. Although students should write up their case within a particular theoretical framework, they also should be prepared to discuss the case in such a way that a faculty member with a different orientation can engage with them in a dialogue. The student may need to demonstrate an understanding of alternative perspectives to a faculty member of a differing perspective.

C. GUIDELINES FOR WRITING THE CLINICAL ORALS CASE

The purpose of this case is to assure the faculty that you are able to intelligently conceptualize and competently treat a clinical case. You may write from any theoretical orientation, but be aware that you may be asked to demonstrate an understanding of alternative perspectives.

When the reader has finished your report, he or she should have a sense of the assessment procedures you used, the conclusions you drew from the assessment, and how these led to treatment, the course of treatment and the outcome. Remember that this should not simply be a listing of various
techniques of treatment, but rather should reflect your knowledge of the person and how the relationship between the two of you influenced the course of therapy. We want to be sure that you are aware of yourself as a participant in the clinical process. We also wish to know how you use the psychological literature when you treat clients.

The case report should contain sufficient detail that another person who reads the report would feel ready to assume responsibility for the client. On the other hand, a book length paper is not in order since you will spend at least an hour of the examination talking about the case.

It is not necessary that the case be one where the outcome was brilliant. The Committee will accept a case that falls short of perfection. However, you should be prepared to discuss the reasons for problems that arose, and how you might deal with them in the future. Also be sensitive to any ethical and diversity issues that came up in treatment.

Forms for the oral specialty can be obtained at our website: http://gsappweb.rutgers.edu/forms/forms.htm by clicking on the link Clinical Dept. Policy and Procedure for Clinical Orals, and Forms.

D. PsyM REQUIREMENTS

Effective October 1996, the Board of Governors of Rutgers, The State University of New Jersey, approved conferral of the degree of Master of Psychology (PsyM) en passant to the doctoral degree. The PsyM is not a terminal degree and will be awarded only to students matriculated in the doctoral program who have completed the requirements of their program as indicated below. (There can be no incomplete grades remaining on your transcript in order to receive the PsyM except for dissertation and practicum):

1. Clinical PsyD - 36 course credits which must have been taken during two full-time years of study at GSAPP, including 27 credits taken or waived in the following specific courses: all three Theoretical Foundations of Intervention segments (Analytic, Cognitive Behavioral, and Organizational); all three assessment sequence courses (Observation and Interview, Psychodynamic Assessment, Cognitive Behavioral Assessment); both Adult and Child Psychopathology; Cognitive Assessment-Adult; at least three credits of Statistics; and Ethics in Professional Development. In addition, at least one of the following courses must have been successfully completed: Systems of Psychology, Community Psychology, Psychopharmacology; Psychological Interventions with Ethnic & Racial Minority Clients & Families; or Advanced Statistics. The final six or more credits can come from any GSAPP course.

Finally, the student must have completed 12 E-credits; must have completely passed the General Comprehensive Exam, plus the Clinical Case question, located in the Clinical Program Segment of the Comprehensive Exam.

Note: A course waiver means a student does not have to take the particular course that is waived; however, the overall number of credits to be taken at GSAPP is not affected, (36 course credits)

2. School PsyD - students must complete three years of coursework as stated in the model program, be eligible for NJ school psychology certification, and have successfully completed the General Comprehensive Examination.

3. Organizational PsyD - students must complete two years of course work. Additionally students must successfully complete the General Comprehensive Specialty Examination and the Oral Comprehensive Examination in Organizational Psychology.
V. THE PSYCHOLOGICAL CLINIC, PRACTICUM, AND INTERNSHIP REQUIREMENTS

A. THE PSYCHOLOGICAL CLINIC

The Psychological Clinic is a training unit of the GSAPP. It provides a full complement of outpatient services, including psychological and learning disabilities assessment, and individual, group, and family psychotherapy. A sliding scale is available in order to provide services to those who may not otherwise be able to afford high quality therapeutic care. Most services are provided by advanced doctoral students who are closely supervised by faculty.

All clinical and school students are required to see a minimum number of clients through the Psychological Clinic. This requirement is usually fulfilled by seeing clients for intervention courses. Please contact the Clinic as early as possible in the semester(s) in which you wish to pick up new clients. A request for a Psychological Clinic Case and/or Supervisor Assignment Form can be obtained from the Clinic Coordinators or the Clinic Office Manager.

Case supervision is provided by faculty on campus, and also by a large cadre of professional psychologists in the local and extended community. With this wide range of supervisors, students can avail themselves of many approaches and orientations to practice. To Register for the Psychological Clinic Practicum Clients:

1. REQUIREMENTS FOR CLINICAL PsyD STUDENTS

   Every Clinical PsyD student is required to be supervised on a minimum of two cases for two semesters by supervisors assigned by the Clinic. This caseload requirement can be met by carrying each of two cases over the two semesters, or by filling one or both “case slots” with a series of shorter-term clients. A minimum of 7E credits of Psychological Clinic Practicum is required for graduation.

2. REQUIREMENTS FOR SCHOOL PSYCHOLOGY STUDENTS

   All advanced school psychology students are required to see at least one client (18:821:546) during their first Fall and Spring semesters for 1E credit each semester. Faculty will observe and supervise your clinic work. BA Level students must register for a minimum of 3E credits as they take Learning Disabilities course and complete two assessments at the Clinic.

3. EVALUATIONS AND GRADING

   In the Spring semester each Supervisor completes a written evaluation for each supervisee based on work during the year. This details the student’s performance and response to supervision. A grade of Pass or No Credit is assigned for the semester by the Clinic Director. If Clinic forms and client paper work are not up-to-date at the end of the semester, you will receive a grade of Incomplete for the Clinic Practicum. This remains until all Clinic forms are brought up to date for the client; it is then your responsibility to initiate a Change of Grade form.
4. PSYCHOLOGICAL CLINIC HANDBOOK

The Clinic Handbook, available on the Clinic website, addresses the procedures to be followed to insure you and your clients obtain maximum benefit from the experience. It should be consulted for all information regarding Clinic procedures and policies including: what services are provided, how one gets started, scheduling appointments, supervision, emergencies, etc.

For the complete Clinic Handbook please see GSAPP Psychological Clinic Director.

5. CONFIDENTIALITY ON CLIENT MATTERS

We cannot overemphasize the need for maintaining absolute confidentiality regarding all client matters. The following are some specific guidelines for protecting this most basic of client rights:

a) To coordinate the needs of literally hundreds of students, supervisors, and clients, a large volume of paperwork is generated. Records should never be left in public view. Records should always be “shredded” before they are discarded.

b) Clients should never be referred to by name in the hallways, lounges, etc.

c) The general principle is: No information, either written or verbal, may be shared with persons other than the case supervisor without the client’s explicit written permission. If the client is under 18, his or her parent or guardian’s consent must be obtained.

6. STUDENT FEES FOR TESTING MATERIALS

STUDENT FEES FOR USE OF THE TEST MATERIALS LIBRARY: There is a one-time, non-refundable yearly usage fee to borrow psychological tests through the Clinic for students doing assessments, and for students taking assessment courses. Students may only keep materials for two weeks at a time. The fees are set annually by the Clinic Director and the Clinic Advisory Committee.

B. GENERAL DESCRIPTION AND POLICIES FOR PRACTICUM PLACEMENTS

PRACTICA are defined as field practice pursued under the intensive on-site supervision of practitioner supervisors. The practicum experience will vary according to the student’s training level, the course work taken, and the experiences available at the particular site. Practica are designed to provide you with the opportunity to practice what has been and is being learned through course work, as well as an opportunity to learn directly from experienced field supervisors. Clinical and School students are approved in these positions by the GSAPP Coordinator of Practicum Placements, Lew Gantwerk. OP Students are approved by the OP practicum coordinator, Kathy Cavallo.

In contrast to a practicum, the doctoral internship is intended to be a culminating experience that follows the programmed sequence of coursework and practica. The Internship is an organized field training experience, and should not be confused with supervised experience or on-the-job training.

All students must complete a Practicum contract jointly signed by the student and practicum supervisor. Details of each student’s practicum activities, goals, and conditions of the practicum arrangements are described in a Practicum Contract developed with the supervisor at the outset of the practicum. An outline is provided by the Coordinator of Practicum Placements for the student to follow. This contract clarifies the working basis of the practicum agreement between the supervisor and the student. It is in the interest of both the supervisor and student that the contract states in some detail what the practicum experience will be and what responsibilities each will have.

Students should keep track of their practicum hours, supervisors, site, types of clients, etc. from their first
practicum onwards. This will make the internship application process much easier.

Students with specific needs or interests (working with particular clients, or settings) should let the Practicum Coordinator know in writing.

It may be possible for advanced PsyD students to waive some of the practicum requirements; forms are available in the Advanced Status Program Proposal.

1. PRACTICUM FAIR

The Practicum Fair is held annually in early February late March or early April for students to plan their practicum sites for the following academic year.

Your practicum contract should include:

- A description of the site – type of organization, services offered, clientele, etc.
- A description of the activities in which you will be involved—testing, group therapy, consultation, staff meetings, supervision, presentations, etc. This ought to reflect your supervisor’s expectations as well as the student’s.
- Your goals for the year—skills, knowledge, proficiencies sought, etc. Students should consult with supervisors to ensure that their expectations are likely to be met.
- An explicit agreement about the nature of clinical supervision. Students must receive a minimum of one-hour face-to-face supervision for each 8-hour day spent at the practicum site. The supervisor must agree to submit two written evaluations of your work; one in December and one in May. Beyond these formal requirements the structure and the content of the process of supervision can be created in such a way that student and supervisor make the most of their time together. Things to consider: will supervision be process-oriented, didactic, formal, over lunch? Will tapes, videos, or role-plays be involved? Will there be an opportunity to integrate course material and questions into the supervision?

2. PRACTICUM HOURLY REQUIREMENTS

Specific requirements are listed in the Program Proposal Form. At this writing, the clinical program requires 1080 pre-internship hours; the organizational and school programs require 1050 clock hours. Advanced School Psychology students who have been working as school psychologists for at least three years must take one year of professional practicum (18:820:689,690), but may apply for a waiver of the second year.

3. REGISTRATION, EVALUATIONS, GRADES, ETC.

   a) For a one day a week practicum, register for 18:820:689:01 for 3E credits; for a two-day a week practicum, also register for 18:820:690:01 for an additional 3E credits.

   b) Supervisors’ evaluations of students are completed during the Spring, rating items such as the student’s performance in the practicum and response to supervision. Students are expected to complete an evaluation of the practicum site, available to all other students on request.

   c) Grades of P (Pass) or NC (No Credit) are given each semester by the GSAPP Faculty Coordinator of Practicum Placements, based on the supervisors’ evaluations.

   d) Required E-credits for the Professional Practicum Placement:

Clinical PsyDs - minimum of 24-E credits in the Professional Practicum Placement, and 7-E cr. in Clinical Practicum Supervision. These are not interchangeable.

School PsyDs - minimum of 2-E credits in the Psychological Clinic Practicum, 15-E credits of Professional
Practicum Placement, 13-E credits of Supervision in School Psychology, (and 6-E credits of Internship.)

Organizational PsyDs – minimum of 36-E credits, 12-E credits in Supervision, 12-E credits of Professional Practicum Placement and 6-E credits of Internship.

4. RESTRICTIONS ON PRACTICUM HOURS

   a) Clinical PsyD: If a practicum is 2 and ½ days per week or more, the Clinical PsyD faculty recommends that students take no more than 9 didactic course credits. 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 coordinator of Practicum Placements. 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.

5. Department of Applied Psychology (School & Organizational) Practicum Requirements have 4 components:

   ▪ Individual supervision provided by the field supervisor (individual face-to-face contact at least one hour each week as well as review of materials, observations, jointly conducted activities, etc.).
   ▪ Practicum activities on the practicum site require one day each week (at least seven hours) for the 15 weeks of each semester.
   ▪ Additional flexible time of one half day each week (writing reports, special meetings, preparation, etc.)
   ▪ Supplemental group Adv. Supervision at GSAPP (two and one half hours Each week 18:826:605,606, or 18:829:605,606).

6. Advanced School Psychology Students Second Year Practicum Waiver Application Form requires detailed information regarding previous supervised experiences:

   a) Location and clients served
   b) Role and title of supervisee
   c) Dates of activities
   d) Activities under direct supervision of supervisor and approximate percentage of time given to carrying out these activities
   e) Average total hours per week devoted to supervised activities
   f) Hours per week of face-to-face individual supervision provided by supervisor
   g) Professional level of the student at time.

The total number of supervised hours must be validated by the practicum supervisor.

C. GENERAL INTERNSHIP INFORMATION FOR ALL PsyDs

An internship is intended to be one of the culminating training experiences for a student prior to graduation. Most students apply for internship during their fourth year of full-time study at GSAPP. To help ease the Internship Application process, students should keep track of their practicum hours, supervisors, sites, types of clients, etc. from their very first practicum.

1. All students must register for internship. Those on full-time internships must register for three credits for the Fall and Spring semesters. For part-time internships, they should register for 1 credit in Fall and 2 credits in Spring for each of two years.

2. Student Loan Repayments/Deferrals: The Financial Aid Office and the Registrar’s Office will certify that although students are registered for only 3 credits each semester, this is the recognized as being a full-time student for the purpose of loan deferments. Students may apply for financial aid for the year on internship. They should apply before March 15 to be considered for aid for the following internship year.
However, GSAPP regards you as a full-time student while you are on internship.

3. **Graduation Before Completion of the Internship:** It may be possible to graduate in May although the internship contract has not yet been completed. This may occur if a student has completed all coursework, all clinic work, all three sections of the Comprehensive Exam, successfully defended the dissertation, will have accumulated at least the required number of internship hours prior to the date of graduation, and have two letters on file with the student services coordinator: (1) a letter from you stating you will complete the full term of the internship even after receiving the degree at the end of May, and (2) a satisfactory evaluation of your internship work from the director of internship training, with a statement that the internship agrees to the arrangement and that the required number of internship hours of 1750 hours will be completed before graduation.

4. **INTERNSHIP POLICIES FOR CLINICAL PsyD STUDENTS**

   a. **Application Process**

      (1) Students apply for internship during the Fall Semester of their fourth year (from entry at B.A. level). Interviews are generally granted by agencies in December and/or January.

      (2) When requesting faculty letters of recommendation and the Dept. Chair’s eligibility form, you must include pre-addressed envelopes for each letter and form needed. Give the envelopes to the program administrator at least three weeks before the application is due.

      (3) Students must be in good standing having completed sufficient coursework and clinical practica to be qualified for an internship position. Every internship application includes an endorsement by the Department Chair. Incomplete grades must be completed before the Dept. Chair will sign the eligibility form.

      (4) The dissertation proposal must be completed and signed off by your committee members by Oct. 15 of the semester in which you are applying for internships. The Chair’s Verification of Internship Eligibility and Readiness form is not sent unless the dissertation proposal is completed by Oct. 15, and the IRB application is submitted. Clinical students must take the General and Departmental Comps no later than August of the year you intend to apply for internships and all remediations must be completed. Comps results are usually available by the middle of October.

      (5) All Clinic paperwork must be completed, as signed by the Clinic Director on the “Psychological Clinic Eligibility form.” The Chair’s “Verification of Internship Readiness” form is not sent until this form is signed.

   b. **Acceptance of Internship Offers:** For internship sites that participate in the match process, students must abide by the match guidelines.

   c. **Evaluation:** The internship director evaluates your performance at the end of the experience. You will receive a grade of Pass or No Credit for each semester.

   d. **Waiver of Internship Requirement for Clinical PsyD Students:** Such a waiver is based on pre-GSAPP internship experience or based on a typical internship combining experience at two different agencies. A proposal must be submitted to and approved by the Coordinator of Practicum Placements and the Program Director describing sites, client populations, nature of practicum/internship activities, supervision, number of hours, etc. Such an internship must be documented to meet APPIC criteria. NB: Credits will not be given for internships waived and it will not appear on your official Rutgers transcript.

   e. Clinical students are expected to do internships at APA accredited sites. If this is not possible, the student must ask the faculty’s permission to attend another site. The student’s request should
include acknowledgement that attending non-APA accredited internships may put them at a disadvantage in
the future.

5. INTERNSHIP POLICY FOR SCHOOL PsyD STUDENTS
   (Acceptable internships do not require APA approval!)

   a. **Application**: A student may apply for internships when all six of the following requirements
      have been completed:

      (1) An approved Program Proposal and successful File Review.

      (2) Completion of all waiver exams and forms as set forth in your Program Proposal.

      (3) Completion of all courses listed in the Program Proposal as scheduled through the
          semester in which you are applying for internship.

      (4) Completion of all outstanding Incompletes.

      (5) You must have taken the General and the School Psych Program Comprehensive
          Exams. You may start your internship if you have only one or two questions to remediate on either or both
          exams.

      (6) All Clinic work must be completed through October of the year you begin the
          application process. Each student must have a “Psychological Clinic Internship Eligibility Form” signed by
          the Clinic Director, which states that all clinic paperwork is up-to-date.

   b. **Procedures for Internship Letters of Recommendation**: Submit a written request to a faculty
      member for a letter of recommendation; most faculty will want a copy of your curriculum vita (resume) to be
      attached to your request, and a list of the internship sites to which you are applying. A minimum of three
      weeks time should be allowed for the faculty member to write the letter and to give it to the Program
      Administrator for processing. You are responsible for submitting the following materials to the Program
      Administrator:

      (1) A list of internship sites to which you are applying, including the name of the
          director of training, the institution, the address, and the due date of application. In addition, give the Program
          Administrator a disk containing the addresses and name/title of the Director of Training.

      (2) A set of stamped and addressed envelopes for each faculty member writing a letter
          of recommendation for you. The addresses should be typed on each envelope, with the GSAPP return
          address on each. Envelopes should be given to the Program Administrator four weeks prior to the first due
          date. All letters of recommendation are processed on a first come, first served basis, that is, the letters are
          sent in the order they are received from faculty.

      (3) Signed File Review, and the Clinic Authorization forms: Letters of recommendation
          are intended to be confidential documents between the author and the agency. If you wish a copy of any
          letter(s) of recommendation, the request should be submitted in writing to the faculty member writing the
          letter. The faculty member can give written authorization to the Program. NO letter of recommendation will
          be released to any student without such written authorization from the faculty member.

   c. **Description and Acceptance**: A minimum of a 10-month, full-time internship is
      required. Internship sites may be in public schools, private schools, clinics, or hospitals. The site
      need not be APA approved. If the site is not in a school, your work should be primarily with school
      services and children with school-related problems, supervised by a school psychologist.
(1) No student may arrange for an internship until her or his eligibility for internship has been approved by the Department Chair. Following eligibility approval, the student may begin to make formal internship arrangements with the agency. These arrangements include the forwarding to the Coordinator of Internships, (Ken Schneider), the supervisor’s resume and a written contract, which includes:

(a) general description of internship  
(b) explanation of relevance to school psychology  
(c) student goals in the internship  
(d) anticipated activities functional to goals  
(e) evaluation and feedback methods planned by supervisor  
(f) financial arrangements  
(g) dates the internship will start and end, hours per day and days per week of internship, total hours of supervision  

(2) In addition to any requirements made by internship supervisors, students on internship are required to prepare detailed reports, analyses, and evaluations of their work and professional development. These materials must be submitted to the Department Chair periodically along with their evaluations by their supervisors. Failure to receive the contract and/or progress report will result in an “Inc.” grade for that semester. The GSAPP grade for the Internship will be Pass or No Credit.  

(3) All internships in the School Psychology Program must offer planned supervised training experiences in the following areas:  

(a) Orientation of one’s self to the specialty of School Psychology and to the schools as an institution  
(b) Refinement of skills in psychological and psychoeducational assessment and evaluation  
(c) Interventions to facilitate the functioning of individuals and groups with respect to profiting from schooling experiences  
(d) Interventions to improve the educational services and child care functions of school personnel, parents, and community agencies  
(e) Experiences in consultation to school personnel and parents concerning specific school related problems of youth, as well as consultation to the staff regarding professional problems and school and community organizational problems  
(f) Program development and evaluation supervision of school psychological services  
(g) Supervision in school related research  

Detailed guidelines dealing with all internship requirements and procedures are available from the Program Administrator.

d. Requirements and Expectations  

(1) Intern Qualifications: Students at the internship level must have already completed a minimum of three years of graduate course work as well as a minimum of 1050 hours of supervised experience, including three academic years of practicum, a minimum of one and one half days each week in a public school setting.

GSAPP interns are eligible to be employed as school psychologists in New Jersey; these internships meet degree requirements and widen the scope of training. Because such students are eligible for State Department of Education certification as school psychologists, school districts are usually able to provide a stipend on the same basis as salary for a school psychologist’s position on the staff.
(2) Internship Placement Requirements

(a) A reasonable stipend shall be provided by the school or agency providing the internship. “Reasonable” may mean slightly less monies than paid a regular school psychologist employee, because of the supervision component. “Reasonable” also implies some consideration of living costs in the particular geographical area of the placement.

(b) Supervision shall be provided by an experienced, competent doctoral level psychologist, one who is licensed or license eligible to practice psychology in the particular state as well as certified as a school psychologist. Supervision shall average approximately one hour for eight on-the-job hours. However, this requirement is flexible and “supervision” may include, for example, situations in which an intern is a co-leader in group work.

(c) The program encourages, if possible, that the intern be engaged in a project of program planning or applied research, at a ratio of one day of a five day week. Ideally, the project would be the intern’s dissertation project, and may be one of vital concern to the particular agency, but it must also be of concern to the field of psychology.

(d) Internships should provide a realistic, broad experience. Project development, teacher consultation, in-service training, and intervention activities are regarded as viable functions of the school psychologist. Interns are trained in individual psycho-educational assessment, and it is recognized that individual assessment will be part of an intern’s function, but interns do not serve primarily as psychometrics. As broad a range of functions as is possible is expected.

(e) Internship Evaluation

Your performance at the internship is evaluated in December and again at the completion of the internship. This progress report must be completed each semester by the director of the internship training if you are to receive a grade. Interns are required to submit specified materials at the completion of each semester. You will receive a grade of Pass or No Credit for each semester for 3E credits for full-time school PsyD students.

6. PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY REQUIREMENTS

Approved by the faculty of the Department of Applied Psychology, 5/26/92

Related Standards and Considerations

The internship must be completed within a two-year period. However, students taking a regular full-time public school based internship may complete an internship requirement in 1500 hours (because of the length of the school year).

The Part-time Internship requires the full 1750 hours. Because the Part-time Internship does not fully conform to all APA standards, students taking the Part-time Internship may not be eligible for National Register listing and may not be eligible for licensing requirements in many states. They also may not meet other professional listing, recognition, and employment standards.

The Part-time Internship is designed to meet most of the standards of the Directors for School Psychology Internship within a three-year period.

a. Eligibility: Students are permitted to take the Part-time Internship only under special circumstances, e.g. tenured position as school psychologist, financial obligations. Waiver of practicum does not admit a student to the part-time internship program, nor does it waive the two-year Friday supervision requirement.
The student must apply for part-time internship status by the first day of the Spring semester if the internship is to begin the following Summer or Fall: by the first day of the Fall semester if the internship is to begin the following Spring.

To apply for the part-time internship, the student must have had a minimum of three years of full-time experience as a fully certified school psychologist by the time she or he applies for an internship (same minimum as for practicum waiver).

Additional criteria to be considered are: Inability to take regular full-time internship, professional psychology experience beyond the three year minimum, progress in doctoral program, recommendations of faculty, quality of plan to meet part-time internship requirements.

b. **Structure:** The student may take up to 750 hours of Part-time Internship prior to completing coursework.

The Part-time Internship must be completed in a three-year period and must not involve more than three primary supervisors and agencies.

Except in very special circumstances, internships may not be completed at a school/service facility of primary employment.

c. **Supervision:** The student must have a qualified on-site supervisor who provides individual face-to-face supervision a minimum of one hour for each 20 hours of internship.

Students participating in the weekly three hour Friday Group Supervision at Rutgers along with their weekly individual on-site supervision of one hour may accumulate up to 40 hours of part-time internship weekly, but not more than 750 hours prior to completion of coursework. Students completing the required two years of Friday Group Supervision may participate for a third year to provide additional supervised hours to accumulate in the internship.

An internship group will be established if sufficient numbers of students register. Supervisors may not be paid directly by the supervisee.

d. **Internship Contract:** In addition to other information, the Internship Contract must specify ways in which the internship meets each item of the Council of Directors Standards for School Psychology Internships.

7. **INTERNSHIP POLICIES FOR ORGANIZATIONAL PsyD STUDENTS**

A. **Requirements for Application:** A student may apply for internship only when all of the following requirements have been completed. (1) The student’s program proposal has been approved, and the program file review must be successfully completed. (2) All waiver exams as set forth in the program proposal be successfully completed. (3) All courses listed in the program proposal should be completed as scheduled through the semester in which the application for internship is made. (4) Any outstanding INCOMPLETES have been completed. (5) The general comprehensive examination must be taken with results showing no more than two questions to be remedied. (6) The OP written comprehensive examination must be taken. (7) Any Clinic work, which may have been undertaken, should be completed.

B. **Structures for Internships:** Because there are no APA accredited organizational psychology internships, students have two types of options for completing their requirements. The first is full time employment with a single organization for a year leading to 1,750 hours of work. The second is a series of projects with appropriate contracts with one or more organizations that together add up to 1,750 hours in the same manner as the single full time employment option.
C. **Supervision:** The hours of supervision for internships must equal 1 hour of supervision for every 20 hours of work. Supervision hours can be counted towards the 1,750 hours needed to complete the internship. All interns must be supervised in their work. Ideally, the intern has in each field setting a licensed or license-eligible doctoral level organizational psychologist serving as supervisor. But often this arrangement is not possible, and the intern reports to someone in the organization without the required credentials. Under these circumstances, interns must arrange for doctoral level non-GSAPP faculty organizational psychology supervision during the internship and, if necessary, pay for that supervision themselves through the Center for Applied Psychology. The first step in this process is to consult with the OP program director to have the proposed supervisor approved. After the person is approved, he or she will be paid through the Center with funds the intern provides. This administrative procedure is to protect the intern.

D. **Contracts and Evaluations:** All internship work must be reviewed and approved by the program director and the coordinator of practica/internships for the Organizational Psychology program. **Contracts must be approved and on file in the OP program office before the student can begin to accrue hours.** Contracts must be signed by the intern, the intern’s site supervisor, the intern’s primary supervisor, if that person is different than the site supervisor, and the program director. If the internship is full time employment in a single setting, one contract is sufficient. If the internship is a series of projects, then a contract is needed for each one. Each contract shall specify the organization, the supervisor(s), and the nature of the work to be performed by the intern. When the work specified by the contract has been completed, the supervisor(s) complete evaluations of the intern’s performance on forms provided by the OP program Administrator. When the intern has both an organizational supervisor and a supervising organizational psychologist, both should sign the authorizing contract and both should complete evaluations. When completed, the evaluations are presented to the intern by each supervisor. The intern then arranges for copies of the evaluations to be placed on file in the OP program office.

(Revised 10/19/04)

E. **Registration:** If you will be working at least 120 hours of internship per semester (i.e. 15 days x 8 hours per day), register for 1 credit of P/T Internship. If you will be working at least 240 hours per semester (i.e. 30 days x 8 hours per day), register for 2 credits of P/T Internship. If you will be working at least 360 hours per semester (i.e. 45 days x 8 hours per day), register for 3 credits of F/T Internship.

VI. **THE PsyD DISSERTATION**

A. **REGISTRATION POLICY REGARDING DISSERTATION CREDITS OR “MATRICULATION CONTINUED”**

1. All matriculated students must be in continuous registration for a minimum of 3 credits every fall and spring term through graduation by registering for course work, internship, or dissertation study. The Matriculation Continued category of registration is available only to students who have an approved written leave of absence, are not present on campus, and are not using any faculty time or university research facilities.

PsyD students away from campus but working on their dissertations, in contact with their committees, must register for 3 credits of dissertation studies. (The only exception to this requirement is the student who is already registered for 3 credits of internship.)

2. During the summer semester—students pay for three dissertation credits if they use faculty time. You may still graduate in October if you defend no later than Oct. 1.

3. Students who have completed all course requirements and have taken 9 credits of Dissertation and 6 credits of Internship and plan to defend by the October 1 deadline should not register for the Fall semester. However, if you fail to meet the October deadline, you will be back registered for 3 credits of dissertation for the Fall.
B. TO START THINKING ABOUT THE DISSERTATION:

Directions regarding the form of the Professional Dissertation are found in the Dissertation Manual & Style Guide. All dissertations submitted to the Graduate School of Applied and Professional Psychology in partial fulfillment of the requirements for the PsyD degree must conform to the instructions in the GSAPP manual & style guide. Candidates should familiarize themselves with these instructions before they proceed to their final drafts. Dissertations must adhere to stylistic and technical requirements specified. Abstracts of all dissertations completed each year since 1976 are available in the Main Office to acquaint students with previous work. Actual dissertations may be borrowed by signing out a card in the Coordinator of Student Services’ Office, A309.

C. THE PsyD DISSERTATION COMMITTEE

The Committee consists of a minimum of two members of the GSAPP faculty selected by the candidate with the concurrence of the Program Director. A third member of the committee is optional. (In clinical and school psychology, the two faculty members must be other than those on the student’s Oral Specialty Comprehensive Committee.) Students are required to complete the Dissertation Committee Approval form. The Dissertation Committee approval form is obtained from the Program Administrator, and returned to the program administrator who will submit to the Program Director for approval.

It is the student’s responsibility to complete the top portion of the form and have each committee member sign the form. The Committee Approval form should then be given to the Program Administrator for processing. This should be done as soon as your committee has agreed upon a topic and title. The Department Chair must sign the form, which signifies approval to proceed with the dissertation proposal and dissertation. If one of your proposed committee members has not previously served on a GSAPP dissertation committee, attach their resume, in that GSAPP’s Appointments & Promotions Committee (A&P) must approve them.

Policy on Dissertation Chair & Committee Member Credentials Dissertation Chair

1. The chairperson may be any core or joint faculty member plus the director of the Center for Applied Psychology and the director of the Psychological Clinic.

2. Any visiting faculty member who has the appropriate scholarly credentials and who has served on two or more dissertation committees as a second member may also serve as chairperson of a dissertation committee.

3. If for reasons determined by a student’s choice of dissertation topic and the faculty member’s scholarly credentials, a faculty member outside of GSAPP or outside of Rutgers University is proposed as a chairperson, the proposed appointment must be approved by both the student’s program director and the GSAPP A&P committee.

Second Member

1. Any core, joint or visiting faculty member (plus the director of the Center for Applied Psychology and the director of the Psychological Clinic) may serve as a second member of a student’s dissertation committee.

2. Any GSAPP contributing faculty member, non-GSAPP Rutgers university faculty member, or person who is a faculty member at another university may serve as a second or third dissertation committee member providing the student’s program director and the A&P committee approve the person’s scholarly credentials.
3. Any person who has appropriate scholarly credentials consistent with the needs of the dissertation may serve as a second member upon approval by the dissertation committee chair and the A&P committee. In the event of a discrepancy in these decisions, the training director of the student’s program will have the final decision.

Third Member

1. Any core, joint or visiting faculty member (plus the director of the Center for Applied Psychology and the director of the Psychological Clinic) may serve as a second or third member of a student’s dissertation committee.

2. Any GSAPP contributing faculty member, non-GSAPP Rutgers university faculty member, or person who is a faculty member at another university may serve as a second or third dissertation committee member providing the student’s program director and the A&P committee approve of the person’s scholarly credentials.

3. Any person with special skills that are consistent with the needs of the dissertation may serve as a third member upon approval by the dissertation committee chair and the director of training. The person need not have a history of publications, but must have a special professional skill that will contribute to the study.

Emeriti faculty (Drs. Franks, Lazarus, Peterson, & Schwebel) may be available for students or faculty who may wish to consult with them in planning or executing the dissertation.

D. PRE-ORAL APPROVAL OF THE DISSERTATION PROPOSAL

1. The plan and/or design for the Dissertation Proposal or Prospectus must be approved by both members of the Dissertation Committee at a meeting with you before you proceed to carry out the proposal. A grade of satisfactory for the first 3 dissertation credits is given by the Committee at the pre-oral meeting at which the Proposal is accepted.

Students must register for a minimum of three credits each semester (excluding summers unless you are actively working with your committee during the summer) until graduation. Only a total of 9 credits will be given towards the required number of course credits for graduation.

2. An approved Rutgers University Institutional Review Board on Human Subjects in Research (IRB) form must be included in your Dissertation before it will be accepted by the Student Services Coordinator.

3. At the pre-oral, students are expected to defend the proposal before your committee members and to demonstrate knowledge and background sufficient to justify undertaking the dissertation as proposed. The signed Dissertation Proposal is viewed as documented evidence that a student is authorized to develop the dissertation as proposed.

4. Students give one complete copy of the Dissertation Proposal, with original signatures including the Protection of Human Subjects application, to each committee member and their program administrator.

E. LOAN DEFERRMENT WHILE WORKING ON THE DISSERTATION

The Financial Aid Office and the Registrar’s Office will certify that although you are registered for only 3 credits each semester, this is the equivalent of being a half-time student. This means you will not have to begin paying back your loans until 9 months after the completion of the dissertation. Students may apply for financial aid for the year you will be on dissertation. Application before March 15 is necessary following
dissertation year. To effect a deferment, students must fill out the “Enrollment Certification Form” (available on the GSAPP website); send it to the Student Services Coordinator. (Since students register for only three credits each semester while on dissertation, they cannot be considered full time for health benefits, etc.)

VII. GRADUATION PROCEDURES

A. GSAPP PROCEDURES

PsyD students need to obtain a packet from the Coordinator of Student Services’ office containing:
- a) the Microfilming Agreement for University Microfilms;
- b) 3 copies of the Cashier’s form;
- c) the Graduate Diploma Application. Item a) is returned directly to the Coordinator with a photocopy of the title page of the Dissertation; items (b) and (c) are returned to the Cashier and Registrar’s offices respectively, both located in the Administrative Services Building on Davidson Road. One copy of the cashier’s form is returned to the Coordinator stamped paid.

B. UNIVERSITY POLICIES

Degrees are conferred by the University only after a formal application has been filed with the Registrar and upon recommendation of the faculty. Diplomas are actually given out at the annual commencement each May; a student who completes degree requirements at any other time may request a letter for use until commencement. This request should be sent to the University Registrar with a stamped, self-addressed envelope, provided the student has a Graduate Diploma Application on file, has completed all other requirements, has no outstanding financial obligations, and has turned in all university keys.

(If you wish to receive a letter indicating the exact date of fulfillment of all academic requirements, this can be requested from the Student Services Coordinator upon completion of all requirements, i.e. repayment of all outstanding debts, if any, and receipt of all complete and corrected dissertation copies. This letter will be backdated to the day of the dissertation defense.)

The Graduate Diploma Application Form must be completed by the candidate and received by the Registrar:

<table>
<thead>
<tr>
<th>No later than</th>
<th>For diplomas dated</th>
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</thead>
<tbody>
<tr>
<td>October 2</td>
<td>October</td>
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<tr>
<td>January 2</td>
<td>January</td>
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<tr>
<td>NEW March 15</td>
<td>May</td>
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</tbody>
</table>

These dates are set by the University and must be followed! Unless the application is filed by the deadline, the degree will not be conferred and graduation will be delayed. If you do not complete all requirements in time for the diploma date specified, you must file another application, but there is no charge for filing. If you do not wish to attend Commencement, indicate that fact on the Graduate Diploma Application. Please note the address to which the diploma may be mailed during the months of June or July. Diplomas will be withheld from a student who is under any financial obligation to the University.

C. REPAYMENT OF OUTSTANDING LOANS

If a student has an outstanding loan to the Dean’s Fund, both the diploma and transcript will be placed on hold, to be released only after the loan is repaid in full.

VIII. LIFE AFTER GSAPP

A. POST-GRADUATION LICENSING EXAM REQUIREMENTS

Some states may require syllabi, reading lists, and whatever course materials you have in order to buttress your application to sit for the licensing/certification exam. Students should save all materials from their
GSAPP courses so you will be able to send in whatever material is requested.

Most states require post-doctoral supervision before applicants are allowed to sit for the written part of the licensing exam. If you have completed the required number of internship hours to enable you to graduate in May, the rest of the internship contract may count towards post-doctoral supervised hours.

For full details contact the Psychological Board of Examiners, 100 Raymond Blvd., Newark, NJ 07102, (201) 648-2968. In New York State, contact the Dept. Of Psychological Licensing, State Education Dept., 99 Washington Ave., Albany, NY 12230.
SECTION TWO: DAILY EXISTENCE

I. FINANCIAL INFORMATION

A. TUITION AND FEES

<table>
<thead>
<tr>
<th></th>
<th>New Jersey Residents*</th>
<th>Out of State Residents*</th>
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<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Per Credit</td>
</tr>
<tr>
<td></td>
<td>$6538.80/semester</td>
<td>$544.90</td>
</tr>
<tr>
<td>Student Fee, per term - Full-time (12 or more credits)</td>
<td>$545.50</td>
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</tr>
<tr>
<td>Part-time (11 or fewer credits)</td>
<td>$124.50</td>
<td></td>
</tr>
<tr>
<td>Computer fee (per term)</td>
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<td></td>
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<tr>
<td>Full-time</td>
<td>$125.00</td>
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<tr>
<td>Part-time (varies; e.g. 3 crs. = $50.00 11 crs. = $117.50)</td>
<td>50.00-125.00</td>
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<tr>
<td>Late registration fee</td>
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</tr>
<tr>
<td>Matriculation Cont’d.</td>
<td>$7 + $57 computer fee</td>
<td>$63.00</td>
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<tr>
<td>Miscellaneous Fees</td>
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<td></td>
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<tr>
<td>Optional Basic health insurance program</td>
<td></td>
<td></td>
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<tr>
<td>for part-time students (per semester)</td>
<td>$144.75</td>
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<tr>
<td>Major medical insurance plan (optional), per year</td>
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</tr>
<tr>
<td>Late payment fee</td>
<td>For one day to one week and/or check not honored for payment</td>
<td>$125.00</td>
</tr>
<tr>
<td>Partial payment fee</td>
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</tr>
<tr>
<td>Parking fee</td>
<td>Full-time student</td>
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</tr>
<tr>
<td>Microfilming of doctoral dissertation</td>
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<td></td>
</tr>
<tr>
<td>Copyrighting of doctoral dissertation</td>
<td>$65.00</td>
<td></td>
</tr>
</tbody>
</table>

*Resident rates apply to persons who have been bona fide domiciliaries of the State of New Jersey and to persons financially dependent upon parents who have established bona fide domicile in New Jersey for at least 6 months prior to the first day of class. A person over majority age who is still economically dependent upon a parent is not considered independent for tuition residency purposes. Dormitories are not considered as bona fide New Jersey residences.

There may be an additional expense involved in providing your own transportation to field practica. This expense varies with the distance of the practicum placement from campus or your home.

B. TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the Fall and Spring terms, with due dates indicated at that time. Students who do not receive a term bill by Sept. 16th for the Fall term, or by early December for the Spring term should notify the student accounting office promptly (732/932-1890).

It is the student’s responsibility to obtain, complete, and return the term bill on time. Students who fail to do so are charged a late payment fee of $125. You may pay your bill according to the partial payment plan outlined below, as long as you are enrolled for 6 or more credits.
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.

A service charge is assessed if a check presented for payment of fees is returned to the University as uncollectible. If payment is not made before late payment deadlines, a late payment fee is also charged.

C. PARTIAL PAYMENT PLAN

1. Graduate students who submit their term bill on time and who are enrolled in 6 or more credits may arrange with the local cashier’s office to pay their bill in three installments under the partial payment plan, as follows:
   
   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.
   
   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.
   
   Third payment: Net balance due on or before October 15 for the Fall term and on or before March 1 for the Spring term.

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

   First payment: 75 percent of net balance due plus a $10 nonrefundable partial payment fee.
   
   Second payment: Net balance due on or before October 15 for 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.

D. PAYMENT OF BILLS

All students, even those with tuition remission, must submit a term bill to the Cashier’s Office. This activates registration. Students who receive financial aid, an assistantship, or who do not pay tuition for any other reason, must return the bill indicating tuition remission and pay the student fee.

If the bill is incorrect, call Student Accounting (732/932-1890). For the Fall semester, bills are sent out in early July; payment is due in early August. If you do not pay on time, and do not contact the cashier to arrange for partial payment, you will be fined $50 and your name will not show up on class rosters. Same for Spring semester, payment required approximately one month before class starts.

Exemption from tuition payment is granted to TAs, GAs who carry a minimum of 9 credits per term, to Residence Counselors, and to certain fellowship awardees. But you must submit the term bill to the Cashier on time. All graduate students must pay student fees, late registration fees, dissertation fees, parking fees, etc.
E. REGISTRATION INFORMATION

1. 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 totaling $100 or more. “Outstanding obligations” include parking tickets, library fines, late fees, and unpaid tuition.

2. Termination of Registration

The university exercises the right to terminate the registration of any student who has an outstanding financial obligation to the university. A student whose registration is terminated at any time during the refund period because of nonpayment of amounts owed 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.

3. 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 cancelled 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.

F. GENERAL REFUND POLICY

A student who voluntarily withdraws from all courses during the first six weeks of a term will receive a partial refund 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 refunds 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 refunds 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 classes 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.

A student who drops a course in the first two weeks of the term will receive a full tuition refund for that course if that means you will be taking less than 12 credits (but not withdrawing completely). After that date there is no refund for dropping a course. Effective dates for these actions are the date that a written change of registration (drop/add) is received by the Registrar. Be certain the Coordinator of Student Services gets a copy of the drop/add slip before you deliver it to the Registrar’s Office.
G. RESIDENCY REQUIREMENTS

As required by State law, Rutgers assesses a tuition differential to students who are not residents of New Jersey. Students admitted as non-residents are presumed to be in New Jersey temporarily for educational purposes. Students who have established domicile may petition the registrar to have their status changed to that of resident. If petitions are filed prior to the end of the semester and residency is granted, you may receive a tuition refund for that semester.

Residing in the State does not in itself establish domicile. You must provide evidence of abandonment of your previous home and intention to remain and establish a permanent home in New Jersey. Non-residents who legally marry bonafide NJ residents become residents for tuition purposes the semester following the marriage.

The law does not set out specific requirements for establishing domicile. The determination is entirely judgmental, decided by the Graduate Registrar, based on the weight of the evidence presented. For your information, the following is a list of the kinds of evidence students in the past have presented. This is not a list of requirements and it is not suggested that all items bear weight— the list is provided as an example:

- NJ Driver’s License
- Correspondence from Immigration and Naturalization Service
- NJ Vehicle registration
- NJ Voter registration card
- Alien registration card
- Bank statements
- Marriage Certificate
- Rent receipts
- Property deed
- Lease agreement
- Statements from employers
- N.J. Tax return

To petition for NJ residence, complete a Residency Analysis Form, available at the Registrar’s Office in ASB or from the Coordinator of Student Services (A335).

1. The Initial Determination

At the time you initially applied for admission, the admissions office determined your resident status for tuition assessment. The determination made at that time prevails for each term unless a change is authorized by the Registrar.

2. 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.
3. Appeals

An appeal of the Registrar’s initial determination, or any determination made after a request by a student for a change in residency status, is accepted no later than three months after the date of the Registrar’s notification. Unresolved appeals are forwarded either to the director of 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 by the student to the associate vice-president for student services within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the associate vice president for student services is final.

4. 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.

5. 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.” (All of the above paragraphs are University Regulations.)

H. FINANCIAL SUPPORT

Opportunities for financial aid for full-time students are available on a limited and variable basis through the University Financial Aid Office (in Records Hall on the College Avenue campus). It is not possible to offer support to all students.

1. PROCEDURES FOR OBTAINING FINANCIAL AID (FA)

Rutgers participates in a program to implement the Federal Direct Student Loan program (FDSL). Eliminating banks and loan agencies; thus it grants loans from federal funds directly to students who qualify.

All students should complete the Free Application for Federal Student Aid (FAFSA), available from the Business Specialist (Room A311). Be forewarned: Keep a copy of the completed FAFSA and all correspondence sent to the Financial Aid office. Always get the name of the person you talk with; it’s very helpful in unsnarling red tape.

If you anticipate a need for aid, file a FAFSA form; this does not commit you in any way but will expedite your request in the event that you do need additional funds.

The FAFSA should be filed as soon as possible after January 1, but no later than March 1 to ensure full consideration for available funds for the next fall semester.

Also by filing the FAFSA, graduate students are considered for the following aid programs:

< Federal Work-Study Program
< New Jersey State Grant (NJ residents only)
< Federal Perkins Loan
< Federal Direct Student Loan

Additional information about each of these aid programs can be found in the GSAPP catalog.

**Rutgers University’s federal code number that must be entered on the FAFSA form is #002629.**

It is your responsibility to inform the Office of Financial Aid (not the federal processor or the New Jersey Office of Student Assistance) of any change in information. You should immediately mail a signed copy of the 1040 forms to the Office of Financial Aid. Include a brief note that explains why you are mailing in the 1040. Be sure to include your name and social security number in the note.

You will receive your fall term bill sometime in early July. Payment is due usually during the first week of August. Look very carefully at your term bill. Printed in your term bill will be the creditable amount of your financial aid for the fall semester. Please note that Federal Work Study is not creditable aid towards your tuition payment. Compare the figures on your Financial Aid Award Offer to the figures on the term bill. They should match. If the total aid is less than the total term bill charges, it is your responsibility to pay the difference. If your financial aid is greater than the term bill charges, you do not owe any money. However, you must still complete the term bill process. Enter $0 in the section - Amount Submitted, and mail in your term bill. Failure to complete the term bill process will cancel your registration for the semester. You must complete the FAFSA for every year that you would like to be considered for financial aid – no later than March 15th.

Student Accounts Receivable Offices: New Brunswick, Graduate schools.....732/932-7581
Cashier’s Offices: All Graduate schools, Records Hall - Room 138, College Ave. Campus

The Federal Direct Student Loan aggregate amount for graduate students is $65,500, including amounts borrowed as an undergraduate. The aggregate amount of additional unsubsidized Federal Direct Student loan for graduate students is $73,000, including amounts borrowed as an undergraduate.

Your Federal Direct Student Loan will show as a financial aid credit on your university term bill. Term bills are sent out in July for the fall term, and in November for the spring term. This credit, as well as any other financial aid credits, can be applied against the charges itemized on the bill.

Remember even if your aid credits are greater than the amount of your bill, you must still submit the term bill to the Cashier’s Office in order to become registered.

NOTE: Students who are on full-time internships or working full-time on their dissertations and who are asking for deferments for student loans must register and promptly pay tuition bills so that the financial aid office can verify their status when deferring their loans. GSAPP letters are not sufficient.

a. **If you feel you need to appeal your financial aid award, you may appeal** the decision by making an appointment with a Financial Aid Counselor; **bring with you a letter of appeal.** The counselor may then send your letter to the Appeals Committee, which will consider the new facts you are bringing to their attention.

All full-time graduate students are assumed to need a total of $18k, more or less, with the following breakdown of expenses: Room and Board, Books, Travel, Miscellaneous, + tuition and fees.

**But you probably have additional expenses which financial aid may not consider unless you appeal your award or include it in your original application:**

- GSAPP students must have a reliable car to get to practicum placements and off-campus supervision and classes: costs of maintenance, repairs, insurance, and mileage.
• Professional placements require professional clothing, (cost of purchase as well as cleaning and laundry bills), grooming expenses.
• Computer, with appropriate software and peripherals.
• The school encourages therapy for students; even though you will probably be charged at professional courtesy rates, it still adds up.
• Travel to internship sites for interviews in the year in which you are applying for internship.
• Additional health costs, if any.

b. **International Students**: International students who are permanent United States residents and have an Alien Registration Receipt Card (I-151 or I-551), or a Departure Record (I-94) from the United States Immigration and Naturalization Service showing any one of the following designations are classified as eligible non-citizens for the purpose of receiving federal and state financial assistance; (1) Refugee, (2) Asylum Granted, (3) Indefinite Parole and/or Humanitarian Parole, or (4) Cuban-Haitian Entrant. International students with an F1 or F2 student visa, or a J1, J2 or G series visa are ineligible for financial aid.

c. **University Emergency Loans**: Students who are experiencing a financial emergency may apply for a university loan from the Financial Aid Office for up to $500. The interest rate is 3 percent simple, and the loan must be repaid within the same semester. 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 to discuss long-term assistance. Students do not need to be recipients of financial aid nor have filed a financial aid application to be considered for emergency loans.

2. **OTHER SOURCES OF AID**

a. **Veteran’s Benefits**: The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouse or child of any veteran killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with 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 800/827-1000) or to the veteran’s coordinator on each campus. For New Brunswick, the number is 732/932-7067.

Veterans and others mentioned above who plan to utilize veteran’s 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.

b. **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.

c. **Federal Work Study Program (FWSP)**: Application is made by filing a FAFSA form. Selection for a particular job is based on skills, university needs, and student preference. The student is offered a position within the University and is expected to work a certain number of hours per week. Work-study funds may be used to pay you for professional work in the Psychological Clinic or for an off-campus community practicum. Speak with the Director of Practicum Placement. Work Study time may also be accepted for a variety of services at GSAPP, which may be scheduled between classes or at your convenience. Speak with the Coordinator of Student Services if you are interested in learning more about the GSAPP organization in this way.
3. SCHOLARSHIPS, STIPENDS

   a. Educational Opportunity Fund (EOF): A maximum of $2,500 per year may be awarded to full-time students, NJ residents, who can demonstrate backgrounds of historical family poverty. Students who received EOF as undergraduates are presumed eligible. Complete a FAFSA, attaching a written statement of your eligibility.

   Full time students who are NJ residents and who can demonstrate backgrounds of financial and academic hardship are eligible for grants ranging from $200 to $2,500. Grants are renewable for the duration of the student’s degree work. Students must complete the FAFSA form.

   b. NJ Fund for Graduate and Professional Schools: provides grants for full-time students who are NJ residents with proven financial need. Amounts vary from $200 to $1,000 yearly, depending upon available funds. Grants are renewable. Complete and submit a FAFSA application. You cannot receive both this and EOF. The deadline for completing financial aid forms for continuing students for both EOF and NJ State Grant is March 15. If you have not already submitted a FAFSA form, we urge you to do so immediately.

   c. Bunche Scholarship ($14,000 plus tuition); Graduate and Professional Scholar Merit Awards (varying amounts); Excellence Fellowships ($13,000 plus tuition). None pay for summer courses.

   d. Diversity Advancement Placement (DAP) in Teaching and Research awards support to African American, Hispanic, or American Indian students. Stipends in varying amounts.

   e. American Psychological Association Diversity Fellowship Program:
   This program is funded jointly by the National Institute of Mental Health and the American Psychological Association. It is available to beginning or continuing graduate minority students in programs leading to the doctorate. Students should apply to the American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 (202/336-6027).

Restrictions on Financial Support and Employment—
Students who have aid administered through the financial aid office, must report to that office any change in income such as: scholarships, gifts, loans, assistantships, or employment from any source. A student who holds a fellowship, assistantship, or internship may not accept outside employment except with a special permission of the Department Chairperson.

4. ASSISTANTSHIPS: PERTINENT INFORMATION

Assistantships are awarded to full-time students based on the needs of the School or Department. The Department Chair, in consultation with the faculty, selects students with the necessary expertise or potential. Appointments are made between April and August of each year, to begin September 1 for one academic year. The number of assistantships is totally dependent upon monies available from the University or grants.

   a. Duties: Each assistant receives a letter detailing specific duties and responsibilities and the person with whom they will work. Students work 15 hours per week during the course of the academic year.

   b. Benefits: The stipend received is decided upon by the University and the AAUP in their contract negotiations. The stipend currently is $14,300 for first year assistants. You must complete forms and papers to get onto the payroll; see the Deans’ Assistant in A315B. In addition to this salary stipend, which is paid biweekly with checks sent to the GSAPP or directly to your bank, full time GAs/TAs have other staff benefits.
c. Registration: Attach a signed tuition payment card (RT100) to the tuition bill and return all to the Cashier on or before the regularly published dates for payment. You must pay all student fees.

Students with a partial assistantship register for 12 course credits and 3-E credits of assistantship; if working at a practicum plus having a one-day assistantship register for 9 course credits plus 3E-credits assistantship plus 3E-credits of professional practicum placement.

5. RESIDENCE LIFE STAFF APPOINTMENTS

Appointments as preceptors, counselors and assistant area coordinators in undergraduate residence halls in Rutgers, Douglass and Cook Colleges are available to a limited number of graduate students. Applications for September appointments normally must be received before May 15. A limited number of similar appointments are also available in graduate residences. Apply to: Office of Residence Life in the various undergraduate colleges and/or Office of the Dean of Students, Douglass College, and/or Office of Busch Campus Housing, 593 Taylor Road, Piscataway, for graduate housing positions.

II. UNIVERSITY RESOURCES AND SERVICES

A. OFFICIAL TRANSCRIPTS

Official transcripts bear the signature of the Registrar and the University seal; they are not given to a student but sent directly to a school, agency, firm, etc. Complete a form at ASB. For more information, go to the registrar’s homepage: http://registrar.rutgers.edu/

B. HEALTH SERVICES

There are 3 health centers, one each on the Livingston, College Ave., and Douglass campuses. We suggest you choose one facility and stay with it. All provide outpatient care for graduate students. Medical services are available to all regularly enrolled, full-time students, and to part-time students who elect to pay the student health fee.

For up-to-date information you can go to the Rutgers University Health Services site: http://health.rutgers.edu/.

C. LIBRARIES

1. The UNIVERSITY LIBRARIES contain government documents, manuscripts, pamphlets, maps, and other materials. The two largest divisions are the Alexander Library on College Avenue which houses material in the social sciences and humanities, and the Library of Science and Medicine (Sci-Med) (445-3854) adjacent to the Psychology Building, which concentrates on science, technology, psychology and medicine.

For additional information go to: http://www.libraries.rutgers.edu/.

D. COMPUTER FACILITIES

1. Two small STUDENT COMPUTER LABS are available in GSAPP on the 2nd floor of the Psychology Building Addition with computer equipment provided by a NJ State Bond Issue. In order for students to gain access, you will need to have your ID card programmed by the Administrator in the Dean’s office.

2. The Rutgers University Computing Services (RUCS) provides an electronic monthly newsletter with valuable information on computer and software updates, and no-fee and no-credit courses on various
computer topics. For further information, call 445-2296 or visit the website: http://rucs.rutgers.edu/ RUCS provides assistance in debugging programs, interpretation of diagnostic error messages, guidance in using software, and general help in solving computer problems. The staff includes a resident statistician who is available for consultations concerning statistical or questionnaire design and analysis, data preparation and processing, and use of statistical packages.

3. E-MAIL ADDRESSES are available to all students. You can either go to the 1st floor of the ARC (Allison Rd. Classroom) building, which is next door or to the website at https://www.eden.rutgers.edu/rats/rats.cgi. This will create your NetID. There is no charge.

E. OFF-CAMPUS HOUSING SERVICES WEBSITE

For information go to: http://ruoffcampus.rutgers.edu. This site includes guides to Living Off-Campus and Living in Central Jersey.” They also get listings from local landlords.

F. TRANSPORTATION AND PARKING DECALS

For information on schedules and parking go to: http://parktran.rutgers.edu/

NOTE: The parking lot in front of the Psychology Building is NOT available to students before 4:30pm.

G. I.D. CARDS AND VALIDATION DECALS

I.D. cards are needed for parking permits and use of University athletic facilities and the library.

For information go to: http://www.rci.rutgers.edu/~ruconxn/nb.html

Keep your stamped tuition receipt until the I.D. cards arrive.

H. DISABLED STUDENT SERVICES

Rutgers recognizes and is committed to providing reasonable accommodations inside and outside the classroom to meet students’ diverse needs. A variety of services are available for students with disabilities, including those with a temporary disability: academic and personal assistance—library, parking, dining service, van transport. Contact the Coordinator of Student Services.

I. DAY CARE FACILITIES

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 pre-school for three- and four-year-olds, which is open during the academic year only. The National Academy of Early Childhood Programs accredited it in Fall 1987. The charge is based on income. For information, call 732/932-8895.

J. ATHLETIC FACILITIES

The athletic facilities at Rutgers include several gymnasia, swimming pools, tennis courts, squash courts, handball courts, baseball, softball or Frisbee 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. Further information is available at the Physical Education Department in the Rutgers University Gym at College Ave or at the Werblin Recreational Facility on Busch. Several of the athletic clubs in the undergraduate colleges--bowling, judo, lacrosse, rugby, skiing, and others--are also open to graduate students; information on clubs is available at the offices of the undergraduate colleges' deans of students.

For more information you can visit the website at: http://www.recreation.rutgers.edu.
K. THEATER AND MUSIC

Visit the website for current updates: http://mgsa.rutgers.edu/theater/hea.html.

III. LIVING DAY BY DAY

A. MAILBOXES & E-MAIL

Each full-time faculty person and each visiting or contributing faculty member teaching in the current semester, all staff and the clinic managers have mailboxes in Room A302. If the room is locked, you may leave messages, etc. in the mailbox with the key in its lock, which is available from the hallway outside the main office.

All student mailboxes are in the student lounge, Room A263. Do not leave anything valuable there!
School related messages and information are regularly placed in student boxes or sent to your e-mail address. Books, circulars, magazines, department store bills, magazine subscriptions, personal mail will not be delivered to your school mailbox; these are to be sent to your local home address.

It is the student’s responsibility to keep the registrar and your program administrator/secretary informed of a current mailing address. You will also need to update your information online at: http://registrar.rutgers.edu/ Students who are not currently on campus due to internship or dissertation will not be assigned to a mailbox. It is the students’ responsibility to direct mail to their new addresses. The main office will not forward mail. If you have a special need for retaining a mailbox at GSAPP during internship or dissertation off-campus, please contact the secretary in the main office.

B. TELEPHONES

There is a phone in the Student-Clinician Waiting Room, A239, to be used for clinic related calls only. You can locate public phones on the 2nd floor of the psychology department by room 201 or go to the main floor at ARC.

C. COLLOQUIA

During the course of the academic year a number of colloquia, lectures, brown bag, lunches, community meetings, and special programs are held to supplement your training. It is expected that students attend as many as possible.

D. GSAPP WEBSITE: http://gsappweb.rutgers.edu

Information on potential and current applicants; faculty and staff. Check it out. You will also be able to link to our Alumni Organization, Alumni Directory, APA, online registration, course information and links to other professional organizations.

E. GAZETTE

The GSAPP Gazette Newsletter is distributed weekly during the fall and spring semesters by email and will also be available online every Friday. Important notices, class updates, colloquia, dates to remember, job postings, student alliance news and more will be posted.
F. **GSAPP STUDENT ORGANIZATIONS**

1. **The STUDENT ALLIANCE (S.A.),** began in 1974-75.  
   ([http://gsappweb.rutgers.edu/Students/student_alliance.htm](http://gsappweb.rutgers.edu/Students/student_alliance.htm))

   As GSAPP students you are not only pursuing coursework toward a professional degree but also have a part in shaping your educational experience. Students are represented on faculty committees and have a voice in the current and developing nature of the School.

   The S.A. facilitates student representation at the GSAPP Faculty Council and departmental faculty meetings, as well as several University Committees such as the Graduate Student Association and the University Senate. Student representatives are needed each year for the following:

   - **Alumni Organization** – meetings on Sunday morning about once every 6 weeks - a great way to network with alumni.

   - **Applied Psych Faculty meetings** - once a month on Monday afternoons; major decisions made about curriculum, courses, policies and procedures for the school and organizational programs.

   - **Clinic Advisory Committee** - student reps from each program meet with faculty reps and Don Morgan to discuss Clinic operations.

   - **Clinical Faculty meetings** - are held at 10:00 a.m. on two Monday mornings per month; major decisions made about curriculum, courses, etc.

   - **Faculty Council** - meets the first Monday of every month at 4:00 p.m.; two student reps get the opportunity to participate in discussion with GSAPP faculty about major (and minor) decisions influencing the entire school!

   - **University Senate** - one student rep is needed to represent GSAPP one Friday a month from 1:10 to 4:00 p.m. This is a university-wide body and a good way to learn how universities operate.

   The Student Alliance (S.A.) organizes the student orientation for new incoming students. Broad student participation is essential to the Organization’s functioning. The S.A has a mailbox in the Student Lounge. Activities are supported partially by student fees paid to the University. For more information visit the website at: [http://gsappweb.rutgers.edu/Students/student_alliance.htm](http://gsappweb.rutgers.edu/Students/student_alliance.htm).

2. **BSGPPP** ([http://gsappweb.rutgers.edu/Students/bsgppp.htm](http://gsappweb.rutgers.edu/Students/bsgppp.htm))

   The Black Students of Graduate Professional Psychology Programs organized in April 1986, is composed of doctoral students enrolled in the Organizational, School, and Clinical Psychology PsyD programs and the Clinical PhD program. Its goal is to enhance the personal and professional development of black graduate students in these programs, and to assist in recruitment of admission of African-American students.

3. **HOPPS** ([http://gsappweb.rutgers.edu/Students/hopps.htm](http://gsappweb.rutgers.edu/Students/hopps.htm))

   In the Spring of 1985, Hispanic students at the GSAPP formed the Hispanic Organization of Professional Psychology Students. They are actively involved in recruitment and admission of Hispanic students, consider issues relevant to psychologists working with Hispanic clients and communities, and working cooperatively with BSGPPP to promote student and faculty sensitivity.

   Both HOPPS and BSGPP have as their primary objectives:
   - to facilitate the recruitment and admission of qualified and competent Hispanic and black students;
• to support the efforts of incoming and continuing black and Hispanic students;
• to collaborate with other student and alumni organizations within the GSAPP community;
• to sponsor educational activities that pertain to the delivery of mental health services to black and Hispanic populations;
• to support the efforts of local, state, and national organizations devoted to the enhancement of mental health service delivery to Hispanic and black communities.

4. APSA (Asian Psychology Students’ Association) promotes the social, cultural and academic interests of Asian students at the Graduate School of Applied and Professional Psychology via a meaningful exchange of knowledge and information. Membership is extended to all Asian graduate students enrolled at the Graduate School of Applied and Professional Psychology.

Members meet once a month. Events planned include both social and educational activities for those at the School as well as those in the mental health fields within the Rutgers community.

For more information visit the website: http://gsappweb.rutgers.edu/Students/asian_students.html.

5. The International Students Group (ISG) was formed in 2001 in an effort to organize, support and facilitate the integration of international students into the GSAPP culture. ISG members are GSAPP students who identify themselves as international students regardless of immigration status. One of the ISG’s primary purpose is to help incoming international students achieve a smooth transition into GSAPP life; as well as to guide international students in the application process and to advocate for international students needs. The group also aims to serve as a resource for GSAPP.

For more information visit the website: http://gsappweb.rutgers.edu/Students/ISG.htm

6. The Diversity Group (http://gsappweb.rutgers.edu/Students/food.htm)

The Diversity Group is a multicultural initiative, a working group of interested students, faculty, and staff at GSAPP who are committed to addressing issues of diversity across race, gender, ethnicity, sexual orientation, and other domains. Objectives of the Diversity Group include: facilitating personal and professional identity development of GSAPP students, administration, faculty, and staff specific to multicultural understanding, via small group discussions; developing the ability to serve better the larger Rutgers community with respect to the awareness and acceptance of its culturally diverse members. A typical group is composed of six to eight members and two co-facilitators meeting at least once a month for ninety minutes.

G. OTHER UNIVERSITY ASSOCIATIONS/CENTER

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

For up-to-date information go to: http://gsa.rutgers.edu/.

Other Student Organizations links:

2. PAUL ROBESON CULTURAL CENTER: http://prcc.rutgers.edu/prcc/index.html
3. CENTER FOR LATINO ARTS AND CULTURE: http://www.rci.rutgers.edu/~larts/
4. ASIAN AMERICAN CULTURAL CENTER: http://www.aacc.rutgers.edu/
5. OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY-BISEXUAL CONCERNS 
http://diversityweb.rutgers.edu

H. PROFESSIONAL ORGANIZATIONS

1. The American Psychological Association is the major professional association of psychologists. An annual convention presents a most varied program of symposia, research papers, and invited addresses. By joining APA as a student affiliate you receive the American Psychologist, the APA Monitor, and the annual program. Students are encouraged to join as student affiliates. Write APA for an application, 750 First St., NE, Washington, D.C. 20002 (1-800-374-2721), or visit their at: http://www.apa.org.

2. Students are also encouraged to join New Jersey Psychological Association as student affiliates. This includes admission to two programs per year, receipt of N.J. Psychologist, and involvement in the politics of psychology at the state level on vital issues. Write NJPA, 349 East Northfield Rd., Suite 211, Livingston, NJ 07039, 973/535-9888; Fax 973/535-6451. Or visit their website: http://www.psychologynj.org/

3. The NJ Political Action Committee is the political arm of the N.J. Psychological Association. Formed in 1979, it raises funds to hire a professional lobbyist and is actively involved in the political process at the State level.

4. The Association of Black Psychologists focuses on desire and commitment to addressing the needs of the Black community, particularly those of a psychological nature; to provide a vehicle for increasing the numbers and effectiveness of Blacks engaged in psychological services. Quarterly newsletters are free to members: The Association of Black Psychologists, P.O. Box 2929, Washington, D.C. 20013 (202-722-0779). Or you can visit their website at: http://www.abpsi.org/. There is a NJ Chapter.

5. The NJ Association of School Psychologists (NJASP): Requires certification as a school psychologist by the New Jersey State Department of Education. Student affiliate requires enrollment in a school psychology training program acceptable to the Executive Board. Visit their website at: http://www.njasp.org/

I. 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.

The staff is comprised of commissioned police officers with full investigative and arrest authority, security officers, and dispatchers. Members of the public safety patrol each campus and response to requests for assistance on a full-time basis, 365 days a year and twenty-four hours a day.

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 or online at: http://publicsafety.rutgers.edu. 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.
New Brunswick: 732/932-8407
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