PSYCHOLOGY DEPARTMENT
STUDENT HANDBOOK

2009- 2010

Psychology Department
The New School for Social Research
The New School
80 Fifth Avenue, 7th Floor
New York, NY 10011
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Introduction

The Department of Psychology of The New School for Social Research offers a program in general psychology leading to the M.A. degree. Further study in general psychology or clinical psychology leads to the Ph.D. degree. The curriculum stresses critical thinking about the major issues, phenomena, and applications of psychology. The ideal of the faculty is to educate future teachers and researchers in its several areas of specialization, as well as to educate and train practitioners who also can teach and do research.

This handbook complements the information, including course descriptions, found in the NSSR Bulletin. Students should consult with faculty, student advisors and office staff when they need clarification of policies or procedures.

General Information

Advisement

The New School has special offices to deal with most of the questions likely to be raised by graduate students in all departments: Student Financial Services, Records and Admissions offices. Students also need reliable and timely information about the Psychology Department’s programs. For information specifically about the department’s programs, use the Student Advisement system, detailed below, and your Faculty Advisors. Consult the departmental bulletin boards regularly; every effort is made to display current information. This includes information regarding announcements of scientific and professional meetings being held at The New School and elsewhere in New York City, as well as research and training positions. There is also a student mailbox system. Get your box assignment from the Student Advisors and be sure to check your box weekly. All students must activate a GroupWise email account with the Computer Center when they arrive at the school in order to receive important NSSR related information, Departmental information, and be able to register online with the help of their students advisors. The university only recognizes GroupWise accounts as 'secure' for the purposes of transmitting official information (such as registration pins). The Psychology Student Advising Office will periodically mail special information memos to all Ph.D. students. Please be certain to notify the Psychology Student Advisors of any changes in address, e-mail address or telephone number. You must also complete a Change of Address form in the Records Office.

The NSSR Psychology Bulletin, launched in 2003, is a semi-annual, peer-reviewed research journal created and operated by psychology graduate students. The articles that appear in the Bulletin represent the ongoing work and collaborations at The New School including new research, research proposals, research methods projects, The New School University psychology historical series and work from the annual NSSR Poster Session.

The Bulletin aims to foster the scientist-practitioner model within a university psychology department and highlight the diverse empirical research that is being conducted by both experimental and clinical students, faculty and alumni.

Student Advisors
Student Advisors are advanced students who assist with program planning and provide information about ongoing activities, events and opportunities in the department. They will assist students at registration and can also be consulted about such matters as teaching and research assistantships, doctoral qualifying (comprehensive) exams, oral and dissertation defense procedures, and procedures for handling student grievances. Currently, there are three departmental Student Advisors.

Advisors are generally available Monday through Thursday at 80 Fifth Ave, 7th floor, rooms 717 A, B, and C. Please check [http://www.newschool.edu/nssr/subpage.aspx?id=9244](http://www.newschool.edu/nssr/subpage.aspx?id=9244) for their office hours each semester. Student Advisors may also be reached by telephone at (212) 229-5727 at extensions 3107, 3109, and 3108.

**Faculty Advisors - M.A. Students**

Each matriculated student is assigned a faculty advisor during the first semester of his or her first year. It may not be possible for students to have their first choice of advisor since the advisory function is distributed equitably across the faculty. Students are required to meet with their advisors at least once during each semester. Forms are available in the Student Advisors’ Office. These forms must be completed with the faculty advisor and returned to the Student Advisors’ Office. The faculty advisor will be the best guide for curriculum and career planning. Faculty office hours are posted outside the Department office.

**Continuing Ph.D. Students**

All Ph.D. students should continue to see their assigned faculty advisor unless they have chosen to work with a specific faculty member. Students are encouraged to forge working relationships with faculty members, with the goal of ultimately developing and completing a doctoral dissertation under their tutelage. One’s dissertation chair should become the student’s academic advisor as well. For Clinical Ph.D. students, remember to notify the DCSA when a particular faculty member has been selected to serve as the advisor and/or dissertation chairperson. Students will be required to meet regularly with their faculty advisors to discuss their academic and training progress. Failure to attend the annual advisory meeting will prevent the student from registering for the upcoming semester.

**Director of Clinical Student Affairs (DCSA)**

The Director of Clinical Student Affairs (DCSA) primarily works with clinical students. Newly entering students should first consult the departmental Student Advisors about general program planning. If new students need more specific information about the clinical program, the Student Advisors will refer them to the Director of Clinical Student Affairs. Office hours are generally Monday through Friday from 10 a.m. and 6 p.m., or by appointment. The office is located in room 601, phone no. is 229-5727x3115.

The DCSA should be consulted particularly about, 1) Application to the Clinical Ph.D. Program: (see pages 20-24). Applications are available in December for Fall admission; 2) Externship and internship placements (see page 36); 3) Major Program requirements and deadlines (see page 59).

**Financial Aid**
Awards are made on the basis of financial need and academic merit. Applications for the following academic year should be filed with the Office of Financial Aid no later than February 15 (February 1 for new students) of each year. The possible awards include **college work-study**, **TAP grants**, **Perkins Loans** (formerly NDSLs), **tuition scholarships**, and **fellowships**. All questions and inquiries regarding financial aid should be addressed to Financial Aid Office (at 212-229-5714).

**Research and Teaching Assistantships**

The Department of Psychology offers financial assistance in the form of teaching and research assistantships. The Office of Academic Affairs and Scholarships (located on the 10th floor of 79 5th Avenue) sends an e-mail to all students announcing these positions. Interested students should complete the application form and leave it with the secretary of the department. In addition, students are expected to discuss the position applied for with the appropriate professor. These positions are available to students after having completed one year in the M.A. program.

**Teaching assistants** are appointed to help professors with large classes. They attend class meetings, conduct weekly or bimonthly discussion groups, and at the professor’s discretion, help grade examinations. Teaching assistants are appointed by the professor responsible for the course. They are usually doctoral candidates. The current stipend for teaching assistants is $3,750 per course. One semester equals sixteen weeks. A teaching assistant for a course with fewer than twenty students is expected to work a maximum of twenty hours per week.

**Research assistants** directly assist faculty members with research. Duties generally include testing subjects, collecting data, statistical analysis, and report writing. Research assistants are often chosen from among the students who have either worked for a particular professor under the college work-study program or as a volunteer. Interested students should consult the Student Advisors and speak directly with the faculty member with whom they would like to work. The current stipend for full-time research assistants is $3,000 per semester, in wages and scholarship dollars. Full-time equals thirty-six weeks.

Students who do not qualify for either work-study or teaching or research assistantships, or who do not have the time available to take such positions, are nevertheless encouraged to speak with individual faculty members about the possibility of participating in projects as volunteers. Such personal involvement in research is an essential aspect of graduate education in psychology. Faculty members are also available to discuss research possibilities.

**Psychology Department & NSSR Policies**

**Grading Policy**

Grades in courses are an important source of information about progress for the student as well as for the school. Grades help predict the likelihood of obtaining a doctoral degree. Graduate students are expected to maintain a much higher level of academic and scholarly achievement than undergraduates, and much more independent study and individual research is necessary. It is the faculty’s experience that grades in the range of a B+/A- average in basic M.A. courses (GPA 3.5) is the minimum to safely predict successful completion of the entire program. For that reason a GPA of 3.5 has been set as the minimum to allow students to take either portion of the Doctoral Qualifying Examination. The same standard has been set to permit application to the doctoral programs in both General and Clinical Psychology. Students are expected to maintain a 3.5 cumulative GPA at a minimum until graduation. To provide accurate feedback to students, faculty are expected to grade fairly and strictly.
Grades Awarded

A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0.0)

Pass-Fail

Doctoral students may take electives on a Pass-Fail basis with the approval of the instructor. In addition, any of the four seminars taken to fulfill the seminar requirement may be taken on a pass/fail basis. M. A. level students are not allowed to take courses as Pass/Fail.

Any PhD level student requesting to take a course on a pass/fail basis must fill out the petition for a graduate pass/fail grade at the time of registering for the course. The form is available at the University Records Office. Both the faculty member’s and Dean’s signatures are required.

The following courses are given on a Pass-Fail basis only: Proseminar, Statistics I, II, III, Department Seminar, Independent Study, Independent Research, Integrating Clinical Research and Practice, Diagnostic Testing I & II, Clinical Theory and Technique I & II, Professional Issues, and Clinical Externship Seminar I and II, and therefore do not require a petition for a Pass-Fail grade.

Make-Up Examinations

No make-up examinations will be given. See policy about Incompletes.

Incompletes

Incompletes are temporary grades indicating that the student has not yet completed course requirements. This grade is given at the sole discretion of the instructor and must be explicitly requested by the student. Petitions for incompletes and extensions of incomplete grades are available in the University Records Office. Taking an incomplete is risky. All incompletes must be removed within one year after the end of the semester in which the course was given, e.g., incompletes incurred during Fall 2000 must be made up by the end of the Fall 2001 semester. An (I) that is not removed by this date is changed to a permanent incomplete (N). Students must present a plan to complete the work to the instructor with whom the course was taken. Normally, completion of the course requirements the next time the course is offered will suffice to remove an incomplete. If the student is unable to complete the work within a year, he or she may request a six-month extension of the incomplete, which must be approved by the instructor. If the course is not offered again, special arrangements must be made with the original instructor if possible; otherwise, permission to substitute a related course may be requested from the department Chair. The student may retake a course for which a permanent incomplete (N) was recorded, but must re-register and pay full tuition for the course.

All incompletes must be finished before applying for clinical Internship.

Special policy for clinical skills courses (Diagnostic Testing I & II (GPSY 6271/6272), Clinical Theory & Technique I & II (GPSY 6275/6277) and Evidence-Based Treatment (GPSY 6396): Because the clinical skills course sequence leads directly to an externship, it is essential that the student demonstrate both mastery of basic clinical skills and the ability and willingness to adopt clinical values about reliability, accuracy and timeliness of performance. Therefore, no incompletes will be allowed in clinical courses. A student who has not completed the required assignments by the end of the semester will be given a tentative grade based on the work actually performed. If work already done is not at a satisfactory level, the student will not be permitted to attend
any subsequent course for which the course in question is a prerequisite. All assignments for Diagnostic Testing I and Clinical Theory & Technique I must be completed by February 1\textsuperscript{st}. Assignments for Evidence-Based Treatment should be completed by July 1\textsuperscript{st}. Work for Diagnostic Testing II and Clinical Theory & Technique II by July 1\textsuperscript{st}. Students who have not completed their assignments by these deadlines will not be allowed to continue in any subsequent course for which the course in question is a prerequisite. If all work for Diagnostic Testing II and Clinical Technique II is not completed by July 1\textsuperscript{st}, the student will be held back from externship.

**Independent Study**

Students at the M.A., and PhD level may register for up to two semesters of independent study. They may take one, two, or three credits of independent study per semester. Clinical PhD students must have approval from the Director of Clinical Training to take more than three credits of independent study over the course of their Ph.D. training. CSD PhD students who wish to do additional independent study must obtain the permission of the department Chair.

**Auditing**

Students must pay an auditing fee to attend courses if they are not registered for credit. Auditors are not allowed in Statistics I.

**Academic Credits Taken Outside the Department of Psychology**

M.A. students may elect to take one three-credit course in another department in the NSSR or two three-credit courses, if one of them is cross-listed under psychology in the NSSR Bulletin. Doctoral students may elect to take up to 12 credits in departments of the NSSR other than Psychology. Students admitted to the Ph.D. Program may also take courses in other graduate schools that are part of the Inter-University Consortium. Information regarding the Consortium can be obtained in the Office of Academic Affairs. Students should see staff in that office as soon as they have any interest in the consortium.
Degree Requirements for Master of Arts

Master of Arts (General Psychology)
Note: Full-time graduate students register for approximately nine credits per semester and therefore complete the M.A. program in one and one half to two years. Students who wish to take more than three courses in a semester must consult the Director of Graduate Studies for permission. Please note that students requesting to take more than 3 courses in a given semester should have a GPA of 3.7 or higher. Courses are typically offered once per year, either in the Fall, Spring or Summer term.

All students must meet the following requirements:

1. **Statistics Requirement.** A student is expected to demonstrate knowledge of elementary statistics and to do so either by passing an exemption examination, transferring a graduate level statistics course, or by passing the basic statistics course. The Statistics I exemption exam is given once a year immediately prior to each Fall semester. Credits earned in Statistics I do not count toward the requirements for a degree in Psychology and this course may not be audited. Students are recommended to fulfill the statistics requirement within their first 18 credits. An information sheet on Statistics I is available in the Student Advisors’ Office.

2. A GPA of at least a B (3.0).

3. Students may register for a maximum of 30 (or 33 including Statistics I) credits before petitioning for the M.A.

**Students must take 30 credits distributed as follows (see also the NSSR Catalog):**

1. Three Group A lecture courses in General/Experimental Psychology (courses with a master number ending in digits 1-49); these include courses in History and Systems, Visual Perception, Introduction to Cognitive Neuroscience (formerly Intro to Physiological Psychology), Language and Thought, and Cognitive Psychology.

2. Three Group B lecture courses, one from three of the four following areas: Personality, Social, Developmental and Abnormal (Group B courses have a master number ending in digits 50-99).

3. A three-credit course in research methods. The courses which may be used to fulfill this requirement are designated in the NSSR Bulletin. Statistics I and 18 credits of psychology courses with at least a B average are prerequisites for enrollment in research methods courses.

4. Nine additional elective credits, of which three credits may be taken in a NSSR department other than Psychology (or six credits if one course is cross-listed under Psychology).

5. Students intending to continue on for the Ph.D. in clinical psychology will be required to complete Psychopathology I, II, and Assessment of Individual Differences prior to admission. Students should be aware that meeting some of these requirements will affect which elective courses are taken. See page 26 for additional information.
6. The first 18 credits taken should be at the introductory or survey level. Generally, no elective or seminar courses may be taken until 18 credits are completed. Student Advisors can inform students regarding course classification.

7. Over the course of the M.A. program, students are required to participate in four hours of research participation credits. This can be fulfilled either by participating in hour-long experiments conducted by Psychology department faculty and students or by attending departmental colloquia. This is a mandatory requirement for receiving the M.A. degree.

8. Students intending to continue on to the General or Clinical PhD are required to complete the departmental Proseminar, offered without charge during the fall semester. Each week different faculty members present their research interests; by the end of the semester students will have been exposed in depth to the full range of possible research mentors. Completion of the Proseminar is required of all M.A. students. Maximal benefit will be derived from taking it in the first year a student attends.

Concentration in Mental Health and Substance Abuse Counseling

Master’s level students can elect to pursue a course of study that will provide both practical and theoretical training in mental health and substance abuse counseling. Practical training is available at Beth Israel Medical Center and other sites in the New York City area (Bowery Residence Center, Women In Need Agency, etc.). However, students will not receive clinical placements at BI (or elsewhere) until they have taken Psychopathology 3 and the Intro to Sub. Abuse Counseling course. Students in this concentration have the option of completing the academic requirements for trainee certification as an alcohol and substance abuse counselor (CASAC). M.A. students on this track are still eligible to apply to either the clinical or experimental Ph.D. program, although those interested in either program will likely need to take one to three courses beyond the 30-credit minimum. For more detailed information please consult the CMHSAC Handbook (available at Student Advisors’ office) or the CMHSAC website at: http://www.newschool.edu/nssr/cmhsac/.

Students wishing to earn the M.A. in General Psychology with a Concentration in Mental Health and Substance Abuse Counseling must take the following courses:

- Introduction to Substance Abuse Counseling
- Advanced Issues in Substance Abuse Counseling
- Introduction to Cognitive Neuroscience
-2 Group A courses
- Psychopathology I, II and III
-2 Group B courses (social, developmental or personality)
- Proseminar

Students who intend to apply to the Ph.D. program are also required to take:

- Assessment of Individual Differences (Group B Personality and Clinical applicants only)
- Research Methods
Master of Arts (General Psychology with a research emphasis)

Research Master’s Admission Requirements

This option is designed for students who want to pursue the doctorate toward a research career. Students who plan to major in clinical psychology but are also interested in an academic/research career are encouraged to consider this option. Students are admitted to the Research Master’s program by application. Information and applications are available from the Student Advisors. Each application is reviewed by an admissions committee consisting of three faculty members, at least one from the clinical area and one from the general area. Students must submit a copy of the following:

1. Evidence of a 3.7 (A-) grade point average at the end of the semester in which 18 credits of coursework (not counting the 3 credits from Statistics I) are completed at the NSSR. These credits must include three courses from Group A and two courses from Group B, and one additional elective course.

2. A summary of the research work accomplished while working at least one semester with a member of the faculty either as a research assistant or through an Independent Study program.

3. A brief description of the proposed research for the M.A. thesis.

4. A M.A. thesis application signed by the Faculty sponsor.

Research Master’s Degree Requirements

1. A research thesis conducted under the supervision of a member of the department.

2. An oral examination on the area of psychology out of which the research thesis grew. This examination will be conducted by a committee consisting of the thesis supervisor and one other member of the department.

3. Students accepted into Ph.D. program in clinical psychology should also see pages 20-27 for additional requirements.

4. All other requirements for the M.A. degree with the exception of the following:

   a. The student is exempt from the requirement for the research methods course specified in the general M.A. requirements. The course may be taken as an elective.
b. Upon satisfactory completion of the research M.A. degree, the student is exempt from the Independent Research requirement for the Ph.D. degree. **In addition, the total credit requirement for the Ph.D. reduces from 90 to 80.**

c. Upon satisfactory completion of the research M.A. degree, the student is exempt from taking the General Ph.D. Comprehensive Examination.

5. Students get admitted after their first year of the MA program. The thesis must be completed within eighteen months of admission into the Research Master’s program. **Students accepted into the Clinical program must present a satisfactory progress report to the DCSA prior to the end of their final semester in the MA program.** Students may apply for a possible six-month extension under exceptional circumstances. The thesis supervisor must give permission before the student can begin the clinical sequence. **Please note that registration will be put on hold if students have not completed their M.A. thesis in the allotted time.**

Students opting for the Research Master’s are encouraged to find a faculty advisor during their first year of study who is willing to supervise research. The sooner the student begins a working relationship with a faculty member, the easier it will be to complete the M.A. thesis in a timely fashion. Students opting for the Research Master’s may switch to the other M.A. option prior to admission to the Ph.D. program.

**Summary of M.A. Degree Requirements:**

**General M.A. (Terminal)**
- 3.0 minimum GPA
- Proseminar
- Statistics I
- 3 Group A courses in General/Experimental Psychology
- 3 Group B courses (from 3 of the following 4 areas: social, abnormal, developmental and personality)
- 1 three credit course in Research Methods (Statistics I and 18 credit are prerequisites)
- 9 additional Elective credits (3 credits can be taken in a department other than Psychology), to be taken after 18 credits are completed.

**Research M.A.**
In addition to requirements for the General M.A., Research M.A. requirements include:
- 3.7 GPA in the first 18 credits (must include 3 courses from Group A, 2 courses from Group B and 1 additional Elective course when applying to the Research MA track).
- A formal application to be made while student is enrolled in first 18 to 24 credits
- M.A. thesis to be completed within 18 months
- Exemption from Research Methods course and General Comprehensive Exam I

**M.A. in General Psychology with a Concentration in Mental Health & Substance Abuse Counseling**
- 3.0 minimum GPA
- Proseminar
- Introduction to Substance Abuse Counseling
- Advanced Issues in Substance Abuse Counseling
- Introduction to Cognitive Neuroscience
- 2 Additional Group A courses
- Psychopathology I, II and III (Psychopathology I counts as a Clinical B level and Psychopathology III
counts as Social)

- 2 Group B Non-clinical Courses (from 2 of the following 3 areas: Social (Psychopathology III), Developmental and Personality)
Continued Study

Students who are completing requirements for the M.A. in Psychology at The New School and who want to continue study toward the General or Clinical Ph.D. must submit applications to each program (a student may apply to both). No more than a total of 30 (or 33 including Statistics I) credits may be taken prior to applying to the Ph.D. programs. See pp. 15 and 20 for specific GPA and other eligibility requirements, and meet with Student Advisors for further details.

Students who have completed MA program requirements at The New School and who are admitted to the Ph.D. programs should petition for the MA degree.

Students who are not admitted to Ph.D. programs cannot take graduate psychology classes beyond the 30 credits (or 33 including Statistics I) required for the M.A. If non-Ph.D. students confer their M.A., they will not be able to register for more classes because they will cease to be matriculated at the NSSR.

Advanced Standing

Students with an M.A. in Psychology from another graduate program who wish to enter either the Cognitive, Social and Developmental or Clinical Ph.D. program are not automatically admitted to those programs, but they may be given advanced M.A. standing in a limited number of cases at the discretion of the admission committee. Advanced standing students are not eligible for an M.A. degree from The New School upon completion of stipulated courses. In order to be admitted to the Ph.D. programs, these students must:

1. Take at least 12 credits of coursework at The New School (possibly more depending on transfer credits). Within these credits, students are strongly advised to take courses relevant to the General Comprehensive Exam; a typical course load might consist of two courses from Group A in the course listings and two courses from different areas of Group B. Students who do not have extensive experience in independent experimental research are advised to take the Research Methods course, in which students design, carry out and write up a pilot experiment. Students should consult with the Student Advisors to make sure that their courses, in combination with the transfer credits, allow their full eligibility for applying to the Ph.D. programs.

   Students interested in applying to the clinical Ph.D. program should consult page 21 to make sure that their pre-Ph.D. course of study will lead to their ultimately satisfying New York State licensure requirements. In order for students to complete the clinical Ph.D. program in a timely manner, students should have taken Psychopathology II, Assessment of Individual Differences, History & Systems, and Social Psychology (or have equivalent courses transferred) at the pre-Ph.D. level.

2. Maintain a 3.5 average in these 12 credits.

3. Fill out formal applications to either (or both) Ph.D. programs. Applications include an essay explaining research and professional plans; selection of research mentors; all transcripts; a curriculum vita; and (for clinical applicants) letters of recommendation. Eligible students complete both a program application for consideration of acceptance into a specific PhD program, as well as a graduate admissions application to initiate pursuit of ongoing student status at the doctoral level. Program applications are available from each psychology program and graduate admissions applications are available from the office of graduate admissions.
4. Students applying to the clinical Ph.D. program must participate in two interviews with clinical faculty members (for further information refer to page 26).

5. Students who have been granted Advanced M.A. status must sit for the Ph.D. Qualifying Examination; they are ineligible for the Research Master’s program. These students should do this when the total number of course credits earned at the NSSR equals 12 credits and they have submitted an application to be allowed to transfer at least an additional 18 course credits contingent upon admittance into the doctoral program. Students are expected to sit for the General Comprehensive Exam the first time it is offered after accumulating this credit total. In no case may this total exceed 30 credits before the examination is taken.

**Transfer of Credit**

Upon completion of 6 credits at the NSSR with a cumulative GPA of 3.3, students, including students with a prior Master’s degree, may transfer up to three credits toward the M.A. The student may re-apply for additional transfer credits after receiving permission to take the Comps. A maximum of 30 transfer credits is allowed toward the Ph.D. degree, including any credits granted toward the M.A.

For all students, transfer credit is granted according to the following guidelines:

- The course must be either equivalent to a course listed in the NSSR Bulletin or must clearly fall within one of the fields represented in the department. *No transfer credit will be awarded for clinical skills courses.*

  Transfer of a research methods course requires documentation that a full research project was completed by the student.

- The student has not taken an equivalent course at the NSSR (i.e., credit will not be granted for the same course twice).

- The course must have been taken within the last ten years.

- Transfer credit will be denied if the course grade is below a B.

Students entering with an M.A. in General Psychology may be awarded Advanced MA status, depending on the number of likely transfer credits. This is awarded at the discretion of the admission committee and reserved for students who have performed extremely well in their previous studies. Students who are admitted with Advanced MA status may submit applications for the Ph.D. programs after completing 12 NSSR credits with a cumulative GPA of at least 3.5, as long as they have been certified at the time of admission to Advanced MA status to have at least 18 transfer credits. These students must meet with a student advisor at the time of admission to fill out a transfer credit worksheet. Advanced MA status students are not eligible for the Research Master’s program. After applying to the Ph.D. program and before sitting for the comprehensive exam, these students must file a petition to have at least 18 potential transfer credits approved after acceptance into the doctoral program. The end total transferred credits plus the NSSR course credits must total 30 credits in all. Application forms for transfer credit are available in the Registrar’s office.

After entering the Ph.D. program, these students can apply for additional transfer credits. The total of all transfer credits can be no more than 30.
M.A. Time Limits and Extensions

All 30 course credits for the M.A. degree must be earned within five years of the date of matriculation. If a student is not able to meet this time limit, an extension of time may be requested, but is not guaranteed. Petition forms for extensions are available in the University Records Office.

Non-Degree Students (Non-matriculated students taking courses for credit)

Students may maintain non-degree status for up to two semesters while taking no more than two semesters or three courses, whichever comes first. To continue taking courses beyond two semesters, students either must apply to the M.A. program or obtain permission from the Dean of the NSSR to continue as a non-degree student. If subsequently admitted to a graduate degree program, students may petition for credit earned as a non-degree student to apply to the degree program.
Ph.D. in Cognitive, Social and Developmental Psychology

Nature of the Program

The doctoral program offers graduate study in the areas of cognitive, social, and developmental psychology. Within the program, there is a strong emphasis on cultural psychology as a framework for understanding basic psychological theories, and on approaching psychology in ways that are sensitive to socio-cultural diversity both within the U.S. and internationally. Considerable attention is also given to cognitive neuroscience as well as to other biologically based perspectives for explaining cognitive and social processes. Overall, the research conducted in the Program reflects a broad-based perspective that supports diverse methodological approaches and that encourages interdisciplinary work.

All students complete the concentration in General Psychology at the Masters level. Here students gain a foundation in cognitive, social, and developmental psychology through completing core courses offered in each of these areas.

At the doctoral level, students concentrate in either cognitive, social, or developmental psychology. However, they are welcome to take courses, work with faculty, and engage in research that bridges these different concentrations. Students typically enroll in specialized seminars offered in their areas of interest, as well as undertake independent study courses with their advisors and other faculty. Students also are encouraged to take courses that may be relevant to their interests at other universities in the Consortium.

The doctoral program reflects an apprenticeship model in which students work closely with individual faculty both on collaborative research projects and on developing their dissertation research. They are encouraged to become members of lab groups as well as to attend and present their own research at seminars organized across the department.

The research emphases and program faculty associated with each concentration is indicated below:

**Cognitive:** Hirst, Kinsbourne, Mack, Schober, Castano, Ginges

Faculty research centers on such broad areas as consciousness, memory, attention, language and thought, cognitive neuroscience, visual perception, and semantics. Some examples of the specific research questions under investigation are the nature of collective memory, inattentional blindness, the unconscious perception of emotion, perspective taking in language use, psycholinguistics and conversational interaction, psychology of music.

**Social:** Castano, Ginges, Hirschfeld, Hirst, Miller, Schober, Chang, Rubin, Warner

Faculty research centers on such broad areas as political psychology, culture and cognition, close relationships, and existential psychology. Some examples of the specific research questions under investigation are dehumanization, conflict resolution in political disputes, sacred values, essentialism and entativity, self-objectification, culture and norms of reciprocity, interpersonal motivation, the origins of racial categories, immigration.

**Developmental:** Hirschfeld, Kinsbourne, Miller, H. Steele, M. Steele

Faculty research centers on such broad areas as cognitive development, social cognition, social and emotional development, life course development. Some examples of the specific research questions under investigation are the development of theory of mind, children’s understanding of racial groups, cultural influences on
adolescence, parent-child relationships, intergenerational consequences of attachment, adoption and foster care.

Requirements for the General Comprehensive Examination

Students must apply to take the Ph.D. General Comprehensive Examination. Applications for permission to take this examination will be available in the Student Advisors’ Office beginning in early April.

Application to take the General Comprehensive Exam should be made when the student is completing the last of his or her first 30 credits. In any case, students may not register for more than 30 credits before petitioning for permission to take the examination. Students with M.A. degrees from other universities should consult the sections “Advanced Standing” and “Transfer of Credit” in this handbook for additional information. Please note that “Advanced (M.A.) Standing students are not eligible for the Research Master’s program and they must sit for the Comprehensive Exam. The department’s Committee on Admissions and Requirements will review student records and make decisions on permission to take the General Comprehensive Exam. Students will be notified in writing of acceptance or rejection.

Permission to take the General Comprehensive Exam will be granted only to students who have both earned an overall grade point average of at least a 3.5 and completed all M.A. requirements. Any student who wishes to be considered for admission to both the General and Clinical Ph.D. programs must submit applications to both programs. Admission to one program is independent of admission to the other. Students who pass the comprehensive exam but are not admitted to the clinical program will not automatically be admitted to the general program. [Students pursuing the Clinical Ph.D. need to fulfill additional requirements at the M.A. level.]

When students are granted permission to take the exam, they are expected to take it in the very next administration. Students must take the exam by its second administration following the granting of permission to take it. No more than 30 credits (or 33 including Statistics I) may be taken before sitting for the exam. If a student fails the General Comprehensive Exam, he or she may attempt it again the next time it is offered. Students who have failed are encouraged to meet with members of the faculty to discuss the reasons for the failure before the second attempt. If a student is granted provisional acceptance into a PhD program pending passing the Comprehensive Exam and then fails the exam, the student is not admitted. If a student elects to take the exam a second time the following year, he or she must complete a full application during that application year, which will be considered alongside that year’s pool of applicants; passage of the comprehensive examination the second time following a first failure does not guarantee admittance into the PhD programs. A student who does not pass within two attempts will not be considered further for admittance to the Ph. D programs. If a student registers and appears for the exam but does not complete it, this still counts as one attempt at the exam.

Ph.D. General Comprehensive Examination

The General Comprehensive Exam (Comps, General Exam, or Doctoral Qualifying Exam) is a comprehensive essay examination. The exact format of the exam, including the names of the graders for each question, will be announced by the end of May. This exam is given one day in mid June, and is composed of two sections.

1. The Experimental section has four subsections: History & Systems, Memory, Perception/Attention, and Higher Cognitive Processes. Students will be expected to answer three questions, which must be from three different subsections.
3. The **Social/Personality/Abnormal/Developmental** section is made up of three subsections: Personality, Social, and Developmental. Students answer two questions which must be from different subsections. One question within the Personality subsection addresses issues of Psychopathology.

Copies of old examinations are on reserve in the Fogelman Library. Please consult with the Student Advisors early in the Program on planning for the Comps.

Students who have applied to the clinical program and have not been accepted, may apply again a second time. In such cases, applicants must complete the entire application process, along with 2 interviews with clinical faculty, and will be considered against the applicants for the year they are applying. Thus, for example, even if a student has received a ranking of “1” (see p. 36) during the previous application process, it is possible that their ranking will change during the current application process, and there is no guarantee that they will be accepted to the clinical program, even if they decide to take the comprehensive examination, and pass it.

The results of the comprehensive examination are final. In cases where **students desire feedback after failing the comprehensive psychology exam** for entrance into the Ph.D.:

Students should put into writing and send to the department chair a request for feedback regarding their exam answers.

The department chair will determine how the department should respond. The chair will be fully responsible for directing faculty about how they should respond to the student. Faculty will not discuss the exam with students individually unless the chair has determined this is appropriate.

In cases where **students requests feedback after failing the compressive exam and believe that unfairness has occurred**:

Students should put their request and grievances into writing and send to the department chair.

The department chair will determine how to proceed. The chair may determine that a grievance committee is appropriate, but this will depend upon the nature of the issues and their severity, etc.

Students who wish to bring a grievance further against the department may speak with the director of academic affairs at the NSSR. However, the department chair should be the first respondent and direct all internal efforts to assess and respond to claims about unfairness on the exam.
Evaluation and Admission Requirements

A student who enters the Department of Psychology is not automatically accepted for study toward the Ph.D. degree. All students must seek separate admission into the Ph.D. program.

Students matriculated in the master’s program at The New School for Social Research must complete the distribution requirements for the M.A. degree and must formally apply to continue study toward the Ph.D. Applications are available during January and are due in the beginning of April.

All students applying must have a 3.5 GPA on NSSR M.A. coursework at the time of application. Students must maintain a 3.5 in their final semester before the comps. Students whose GPA falls below 3.5 will not be permitted to sit for the comps. Applications include an essay in which students describe their research plans and professional goals, in as much detail as possible, emphasizing the student’s fit with the NSSR Psychology department. Applications are more likely to be successful if students have already embarked upon a program of research with a faculty member.

Students are informed of the outcome of the faculty’s discussion of the application. Students are told either that (1) they will be admitted to the program as long as they pass the Comprehensive Examination, or (2) that they will not be admitted to the program.

Course Selection and Degree Requirements for the Ph.D. in Cognitive, Social and Developmental Psychology

At the MA Level
- Proseminar required for all M.A. level students.

At the MA or Ph.D. Level
- GPSY 6131/6132 Statistics II and III
- Four three-credit seminars

Summary of Degree Requirements:
- 60 credits
- Completion within 10 year time limit (including the MA degree)
- MA degree or equivalent
- 3.5 GPA
- Maximum of 30 credits can be transferred
- Statistics I, II and III
- 4 three credit seminars
- One semester (one, two or three credits) of PSYC 0420 Individual Research Supervision with a departmental faculty member.
- Demonstration of Statistical Proficiency skills, i.e. passing the laboratory section of Statistics II and III.
- Dissertation Oral Exam
- Dissertation
Major Ph.D. Qualifying Examination in General Psychology  
*Optional for students admitted before Fall 2007. Students admitted after Fall 2007 must complete the PPD.*

The Major Comprehensive Examination consists of a paper in the style of a Psychological Bulletin article. Students will be required to identify a problem or issue that is of relevance to their area of interest and review the history and current status of that topic. On the basis of this critical review, weaknesses and strengths should be identified in the current approaches to the problem, as well as the necessary future directions for theoretical exploration and empirical study. Many students choose to write the Major Comprehensive Exam on topics they intend to pursue in their dissertation research. Though not a requirement, this method is recommended as an efficient strategy for fulfilling requirements in a timely way. Often the Major Comprehensive Exam Paper can be incorporated into the dissertation literature review.

In order to select an area of interest, a student may wish to do independent reading before discussing the Major Comprehensive Exam Paper with a faculty member. Every student must secure a Faculty member’s agreement to serve as first reader on the Major Comprehensive Exam Paper before beginning to write the paper. The final selection of topic and strategy for study and organization of the paper must be discussed with the first reader before most of the reading, and any of the writing, is done. The finished Major Comprehensive Exam Paper will be evaluated by the first reader and by a second reader, who may be recruited at any time during the research and writing process.

Students must begin work on the Major Comprehensive Exam Paper, beginning readings and discussing ideas with a faculty member, immediately following admission to the General Ph.D. Program. The first reader of the paper will most likely be the chair of the student’s dissertation. Ideally, a final version of the Major Comprehensive Exam will be accepted no later than the end of the second year in the Ph.D. program, if not earlier.
Ph.D. in Clinical Psychology

Nature of the Program

The Clinical Ph.D. program is accredited by the American Psychological Association’s Committee on Accreditation:

American Psychological Association
Office of Program Consultation and Accreditation
750 First St. NE Washington, D. C. 20002-4242
Phone: (202) 336-5979

The program is integrated into the mission of the university as a whole, which values progressive social thinking, and the mission of The New School for Social Research (the NSSR), which values critical thinking, pluralism, diversity, and interdisciplinary dialogue. Our training philosophy is consistent with the scientist-practitioner model of clinical psychology. In following this model our philosophy is in line with the values of the NSSR, which emphasizes the importance of pursuing and maintaining integration between scholarship and real world concerns. The program also places a strong value on, respect for and understanding of cultural and individual diversity.

Following the scientist-practitioner model of training for clinical psychology, we are committed to teaching our students to integrate research and practice in a meaningful way. We teach them to view the activities of conducting research and engaging in clinical practice as mutually enhancing in nature - to understand that clinical practice generates important questions and insights that can have a valuable influence on the conceptualization and execution of research; and that both research findings and the process of conducting research can have an important impact on clinical practice. Consistent with the Gainesville conference on scientist-practitioner education, the emphasis in our training model is on the integration of science and practice in all activities a clinical psychologist undertakes. From this perspective the hallmark of the scientist-practitioner model is thus not just publishing in scientific journals, but rather bringing the integrative perspective of the scientific-practitioner model to all professional activities. Many of our graduates choose to work in clinical settings, and when they do so we expect them to approach their work with the critical sensibility that is the hallmark of science, to value and seek out up-to-date information, including expertise in both clinical techniques and empirical findings regarding assessment, psychopathology and therapeutic methods, and to evaluate this information critically. When they do research we expect them to be attuned to real world clinical concerns, and to use their clinical experience to generate meaningful hypotheses.

We also believe it is important for students, from the outset, to struggle with the fact that the practice of clinical psychology often falls short of the ideals of the scientist-practitioner model, and that there is an increasing recognition in the field that there is often a gap between researchers and clinicians. Research can fail to take into account the realities of real world clinical practice, and as surveys indicate, many practitioners are uninterested in research findings. An important goal is thus to train students to think critically about the factors leading to the researcher/practitioner gap and to explore various ways of reducing it. We attempt to create an atmosphere in which critical spirit will flourish. Ongoing questioning and dialogue are encouraged, formally and informally, not only in class and
seminar rooms, but also at guest lectures, case conferences, research conferences and various faculty and student meetings.

In its clinical training, the program is pluralistic, with an emphasis on psychoanalytically informed practice. The psychoanalytic legacy of our program hearkens back to the origins of the NSSR during World War II, when a number of the founding members were interested in the synthesis of social and political thought, psychoanalysis and the humanities. Many of our basic clinical skills courses have a broadly based psychodynamic emphasis. Others have a cognitive-behavioral emphasis. Students are also exposed to other therapeutic orientations (e.g., humanistic, existential approaches). They are encouraged to approach clinical practice with an open, inquiring mind and an absence of doctrinarism. Critical inquiry and debate are encouraged and students are encouraged to seek out training experiences in a range of different orientations during externship placements. Our faculty represents a range of different theoretical viewpoints. Students are exposed to diverse orientations, and taught to examine similarities, differences and points of complementarity between them. They are taught to think critically about the strengths and weaknesses of different approaches and to explore different approaches to integrating both interventions and theories from different perspectives (e.g., technical eclecticism, theoretical integration, common factors approaches, assimilative integration).

To summarize, our training philosophy emphasizes the importance of 1) integrating theory, research and practice in a meaningful way; 2) developing a solid grounding in the breadth of scientific psychology and learning to integrate this knowledge with both research and practice in clinical psychology; 3) developing attitudes necessary for life-long learning, critical thinking and an ongoing ability to grow and develop as professionals in the field; 4) developing the requisite skills for entry into professional practice; and 5) developing an appreciation and respect for the values of diversity and pluralism (cultural, ethnic, theoretical and methodological).

Students begin their studies toward the Ph.D. by obtaining an M.A. in General Psychology, which includes courses in psychopathology and the psychology of individual differences. Only after this can they be admitted to the Clinical Program. As part of their grounding in general psychology, students take courses in experimental psychology, human development, physiological psychology, statistics, social psychology and personality. The background in general psychology and research design acquired during the M.A. portion of the program provides a baseline of “normal” psychological processes to support the study of clinical disturbances, distortions and deviations in cognition, perception, emotion and social behavior. It also provides a research perspective toward clinical work that will be applied when designing research projects and doing dissertation research.

Successful completion of the M.A. in General Psychology does not guarantee admission to the Ph.D. program. The Clinical Program admits approximately 15 students per year and the CSD Program admits a variable number that depends on how many students can be responsibly supervised. Clinical admissions procedures are detailed on pages 22-25.

Important Deadlines

Students applying to or enrolled in the Clinical Program should be aware of several important annual events and deadlines. Below is a partial list:
All students are required to attend the Proseminar -- held in the Fall term before applying -- during their first year in the M.A. program, in order to familiarize themselves with clinical faculty members’ research. Students in later years of the program are also welcome to attend the Proseminar.

The Research Master’s Thesis deadline requirement is eighteen months from date of acceptance into the research master’s track. Students are strongly encouraged to complete their theses as early in the program as possible in light of various clinical and academic responsibilities that begin the first semester in the program.

Applications to take the General Comprehensive Examination (upon completion of the M.A. program) are available in the Student Advisors’ Office beginning in early April. The Comps are given in June.

Applications to the Clinical Ph.D. program are available from the DCSA in December each year and are due February 1st. The Clinical Admissions Interviews are held in February and March.

Notices specifying dates for each of these important deadlines will be posted the Student Advisors’ Office. The DCSA will also periodically mail specific program requirement, evaluation and event information to clinical students. Please be certain to notify the DCSA of any changes in address, e-mail address or telephone number. You must also complete a Change of Address form in the Records Office.

Program Outline

Acceptance into the program begins a process of combined clinical training and evaluation. To provide clinical services in an effective and ethical way, the student must master a range of clinical skills. The core of the Clinical Program is the study of psychopathology, psychotherapy and assessment, from both clinical and research perspectives. A sequence of courses on diagnostic assessment includes theory and technique as well as standardized methods of personality assessment, diagnostic testing for children and adults, and neuropsychological testing. A variety of modes of intervention for treatment and prevention are taught.

Assessment courses have laboratory sections in and practica arranged at The New School–Beth Israel Center for Clinical Training and Research (see page 26) and affiliated clinical agencies for field training in clinical skills. The program has established affiliations with hospitals, social agencies, clinics and mental health centers at which students take elective volunteer positions and required externships. The Assistant Director of Clinical Training and the Center Director at Beth Israel serve as agency liaisons for our students.

*Note: Students have 10 years, from the beginning of the M. A. program, to complete the clinical PhD requirements (see summary of degree requirements p. 52).

Evaluation and Admission Requirements

To be considered for admittance to the Clinical Ph.D. Program, students must satisfy the following requirements:

1. A 3.5 grade point average at the time of application in courses at The New School’s psychology master’s program and the maintenance of a 3.5 GPA until completion of all M.A. requirements. This is necessary to maintain eligibility to begin the clinical program.

2. Adequate performance on the Comprehensive Examination in General Psychology. In order to be eligible to sit for the Comprehensive Exam, students must have at least a 3.5 grade point average.

-or-
Acceptance into the Research Master’s Thesis Program with the Master’s Thesis Advisor’s statement that work on the thesis is progressing satisfactorily (see description of the M.A. with a research emphasis; pages 11-12). Documentation regarding status should be directed to the DCSA in the form of a memo by the end of the final semester in the M.A. program.

Each student’s performance on the Comprehensive Exam is considered in conjunction with other information about the student in making the final admissions decision. Similarly, for students electing the Research Master’s Thesis option, acceptance into the Research Master’s program is a necessary, but not sufficient, condition for admission to the Clinical Program.

3. Judgment by two members of the clinical faculty, based on independent admissions interviews and written application materials, that a student is well suited for clinical work. The entire clinical faculty meets to discuss admissions decisions, and input from faculty who know applicants in other contexts (e.g., through research mentorship) is considered, along with the recommendations of interviewers.

4. Each applicant to the Clinical Program will be required to nominate and rank, in order of preference, two members of the regular (i.e., non-adjunct) clinical and/or general faculty with whom they would like to pursue doctoral research. Students should speak with the faculty they intend to nominate before doing so. Please note that adjunct faculty cannot be included among those nominated. During the clinical admissions process, input will be sought from all members of the regular (non-adjunct) clinical and general faculty regarding each applicant’s research prospects and general fitness to pursue the clinical doctorate. Note that match between student interests and faculty research will be a factor in admissions.

5. All applicant must write an essay, approximately 2 to 4 typewritten pages, addressing 1) your educational background, 2) research and clinical experience, 3) a research question or set of questions that you are interested in pursuing in the Ph.D. program, 4) immediate and long-term goals, and 5) life experiences which might supplement traditional criteria (e.g., test scores, GPA) to demonstrate your academic promise. In describing your research interests, bear in mind that we are not asking for a fully developed research proposal or a firm commitment to pursue a particular area. Rather, we seek to gain an understanding of the questions or problems that currently draw you to the field of clinical psychology, with full recognition that this may change over time.

*The department reserves the right at the time of application, with the applicants’ consent, to access and review all university academic and disciplinary files.

Thus, prospective applicants to the Clinical Program are strongly encouraged to become involved with a faculty member’s research, or to discuss their own research interests with faculty, before applying to the Clinical Program. Some opportunities for involvement in faculty members’ research are available to M.A. students, and interested students will always find faculty open to discussion of research. The Proseminar, held in the Fall semester, will familiarize students with faculty research interests. Students also may wish to consult the section “Faculty Interests,” on page 50 in this handbook or departmental website.

**Students applying with an M.A. from The New School**

Students who hold a master’s degree in psychology from The New School for Social Research must apply directly to the Clinical Psychology PhD program for consideration by completing a Clinical PhD application. Applications are available in December from the Director of Clinical Student Affairs (80 Fifth Avenue, Room 601) and due to
the program on February 1st. Students who hold a master’s degree in psychology from The New School and are not currently enrolled must apply both to the Clinical PhD program for consideration and to Graduate Admissions to initiate student status. The priority deadline for scholarships and other funding is in mid-January (contact Graduate Admissions and Academic Affairs directly for exact deadlines and specific information).

In April, register for the Comprehensive Examination with the student advisors (held in June).

**Students applying with an M.A. in Psychology from another institution**

Students applying to the clinical program who have been granted Advanced MA status must, at minimum, take the following courses unless they are specifically exempted from doing so:

- a) two general psychology Group A courses;
- b) Psychopathology I and II;
- c) Assessment of Individual Differences;
- d) the Proseminar.

Exemptions to these required courses may be awarded based on previous work. Once students have completed a minimum of 12 credits of course work in the NSSR, they may transfer credits from a previous degree. No transfers will formally occur until after admission into the PhD program. A total of 30 credits is required in order to sit for the comprehensive exam. Students who have been granted Advanced M.A. status must take the General Comprehensive Exam; they are ineligible for the Research Master’s program.

*It is important that students entering with prior master’s degrees understand they are not being admitted directly into the Ph.D. program in Clinical Psychology.* These students must complete the same Clinical Ph.D. admissions procedures as students without prior master’s degrees, except in the case of a limited number of students who are granted Advanced Standing status upon admission to the MA program. The NSSR will not transfer credits officially before a student completes 12 credits. Students who believe they have completed a required course in another institution and need clarification must meet with the Student Advisors prior to registration to fill out a transfer of credit worksheet. Please remember that students are not eligible to receive an M.A. degree in psychology at The New School, unless they have successfully completed at least 27 credits in our M.A. program. Please keep in mind that Assessment of Individual Differences and Psychopathology II are taught only in the Spring. Students who enter in the Spring semester will need to contact the Director prior to registration.

**Clinical Admissions Interview**

Applicants to the Clinical Program will interview with two clinical faculty members during the Spring semester of the year in which they obtain their M.A. degree from The New School. During this interview students will be evaluated along a number of dimensions relevant to clinical training including interpersonal skills and emotional maturity. Students should expect to have personal matters explored during the interviews. Interviews will also explore students’ potential research interests and assess their ability to think about empirical issues in a critical fashion. In the case of transfer students, this will be Spring semester of the year in which their total graduate credits (earned here or transferred from another university) total 30. Following the completion and submission of the Clinical program application, candidates will be notified by the DCSA of the interview dates and times. It is the student’s responsibility to attend these interviews. Hence, if there is a scheduling conflict, the student will be responsible for contacting his or her assigned faculty interviewer to reschedule the meeting.
Additional Considerations

Students interested in admission to the clinical psychology Ph.D. program are encouraged to acquire experience working in clinical service delivery or research settings. There are numerous opportunities to work in faculty research labs as well as gain access to clinical work through various faculty. Others may wish to consider securing volunteer positions in mental health service settings. Openings for student volunteers often come to the attention of the clinical faculty and the DCSA. Notices describing such openings are posted outside the DCSA’s Office. Students are welcome to secure their own volunteer positions.

At the time of application for admission to the clinical Ph.D. program, the clinical faculty will review letters of recommendation written by those who have supervised the applicant’s volunteer work. Students should not obtain letters of reference from members of the clinical psychology faculty, since all members of the faculty provide verbal input during the admissions meeting.

Students are advised to begin working with faculty members in their research programs early at the M.A. level. Whether or not students already have a faculty mentor at the time of application to the clinical program is a factor considered during the admissions process.

Clinical Admission Notification

Students will receive provisional notification regarding admission to the clinical program in the spring, prior to the Comprehensive Examination. At this time they will be notified either of 1) provisional acceptance to the clinical program contingent upon their successful completion of the Comprehensive exam or satisfactory progress on the MA thesis, or 2) waitlist status, meaning that they will be admitted if there are sufficient openings after the initial acceptances are final, or 3) that they cannot be admitted. These ranking are made on the basis of all information available (e.g., academic performance, input from all faculty who know the student, admissions interviews, previous experience, GPA, etc.). Students should not expect feedback about their performance during the admissions interview or the specific basis on which rankings were made.

Students who receive waitlist status and who are not admitted into the clinical program for the following Fall semester may reapply the following year; it is important for students to understand that they will need to complete a new application process, including providing all application materials and participating in two independent interviews, and that their application will be considered against that year’s applicants. Students who are informed that they cannot be admitted to the program are not eligible to reapply.

Students who are provisionally accepted into the clinical program pending general comprehensive exam passage, and then fail the exam, are not admitted. Students may elect to reapply to the clinical program the following year and re-take the comprehensive exam at that time. It is important that students understand that they are re-applying to the program in this case and will not be automatically accepted if they pass the comprehensive exam upon their second attempt. Applicants who decide to re-apply to the program are required to complete the entire application process again, and will be considered alongside the pool of clinical applicants for that application year.

Final admission notification will be made after the results from the comprehensive examination are available, normally in July. Research Master’s students will be notified of final decisions late in the spring semester pending the report of satisfactory progress by their master’s thesis advisors.
Clinical Course Selection and Degree Requirements

Coursework

Students admitted to the Clinical Ph.D. Program must complete a total of 90 credits (not including the 3 credits from Statistics I) of coursework in academic psychology and clinical practice. Those students with a research-oriented M.A. from The New School are required to complete 80 credits.

The 90 credit program leading to a Ph.D. in Clinical Psychology is completed in two stages. The first 30 credits lead to the M.A. degree in General Psychology. The remaining 60 credits are required for completion of doctoral work.

Students in their first year of the Clinical Ph.D. program are required to do practica at The New School-Beth Israel Center for Clinical Training and Research for which they may receive one credit for both Fall and Spring semesters. Second year students can receive one credit for continuing to see patients at the Brief Project. For both Fall and Spring semesters. Placements are available in subsequent years of the program as well and are coordinated through course instructors and through The New School-Beth Israel Center director.

Class attendance policy

The clinical psychology PhD program’s attendance policy requires that clinical doctoral students attend all class sessions. While it is understood that unavoidable and unexpected life circumstances can sometimes preclude perfect attendance, students are expected in such cases to be in touch with the relevant faculty member in advance of the affected class session, except in an emergency situation. Students who miss 3 or more class sessions in any given course are at risk of failing the course.

Clinical Psychology students are required to take the following courses:

At the M.A. Level

- Gpsy 5152 Psychopathology I
- Gpsy 5153 Psychopathology II
- Gpsy 6255 Assessment of Individual Differences
- Gpsy 6100 Proseminar
- Gpsy 5104 History and Systems
- Gpsy 6120 One course in Social Psychology
  (DCT permission required for courses other than Gpsy5120)
- Gpsy 5103, 6155 One course in Developmental Psychology
- Gpsy 6101 Introduction to Cognitive Neuroscience

At the M.A. or the Ph.D. Level

- 2 Elective seminars.

At the Ph.D. Level
Two semesters per seminar, in conjunction with at least two one-year, half-time externships.

**NOTE:** All externship seminars must be taken for credit. Each seminar may be taken for one, two or three credits. Classes in the clinical PhD program are offered on a pass/fail basis. Students must petition the Office of Academic Affairs and Scholarships to take a course for letter grade.

After successful completion of the General Comprehensive Examination (Part I), M.A. requirements and acceptance into the Clinical Program, students are authorized by the faculty to begin practice-related courses in clinical psychology. Courses in Clinical Theory & Technique, and Diagnostic Testing provide the basic preparation both for advanced clinical studies and for clinical practice. In addition, Evidence-Based Treatment and the Seminar on Ethnicity in Clinical Theory and Practice further serve to inform students on empirically supported treatments and provide a basis for understanding the role of ethnicity from a theoretical and clinical perspective. In conjunction with a supervised externship field experience, students register for the Clinical Psychology Externship Seminar during both the Fall and Spring semesters. Students will also elect specialized clinical courses of interest (e.g., cognitive behavioral therapy, psychoanalytic theory, health psychology, and neuropsychology) to round out the program. Students are required to meet with their Faculty Advisor when planning their curriculum and to receive counseling concerning their academic progress. Each clinical student will receive an advising letter from the DCSA at the beginning of February reminding them to meet with their advisor by the deadline specified in the advising letter, usually in mid to late March. Failure to meet with one’s advisor will result in a hold being placed on one’s record preventing registration for the following semester.

**Final Clinical/Research Paper**

All clinical students will submit a final clinical/research paper at the end of the last semester of Psychology Externship Seminar II, in the third year of the clinical program. Students will not be given a passing grade for this final seminar until a satisfactory final paper has been submitted. This paper consists of a write-up of a clinical case the student has presented during the course of Externship Seminar II (either Fall or Spring semester), that synthesizes clinical and research perspectives. Students may, for example, review empirical literature relevant to the case and discuss the way in which it can inform their conceptualization of the case. Alternatively they may
want to 1) critique the existing research in light of its failure to provide clinically meaningful findings, or 2) generate ideas about the type of research that could potentially be relevant to working with this particular case. Another possibility consists of spelling out how one could, given the right conditions, conduct and write up the case as an empirically based single case study.

**Additional Requirements**

- Maintenance of a 3.5 GPA continuously until graduation.

- **Completion of the Preliminary Dissertation Proposal and Defense.** *This replaces the Major Ph.D. Qualifying Exam or “Comps II”, which was required prior to the 07/08 academic year. Students entering the clinical program in the Fall 2007 and after are required to adopt the new dissertation guidelines, beginning with the Preliminary Dissertation Proposal and Defense. Students entering the program before the Fall 2007 have the option of following the previous dissertation guidelines, or of adopting the new dissertation format (a full description of the new PhD dissertation requirements is outlined on pages). The Preliminary Dissertation Proposal Defense must be completed by March 15 of the spring semester of the student’s second year of the Ph.D. program.*

- Completion of Part II of the Ph.D. Qualifying Exam with a major in Clinical Psychology. Students admitted into the Ph.D. program in Fall 2004 and after must complete this requirement by February 1 of their second year in the program. Students who do not meet this deadline will not be allowed to register for classes until this paper is completed. (Students admitted Fall 2003 or before must turn in the Comps II paper by the November 1 deadline before they are allowed to apply for internships.)

- Completion of the laboratory sections of Statistics II and III with a passing grade. This requirement must be completed prior to defending dissertation proposal and applying for internship.

- Clinical placement at The New School-Beth Israel Center in the first year following admission to the Clinical Program. Along with inpatient rotations and research seminar, 1st year practicum students will carry 1 patient in individual psychotherapy and receive 1 hour of supervision in the Brief Psychotherapy Research Project. This treatment will be videotaped, and both patients and therapists will complete various questionnaires in order to help monitor and evaluate the treatment, and as part of the ongoing research program. Students will also participate in an intensive workshop at the beginning of the fall term.

- Clinical placement at The New School-Beth Israel Center in the second year of the Clinical program; 2nd year students will have one hour of clinical contact and one hour of supervision per week.

- One year of half-time externship during the second year following admission to Clinical Ph.D. program.

- One year of half-time externship during the third year. Clinical and research placements at The New School-Beth Israel Center may be available for qualified students.

- Oral examination on the dissertation proposal. Passing the orals admits the student to doctoral candidacy. Clinical students must defend their dissertation proposals by November 1 or they will not be allowed to apply for internships until the following year.

- One year of full-time, paid internship in an APA accredited agency.

- Completion and successful defense of the dissertation.
A two (clock) hour course on the identification and reporting of child abuse. This course is mandated by the State of New York for licensure. Students are required to take this course in their first year of study. Time and place will be announced.

Summary of Degree Requirements:

- 90 credits (80 credits for Research M.A. track)
- Completion within 10 year time limit (including the MA degree)
- 3.5 cumulative GPA
- Maximum of 30 credits can be transferred
- 1 year practicum at Beth Israel Medical Center, during first year of study
- 1 year of halftime externship during second year
- 1 year of halftime externship during third year
- Externship Seminar I and II
- 1 year Internship
- Clinical Theory and Technique I and II
- Diagnostic Testing I and II
- 1 credit seminar on Professional Issues
- Statistics I, II and III
- Introduction to Cognitive Neuroscience (formerly Introduction to Physiology)
- History and Systems
- One course in Social Psychology
- One course in Developmental Psychology
- Ethnicity in Clinical Theory and Practice
- Evidence-Based Treatment
- 2 Three-credit seminar courses
- (1-3 credits) of GPSY 6990 Individual Research Supervision with a departmental faculty member (research master’s program students are exempt).
- Passing the laboratory section of Statistics II and III.
- Dissertation Oral Exam
Required Core Classes: for Clinical PhD Students

<table>
<thead>
<tr>
<th>Required Course Schedule for Clinical Ph.D. Students*</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st-year Ph.D.</strong></td>
<td>Diagnostic Testing I (4 credits)</td>
<td>Diagnostic Testing II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Clinical Theory &amp; Techniques I (3 credits)</td>
<td>Evidence Based Treatments (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Seminar on Ethics (1 credit)</td>
<td>Beth Israel Practicum (1 credit)</td>
</tr>
<tr>
<td></td>
<td>Beth Israel Practicum (1 credit)</td>
<td>Beth Israel Practicum (1 credit)</td>
</tr>
<tr>
<td>Total: 17 credits + 30 MA = 47</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd-year Ph.D.</strong></td>
<td>Statistics II (4 credits)</td>
<td>Statistics III (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Clinical Theory &amp; Techniques II (3 credits)</td>
<td>Ethnicity in Clinical Theory &amp; Practice (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Externship Seminar (1-3 credits)</td>
<td>Externship Seminar (1-3 credits)</td>
</tr>
<tr>
<td>Total: 16-20 credits + 47 = 63-67</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd-year Ph.D.</strong></td>
<td>Externship Seminar (1-3 credits)</td>
<td>Externship Seminar (1-3 credits)</td>
</tr>
<tr>
<td>Total: 2-6 credits + 63-67 = 65-73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Clinical students must have special permission from the Director of Clinical Training to take more than three credits in independent study over the course of the Ph.D. program.

**65-73 credits of the Clinical PhD degree are accounted for by required courses;** remaining credits will be applied to elective seminar courses for a total of **90 or 80 (Research MA) credits.** 90-credit Ph.D. students are required to take 1-3 credits of Independent Study at any point during their academic schedule (bringing total to 66-76 credits from required courses).

*this sequencing is based on the assumption that clinical students took all 8 required clinical track courses prior to entering the PhD program: Psychopathology I & II, Assessment of Individual Differences, Proseminar, History & Systems, Intro to Cognitive Neuroscience, and 1 course each in Social & Developmental content areas (if not, must take within remaining credits).
Research Possibilities

Clinical students are urged to participate in research as early as possible. In this way, theory, research and practice will enrich each other and will provide direction for the Comps II paper and the dissertation. The Proseminar held each fall, at which faculty members describe their research projects, affords a good opportunity to sample the research possibilities open to students. Several members of the faculty also conduct research at hospitals, and training positions at these sites are posted on our bulletin boards. The New School-Beth Israel Center is a particularly valuable resource for students. Some externship agencies also have active programs of research in which students may become involved.

Major Ph.D. Qualifying Examination in Clinical Psychology

*Optional for students admitted before Fall 2007. Students admitted after Fall 2007 must complete the Preliminary Dissertation Proposal Defense (see pg.43).

The Major Comprehensive Examination consists of a paper in the style of a Psychological Bulletin article. Students will be required to identify a problem or issue that is of relevance to the field of clinical psychology and review the history and current status of that topic. On the basis of this critical review, weaknesses and strengths should be identified in the current approaches to the problem, as well as the necessary future directions for theoretical exploration and empirical study. Many students choose to write the Major Comprehensive Exam on topics they intend to pursue in their dissertation research. Though not a requirement, this method is recommended as an efficient strategy for fulfilling requirements in a timely way. Often the Major Comprehensive Exam Paper can be incorporated into the dissertation literature review.

In order to select an area of interest, a student may wish to do independent reading before discussing the Major Comprehensive Exam Paper with a faculty member. Every student must secure a Faculty member’s agreement to serve as first reader on the Major Comprehensive Exam Paper before beginning to write the paper. The final selection of topic and strategy for study and organization of the paper must be discussed with the first reader before most of the reading, and any of the writing, is done. The finished Major Comprehensive Exam Paper will be evaluated by the first reader and by a second reader, who may be recruited at any time during the research and writing process.

For classes entering Fall 2004 and after, the final, fully approved version of the paper is due February 1 of the second year of the clinical sequence. Students who do not meet this deadline will not be allowed to register for classes until the Major Comprehensive Examination is completed. In no case will a student be permitted to apply for Internship before a final version of the Major Comprehensive Exam Paper has been accepted. Once the paper is approved by both readers, students must submit the Comps II Paper / Research Master’s Thesis Requirement Form (see Appendix) to the student advisors. This form must be signed by both readers and by the student.
Clinical Training Sequence

Professional Liability Insurance

All NSSR clinical psychology PhD students are covered by The New School’s School Professional Liability Policy for their clinical work on externships and internships obtained as part of their sequence of clinical training in the program. The New School policy DOES NOT cover additional clinical experiences in which students are engaged. The clinical program strongly recommends that students begin the practice of carrying their own professional liability coverage for the duration of their enrollment in the program and requires it if students elect to complete additional non-program sanctioned clinical externship placements. For APA student members, there is a student professional liability program available at low cost, $35.00 per year. For further details, contact www.apait.org. Information is also available from the DCSA.

The New School-Beth Israel Center for Clinical Training and Research

The New School-Beth Israel Center for Clinical Training and Research currently provides clinical and research placements for students in the Clinical Ph.D. program. It is an integrated program designed to help students develop as scientist-practitioners. The Center Director is Megan Warner, Ph.D., who is a member of The New School Psychology Department faculty and has a cross-appointment in the Department of Psychiatry at Beth Israel Medical Center. Clinical supervision is provided by The New School faculty and by Beth Israel staff psychologists and psychiatrists. The Center is linked with the Brief Psychotherapy Research Program currently established at Beth Israel.

First year of the program

Students in this mandatory 12 to 16 hour first year practicum will have several different experiences at the Center. These experiences are designed allow you to apply knowledge you have acquired in your coursework thus far. All first year students will partake in a mandatory SCID training workshop at the beginning of the term. Students will be required to conduct SCID’s on an ongoing basis with potential patients for the Brief Psychotherapy Program. The Structured Clinical Interview for DSM-IV (SCID) is a semi-structured diagnostic interview designed to assist clinicians, researchers, and trainees in making reliable DSM-IV psychiatric diagnoses. Completion of SCID assessments develops diagnostic skills and provides opportunity for students to develop more refined ability to understand the process of differential diagnosis. Dr. Warner supervises the SCID assessment process, and senior clinical students are available to assist with assessments. Each student will present the findings from their SCID assessments to Dr. Warner in a disposition meeting.

The Brief Psychotherapy Program is a productive and established research program housed within the Center, and is an excellent example of the integration of research and practice. This program has offered our students a unique training opportunity to carry two patients, each patient for 30 weeks. You will obtain weekly supervision in two important treatment modalities from the top experts in these fields. While you are seeing your first patient, you will be trained and supervised in Cognitive Behavioral Therapy. While you are seeing your second patient, you will receive supervision in Brief Relational Therapy. We anticipate that seeing both cases typically will require two to
three years. The combination of supervision and patient experience with the Brief Psychotherapy Program is strongly encouraged, although not mandatory. At the Center orientation, students will have the opportunity to ask questions about this training and hear more details of the requirements. Shortly after the orientation, first year PhD students will have to decide whether or not they want to opt into this portion of the training.

First year students also co-lead groups and conduct assessments on one of three inpatient units at the hospital: general, geriatric, or dual diagnosis. Training in both outpatient and inpatient settings offers students exposure to a culturally and diagnostically diverse patient population. The placement typically begins on the Tuesday following Labor Day in September and ends July 31. While working on the inpatient unit, externs will receive supervision from the unit supervising psychologist. Inpatient supervision is one hour per week and co-leading groups is approximately 2 hours per week.

For general externship issues, Dr. Megan Warner can be consulted for supervision. Dr. Warner also leads a practicum seminar at Beth Israel that meets approximately twice a month. Beth Israel externship experiences, research projects, and issues that pertain to success as a PhD student are discussed in this seminar. Students will be expected to complete a brief research paper in this seminar, to present their research interests/work to their classmates, and to engage in discussion about their work at Beth Israel.

Second or Third year of the program
Students in the second year of the program can apply for an advanced externship at POSA (Psychiatric Outpatient Services for Adults at Beth Israel) which offers longer-term psychotherapy training at the Center. This externship is in addition to the second year externship at an outside clinical facility. Open positions will be announced in the Spring for the next academic year. The time commitment is four to eight hours per week. These hours include seeing at least three outpatients on a weekly basis, paperwork completion, weekly supervision with an outside supervisor, and the possibility of additional testing experience. Students will be supervised from a psychodynamic perspective. Sessions may be videotaped or audiotaped for externs to review individually and with the supervisor. We encourage a two-year commitment to the externship so that our externs can obtain long-term therapy experience. However, applications to a one-year externship are also considered. The one year externship begins in September and is completed at the end of July.

Clinical Research Externship
Advanced students may apply for specialized training at BIMC in the area of their dissertation research. Such options include the Brief Psychotherapy Research Program, Personality Disorders, Geropsychiatry, and Neurobehavior, among others. The time commitment may vary from 4 to 12 hours per week, and may require up to a two-year commitment from students. Training activities may include individual and group therapy, structured clinical diagnostic interviews, coding of transcripts or of audio and/or videotapes, research presentations, and weekly individual supervision. Please contact the Center Director at (212) 420-4485 for details on applying.

Video Laboratory
The Center’s video taping facilities are used in the training and evaluation of students in clinical practice. Students will have the opportunity to review their performance when interviewing or when engaged in diagnostic testing or in psychotherapy. Tapes will also be reviewed with clinical supervisors at the Center or in the Externship seminar.

Research
There are a variety of active clinical research programs available to students at Beth Israel, including those in brief psychotherapy, dysthymia, neuropsychology and dual diagnosis, among others. Students who have a dissertation
advisor on the faculty and who are interested in learning of such opportunities should contact the Center Director at (212) 420-4485.

Policies
New School students that serve as externs at Beth Israel must adhere to all Beth Israel extern policies such as dress code, holiday and vacation policies; Beth Israel policies may differ from The New School. BI policies will be reviewed in detail at orientation. Students are granted four weeks vacation time which must be approved by their inpatient supervisor and the Director of the Center. Vacation cannot be used during the last week of the externship or for more than two consecutive weeks.

Externships and Internships

Externships

The primary objective of externship training (two and three days or 16 to 24 hours per week) is to supplement classroom and practicum training with a wide range of clinical experiences. The externship is a placement at an affiliated agency. It is designed to provide the clinical experience needed to support the teaching of principles of psychotherapy in the externship seminar. The externs will serve patients from a variety of age groups, ethnic and socioeconomic backgrounds and diagnostic categories. Clinical supervisors at the agencies also represent diverse backgrounds. A range of diagnostic methods and intervention techniques will be learned. Patient contacts will be closely supervised. Most externship placements are unpaid. Students can, however, accept paid externships with the permission of the Director of Clinical Training. Students may also use their work study grants towards externship, with the approval of the director of externship training at respective externship sites. Clinical Program faculty are in communication with externship site supervisors on an ongoing basis to ensure the quality of clinical training and evaluate the progress of students. Formal written evaluations are completed twice per year with ongoing verbal and written communication as needed.

Students preparing for externships should schedule an appointment with the Assistant Director in late November of their first year in the Clinical Program to discuss the characteristics and opportunities at the several affiliated externship agencies. A more detailed policy statement about the externship is available from the DCSA. Externship Night, an informational meeting held in November of each year, provides additional information regarding externships.

**Students can not accept and then subsequently decline an externship offer.** Students, as ambassadors of the NSSR, are expected to remain professional in all matters, particularly when dealing with externship and internship sites. Behavior deemed to be unprofessional will result in departmental sanctions. All clinical psychology externs are required to sign a Disclosures and Responsibilities Agreement, prior to beginning placements.

For 2009-2010, The New School Clinical Psychology students have secured Externship placements at the affiliated agencies listed below. Placements at additional agencies may be available for 2010-2011 and subsequent years. A list and description of these affiliated sites is distributed each year at Externship Night. New School students may apply for placement only at agencies with which we have affiliation agreements in a given year.
Externship supervisors will prepare, together with the extern, mid-year and end-of-year reports on the extern’s progress and performance. Students will have the opportunity to discuss their training experiences in the externship seminar. Externs are responsible for making certain these evaluations reach the DCSA, or they will not receive credit on their transcripts for them. Externs are also responsible for completing evaluations of their externship experiences by the end of the spring semester in which they complete their placements.

**Internships**

Clinical students who have demonstrated that they are in a position to complete all of their coursework by the end of the Spring semester prior to internship (and have satisfied any incompletes, if applicable), have a minimum 3.5 GPA, have satisfactorily completed the Beth Israel Practicum and two approved externship placements, who have completed the Comprehensive Exam (Comps I or Research Master’s thesis), the Comprehensive Exam II (Comps II or Preliminary Proposal Defense), and the formal dissertation proposal defense, may apply for internship. The **deadline for completing the dissertation proposal and having all other requirements met is November 1 of the fall semester in which a student is applying for internship. There are no exceptions. If a student has not defended her or his dissertation proposal or met any of the other pre-internship requirements identified above, the Director of Clinical Training will require the student to disenroll from the National Match process and postpone their internship application until a later year in which they complete all of these requirements.**
Students must apply to funded, APA-accredited internships; Permission is required form the Director of Clinical Training in order to apply to a non-accredited program. Students select the internships to which they would like to apply from the APPIC Directory.

New York State requires that the internship year be approved by the faculty. The Program exercises this requirement in the first instance by usually restricting your choice to institutions that have been accredited by the APA. Accredited internships will be approved without question by the Program as meeting the requirements for the Ph.D. in Clinical Psychology. Some internships that, for various reasons, have not sought APA accreditation also may offer general training of high quality, or may offer special clinical experiences that are particularly desired by a student. A student must obtain special permission from the DCT before accepting an offer from an internship that is not APA-accredited.

The Clinical Program sponsors Internship Night in May, during which prospective applicants meet with current interns, faculty and the DCSA to discuss the intricacies of the application and interview processes. Subsequently, students are encouraged to meet for formal and informal application review sessions with their faculty advisors, the DCT, and DCSA.

Students should become familiar with the application procedures and timetable for each of the settings in which they are interested. Each internship has individual application requirements. Applications that do not meet an institution’s particular requirements may be viewed negatively. In general, the student should begin to send for applications no later than July 1 of the year prior to the internship, as the deadline for receiving applications for most agencies is early to mid November.

The internship application process is time consuming. Plan to allot yourself sufficient time for the planning and preparation of your applications. You will need at the very least:

1. A letter from the Director of Clinical Training stating that you have met all of the requirements to apply for an internship and are in good standing in the Program. For most sites, this letter is equivalent to Part II of the APPIC application. A copy will be sent out for each application you file. This letter is separate from letters of reference.

2. An up-to-date curriculum vita.

3. Letters of reference from The New School faculty members as well as from externship supervisors. You should request letters only from faculty members and externship supervisors who know you and your work well. Remember also that faculty members are asked to write many such letters and they take a good deal of time to write. Ask early and, of course, you should never give anyone’s name as a reference without first requesting their permission.

4. Work samples such as test reports and case summaries.

The APPIC Internship Matching Program requires students to submit their ranking list of sites by the beginning of February to National Matching Services. It is considered improper for internships to indicate acceptance to a student, or to invite a commitment to accept by a student, before that date. Over-eager selection committees occasionally breach the standards in these ways and put students in an embarrassing position. Please inform the Director of Clinical Training of any such events. The DCSA will issue you a copy of the APPIC policy on offers and acceptances. Compliance with this policy is expected of all The New School applicants for internships.
During the third week of February, National Matching Services will notify students of acceptance to an internship program.

Most internships are one year in duration, however some settings now are offering two year internships. The tendency nationally, and in New York State, is to recognize that more experience is needed before independent practice is begun and to require additional supervised clinical experience for purposes of licensure. Organized experiences can best serve this purpose. Internship schedules vary from agency to agency, but generally begin between July and September and last 12 months. The duration of an internship placement is determined by each agency. Graduation from The New School may not take place until a one-year, full-time internship is completed. Increasingly, internships (except for two-year, part-time internships) offer general training and the intern will rotate through several clinical services. Some elective assignments may be offered. Specialized training now tends to be reserved for post-doctoral fellowships or “institutes” of various kinds. Students interested in planning for such advanced training should consult with members of the faculty or with the Director of Clinical Training.

The Director of Clinical Training is available to the internship site directors throughout students’ training. Formal written evaluations are completed twice per year with ongoing verbal and written communication as needed. Students whose internships end by June 30 and who hand in a completed year-end evaluation and letter of completion to the DCSA within five working days of June 30th of that academic year (and have met all other degree requirements in time for graduation) may graduate in May; Otherwise, the degree will be conferred the following January, pending all requirements being met.

**Evaluation of Academic and Clinical Performance in the Clinical Program**

Each student is assigned a Faculty Advisor when admitted to the master’s program. A regular Spring meeting with the Faculty Advisor is required of all students. All Ph.D. students should continue to see their assigned faculty advisor unless they have chosen to work with a specific faculty member. Students are encouraged to forge working relationships with faculty members, with the goal of ultimately developing and completing a doctoral dissertation under their tutelage. By the end of their first year in the Clinical Ph.D. program, students must choose a dissertation supervisor, and they must notify the DCSA when they have done so. A student’s dissertation chair should become his/her academic advisor as well. While students are encouraged to meet with their faculty advisors frequently throughout the year, it is mandatory for students to meet with their advisors at least once a year. During this meeting advisors complete and sign an evaluation form which is co-signed by students and placed in the students file. Failure to do so will hold up the student from registering for the upcoming semester.

To further assist the DCSA in keeping track of each student’s progress, all students in the Clinical Program are required to complete the File Update Questionnaire each year in the Spring term. Questionnaires will be mailed to all students by the DCSA in February. Additional copies are available from the DCSA. Students will be evaluated on both academic and clinical dimensions. Part of the evaluation process will include attention to interpersonal competence and emotional wellbeing as they impact on professional behavior. An evaluation of all students is conducted by the clinical faculty as a whole at the end of each academic year. Formal evaluation forms are completed and sent to all students and copies are kept on file.
Evaluation and Retention practice and policy

Problems that arise in connection with a student’s progress through program milestones will be discussed by the clinical faculty during regular meetings. Such problems may include falling behind schedule, poor grades, difficulty in securing internship/externship placements and various academic and clinical concerns. In response to raised concerns, the Clinical Psychology program adheres to the following practice with respect to student progress and milestones. Students will receive an evaluation letter and academic review form at the end of each spring semester, apprising them of their standing in the Clinical program. In some instances, a student may receive additional warning letters should a situation arise that requires more frequent monitoring (such as in the case of missing major program milestones: Comps II/Preliminary Proposal Defense, Research Master’s thesis, Oral proposal defense, dissertation, internship or Spring Advising/File Update Questionnaire).

**Satisfactory Progress:** A student will receive a letter of satisfactory progress, stating that the student is currently in good standing within the Clinical program and may move forward in clinical training and coursework as planned (see schedule for years 1-3, page 60).

**Unsatisfactory progress/warnings:** Given the schedule for progress expected (see schedule for years 1-3, page 60), the clinical program may issue evaluation letters with a warning when students have fallen short of program milestones or are having problems in their academic or clinical work. Students are given one opportunity to remedy the area of concern by the next spring semester review or the date specified in the letter.

The following are examples of issues that may trigger warnings in evaluation letters:

- Failing to progress satisfactorily through Beth Israel practicum, Externship, or Internship placements
- Poor clinical evaluations
- Poor quality academic coursework
- Inconsistent attendance at classes
- Consistent lateness in academic or clinical settings
- Clinical or academic work that is consistently late or incomplete
- Failing to secure a first reader for Comps II/PPD paper during the spring of year 1
- Failing to hand in outline of Comps II/PPD paper by Monday, 2nd week of classes, in the fall semester of year 2
- Failing to hand in Dissertation Committee list by Monday, 2nd week of classes, year 3
- Failing to meet with Faculty Advisor and returning File Update Questionnaire to DCSA once per year by specified date
- Failing to complete Comps II/PPD paper/ hand in Comps II/PPD requirement form by February 1 of year 2
- (Research Master’s students) Failing to complete Master’s thesis and hand in Research MA requirement form within 18 months of acceptance into the Research MA track
- Failure to complete Ph.D. dissertation proposal defense by Nov 1 of year 3
- Failure to complete either Internship or Ph.D. dissertation by the end of year 5 (students may elect to postpone applying for internship if they decide to complete their Ph.D. dissertation first)
- Unprofessional behavior in all clinical and academic settings.
- Other instances in which a student is failing to meet program guidelines or requirements.
Non-compliance with warnings: Students who fail to meet the deadline(s) specified in the warning letter or have failed to remedy the problems outlined in the warning letter by this deadline, will have a registration hold placed on their record. The student will meet with their faculty advisor to formulate a written plan of remedy and this plan must be signed off on by the Director of Clinical Training in order to have the hold lifted. If a student fails to resolve the situation by the indicated date or fails to meet a revised deadline, he or she will receive another warning, and a hold may once again be placed on registration.

Students who continue to be remiss in meeting revised deadlines or in remediing problems identified by the clinical faculty will be reviewed by the clinical faculty and academic affairs and may be subject to probation and eventual dismissal from the clinical program.

Time to degree limit: The time to degree limit for clinical students is 10 years from the time of the beginning of the M.A. program. Students approaching year 8 will begin to receive warning notices from the office of academic affairs. Students may have the option, at the discretion of the director of clinical training, the department chair and academic affairs, to petition for one extension of one year beyond the limit. If a student receives that one year and has still not completed the program, they may be granted a second year extension but will automatically be placed on probation with the option for the department to dismiss them at the end of the second year. Students are subject to dismissal beyond this limit in accordance with published university policy.

Letter of Dismissal from the Program for ethical violation: The Clinical Psychology program reserves the right to review serious problems (e.g. an ethical violation, serious concerns about clinical work) and dismiss a student immediately if so decided upon careful review by the Clinical Faculty and Clinical Standards Committee. Students in the Clinical Ph.D. program are required to adhere to The American Psychological Association Code of Ethics in academic, research and clinical practice. The APA Code of Ethics will be used to guide the outcome of ethical violations by clinical students.

Student Concerns, Petitions, and Grievances

Students who have concerns about clinical program policies or decisions can speak directly with the Director of Clinical Training. Students who wish to file a petition regarding a clinical program policy or decision should send a letter outlining the details and grounds for concern to the Director of Clinical Training. Students wishing to file a grievance against the clinical program should send a letter outlining the details and grounds for their concern to the Director of Clinical Training. The Director will determine if a committee is needed, depending on the nature and seriousness of the problem. Students wishing to file a grievance against the Psychology Department should send a letter to the department chair. Students who wish to bring a further grievance against the clinical program or department may speak with the director of Academic Affairs at the NSSR. The director of Clinical Training, however, should be the first respondent if students have concerns about the clinical program or wish to file a grievance against it.

Expected Length of Study and Termination

The program is structured so that students will spend three years in the Clinical Ph.D. program completing academic and practicum requirements (this does not include the two-year M.A. program). They are expected to apply for internships in the fall of their third year and begin internship in the fourth year of the program. Although the clinical Ph.D. can be completed in 4 years, it is not unusual for students to spend longer.
has, however, been a steady decline in the number of years students take to complete the clinical program over the last decade. *Clinical students must complete all academic and practicum requirements within 10 years of matriculation beginning with the master's program. Students will be reminded at the 8 and 9 year mark of the impending 10 year deadline. Failure to complete all requirements by that point will result in termination from the clinical program.*

**Information for Advanced Doctoral Students**

**The Dissertation**

Students who have passed both parts of the Doctoral Qualifying Examination and who have passed the Orals are admitted to Doctoral Candidacy.

Traditionally, the Ph.D. has been awarded in recognition of a significant contribution to knowledge. Psychologists are generally expected to contribute to the research literature. In effect, courses, readings, seminars, practica and assistantships have all been preparatory--to provide the candidate with the necessary breadth of knowledge of the field and familiarity with its phenomena and methods so as to be able to design and carry out significant research. The dissertation requirement is intended to allow students to demonstrate the skills they have developed at carrying out research independently. If the student has followed the example and advice of the faculty, the dissertation will not be the first piece of research she or he undertakes, nor will it be the last.

The choice of research topic and method of addressing it is decided by the student and his or her dissertation committee. The awarding of the Ph.D. degree requires that the student successfully defend the dissertation before a dissertation committee. To guide the student through this process, the faculty has designed a series of procedures which should facilitate successful completion of the dissertation. In addition, the faculty has instituted a research rotation (completed in the Fall/Spring of Beth Israel Practicum) designed to help the student formulate a suitable study for a doctoral dissertation and has established an advisement system that will serve as a resource.

While doing the dissertation is the final step toward obtaining the Ph.D. (other than the internship required for clinical students) the student is advised to begin thinking about how to research topics of interest from the very beginning of doctoral education and to discuss with faculty advisors potential areas of research interest that could lead to a dissertation. Developing a Ph.D. dissertation proposal works best when it is a collaborative process between students and their dissertation advisors. Students should begin discussing potential ideas early on with faculty members, rather that waiting until they have come up with a fully formulated ideas. See below the new Ph.D. Dissertation requirements.

**New Ph.D. Dissertation Requirements**

The new Ph.D. Dissertation Requirements are applicable to all students who enter the Ph.D. program in or after September 2007. They replace the Ph.D. dissertation format and Major Ph.D. Qualifying Exam (“Comps II”), required of Ph.D. students in both Cognitive, Social and Developmental as well as Clinical Psychology prior to the 07/08 academic year.

*All students who entered the Ph.D. program prior to September, 2007 have the option of either adopting the Dissertation Requirements described below or adopting the former requirements that involved*
completing the Major Ph.D. Qualifying Exam (“Comps II”) and Ph.D. dissertation.

The new requirements:

Preliminary Dissertation Proposal and Defense

This replaces the Major Ph.D. Qualifying Exam or “Comps II”, which was required prior to the 07/08 academic year.

Students will write a short preliminary proposal for their doctoral dissertation research. This proposal should be no longer than 4-5 double spaced pages in length, and should not include a comprehensive literature review or extensive references – though it is assumed that these will have been consulted. It should, however, include a very brief literature review as well as basic overview of the study rationale, methodology, hypotheses, and planned analyses. This Preliminary Dissertation Proposal must be submitted be to the student’s dissertation chair and one other committee member in time for a Preliminary Proposal Defense (PPD).

Clinical Students: The Preliminary Dissertation Proposal Defense must be completed by March 15 of the spring semester of the student’s second year of the Ph.D. program. Any student who does not meet this requirement will be placed on departmental hold and prevented from registering for the following semester until it is completed.

The PPD will be attended by the student’s dissertation chair and by the second committee member. (The other committee members do not need to read the Preliminary Dissertation Proposal or be present at the PPD). The purpose of the PPD meeting is to provide students with feedback that will help them to refine their proposals for their Dissertation. Once a satisfactory outcome of this PPD has been achieved, the student is given permission to work toward preparing the full Dissertation Proposal.

Doctoral Dissertation Proposal and Defense

The student will work to expand and refine their Preliminary Dissertation Proposal into the Doctoral Dissertation Proposal. The Doctoral Dissertation Proposal should include a literature review that provides a compelling rationale for the research, a methods section that includes a detailed description as well as justification for the procedures to be utilized, as well as a list of references. The suggested length for the literature review is 6 to 10 pages. No page length is suggested for the methods section but it should be as long as necessary to provide an adequate rationale for as well as detailed description of the methodology. Any questionnaires or standardized scales to be utilized should appear as an Appendix to the Proposal.

The Doctoral Dissertation Proposal Defense will be scheduled with the requisite number of 3 departmental committee members and 1 Dean’s Rep.

Ph.D. Dissertation

The Ph.D. dissertation will consist of two separate, but related portions:

    Literature Review. The first portion will consist of a stand alone literature review article that is submitted in a form that is potentially acceptable to a peer review journal. This article should be approximately 10,000 words or 25-30 (double-spaced) pages in length (including references), and will review theoretical and empirical research relevant to the topic that the dissertation research focuses on. The article
should be written in APA format, and should be similar in nature and structure to a Psychological Bulletin article. It should be critical and synthetic in nature and written at a level of sophistication needed for submission to a good, peer review journal. This review article will be based, in part, on the student’s literature review for the dissertation proposal, but will be revised in light of his or her evolving thinking (as well as relevant new literature emerging), while the dissertation data are being collected.

**Empirical Article.** The second portion will consist of a stand alone empirical article that is written in a form that will be potentially acceptable to a peer review journal. This article should be approximately 10,000 words or 25-30 pages (double spaced) in length (including references), and should conform to APA format. Students should familiarize themselves with the types of articles that appear in quality journals relevant to their area of research, and use these as models when writing their dissertations.

**Outline of Procedures for Ph.D. Requirements**

1. Developing a dissertation proposal should be a collaborative effort. Students are encouraged to begin talking with faculty members about possible dissertation ideas in the first year of the doctoral program, or in the MA program, if possible. The dissertation proposal should be the product of this dialogue rather than the beginning point. Obtaining faculty feedback early in the process helps avoid frustrating and time-wasting cul de sacs and ultimately improves the quality of the dissertation. Familiarizing yourself with and doing research that fits with existing faculty research programs is perhaps one of the best ways of taking advantage of existing expertise and of facilitating your own research.

2. Pick a dissertation topic, discuss it with one or more faculty members and obtain the agreement of one of them to supervise the research. Often, the first reader of the Comps II paper/PPD will be the most likely candidate for committee chair.

**Students in the Clinical Ph.D. Program:** Clinical students are expected to do Ph.D. dissertations that are clinically relevant. All dissertation committees that are supervised by general faculty must include at least one member of the clinical faculty. The clinical member of the committee is responsible for helping students to develop research in a clinically relevant direction and for challenging them to demonstrate the clinical relevance of their work at the proposal and dissertation defenses.

A dissertation committee typically consists of three members of the Psychology faculty. The dissertation chair must be a member of the non-adjunct Psychology faculty. In addition, a NSSR member (the outside reader or Dean’s Representative) from another department must participate in the defense of the dissertation proposal and the defense of the dissertation. The outside reader is assigned by the Dean. A researcher who is not a member of our faculty may serve as the de facto supervisor of a dissertation. She or he may not chair a dissertation, however. To serve as a member of a dissertation committee, an outside researcher should be an established scholar, expert in the area of the proposed dissertation and preferably on the faculty of an academic institution or on the staff of a teaching hospital or equivalent institution. The C.V. of such a proposed outside supervisor should be submitted to the Dissertation Chair who will refer it to the Department Chair. The Dissertation Chair and the student will decide which additional faculty will serve as the second and third members of the Dissertation Committee. A committee must have at least two members who are members of our faculty.

The function of the Dissertation Chair may vary. For most dissertations, supervision will fall largely to the Chair. For other topics, typically those at the margins of the Chair’s expertise, the project may be “co-supervised,” that is, the second and third members of the committee would be expected to play a
more active role. When the student’s research prospectus and committee are approved by the Dissertation Chair and the Department Chair respectively, the **Ph.D. Oral Defense of the Dissertation Proposal Examination** may then be scheduled between October 1 and May 1 when classes are in session. Special permission is required from the Dean to schedule exams between May 2\textsuperscript{nd} and September 30\textsuperscript{th}.

3. You can have at most fifteen outstanding credits toward fulfilling Ph.D. course requirements and must have completed the Statistics II and III courses, in order to take the Oral Proposal Defense. When you are prepared to take your Oral Proposal Defense, you must set a date and time agreeable to all committee members. When you have done so, please see a student advisor to inquire about additional paperwork and eligibility requirements. You and your Committee Chair or Dean’s representative will secure one additional committee member from another department (an outside reader) who will be part of the oral and defense committees. Finally, you must also schedule the date and time of the defense, as well as reserve a room for it, with the assistance of the department secretary.

4. Sit for the Oral Proposal Defense, which will consist of an examination and defense of your dissertation proposal. A major function of the Oral Proposal Defense is to determine the readiness of the student to do the proposed project, the feasibility of the project and its potential significance. It is much easier to correct defects in design and sharpen methods or improve the logic of the study at this point than after the study is underway.

5. **Human subjects protection:** If your research does not fall into an “exempt” category under the Department of Health and Human Services guidelines for research involving human subjects (see page 34), you must submit the project to the **Institutional Review Board** for review after having successfully passed the Oral Proposal Defense. Forms are available at The New School University website (http://www.newschool.edu/admin/gsp/gspframeset.html). Only after obtaining approval from this committee may you begin to collect data. The Internal Review Board meets only several times a year. It is a good idea to familiarize yourself with the committee’s schedule of meetings and submit your proposal in time so that your data collection will not be delayed. **If your study is being done with patients in a teaching hospital or other institution, your research will have to be approved by the Internal Review Board of that institution as well.** Learn about these particular requirements as soon as possible.

6. Collect and analyze your data and write your dissertation, consulting with your dissertation supervisor whenever necessary.

7. Arrange for a mutually acceptable time with committee members to defend your dissertation. All academic requirements must have been completed by this time. No later than six weeks prior to the planned date of the Dissertation Defense (which may be any date in Fall or Spring when classes are in session), obtain a **NSSR Petition for Examinations** from the Student Advisors’ Office and file it with the psychology department secretary. At that time you may schedule the defense date and time with the secretary’s assistance. Transcripts will be ordered for review by the chair of the department prior to your petition being sent to the Records Office. **This is a crucial step since your transcript must be checked carefully to be certain that all degree requirements have been fulfilled.** Once eligibility to sit for the defense has been established, the **Records Summary for Dissertation Defense** is submitted by the department secretary to the Dean’s Office for approval.

8. Finally, no later than three weeks prior to the planned date of the defense, deliver one copy of your dissertation (on regular Xerox paper with no fasteners of any kind) to the Office of Academic Affairs.
This copy is for the University Reader who will review the dissertation for style and format. Students will also need to provide copies of their dissertation to the committee members.

9. Defend your dissertation successfully. The Dissertation Supervisor will submit a Dissertation Defense Form and Acceptance Statement signed by the three committee members. **If the Statement does not accompany the dissertation, the dissertation cannot be accepted.**

10. All dissertations are read by the University Reader for format and grammar and must be accepted prior to graduation. The final version of the dissertation must be printed on bond paper and submitted, along with one copy, to the Office of Academic Affairs.

11. Be certain to file a petition for graduation by the date specified in the Academic Calendar in the NSSR Bulletin.

For Dissertation Guidelines see the following:

- **NSSR Guide to Completing Ph.D. Requirements** (available at Student Advisors’ and Academic Affairs)
- **APA Guidelines for Dissertation** (library)
- **Kate Turabian’s Dissertation Guidelines** (library)
  


**Research with Human Subjects**

All research involving human subjects, with very few exceptions, must be approved by the Internal Review Board. If the research is being done at another institution, review by that institution’s Human Subjects Committee will also be required to assure the protection of the subjects and to assure that the prospective gains of the research outweigh any possible risks to subjects. Such approval must be obtained before the research may begin.

The specific kinds of research that are **exempt** from review are:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

2. Research involving survey or interview procedures, **except** when all of the following conditions exist: (a) responses are recorded in such a manner that the human subjects can be identified either directly or through identifiers linked to the subjects; (b) the subject’s responses, if they would become known outside the research, could reasonably place the subject at risk of criminal or civil liability, or be damaging to the subject’s financial standing or employability; and (c) the research deals with sensitive aspects of the subject’s own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol. All research involving survey or interview procedures is exempt, without exception, when the respondents are elected or appointed public officials or candidates for public office.
3. Research involving the observation (including observation by participants) of public behavior, except when all of the following conditions exist: (a) observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects; (b) the observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject’s financial standing or employability; and (c) the research deals with sensitive aspects of the subject’s own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Since the Internal Review Board meets infrequently, there may be a delay in reviewing your proposal. Some narrowly defined research proposals, however, may receive expedited review. If the research involves “minimal risk” to the subject, meaning that the risk of harm anticipated in the proposed research is not greater in probability and magnitude than that ordinarily encountered in daily life, or during the performance of routine physical or psychological examinations or tests, expedited review may be possible.

Details about the review procedure and the forms to be filled out may be obtained from: http://www.newschool.edu/GF/psy/links_policiesandprocedures.htm http://www.newschool.edu/admin/gsp/gspframeset.html.

**Miscellaneous**

**Psychology Society**

The “Psych Society” is a student organization that provides both a social milieu and a forum for psychology students’ concerns. Led by an executive committee of six members, the Psych Society maintains a regular channel of communication between the student body and the faculty to assure student input into educational and administrative decisions. There are two voting representatives and two alternates who take on the responsibility of attending all departmental faculty meetings and participate in the forming and carrying out of academic policies. These students are elected once a year at Psychology Society meetings in the Spring semester.

The Psych Society sponsors a colloquium series and holds several social events for Department of Psychology students, faculty and staff throughout the academic year. Standing committees organize Society activities and new students are welcome to join.

The Colloquium Committee of the Psych Society presents a formal lecture series by distinguished psychologists. The Committee selects speakers who represent diverse positions in both academic and professional psychology. A small dinner for committee members, students, The New School faculty and guest speakers precedes each lecture. A post-lecture reception is held in the department lounge (the area in front of the department office).

**Clinical Case Conference**

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The Clinical Psychology Program holds clinical case conferences four times during the academic year in cooperation with externship seminar professors, clinical faculty, and guest discussants to present and discuss clinical treatment and process. Case conferences are scheduled during externship seminars to allow for students to attend. Please check with the DCSA for further scheduling information. All graduate psychology students are welcome.

**Psychology Department Colloquia**

The Psychology Department offers lectures by prominent psychologists on research and clinical topics. The lectures are typically held at 12:30 p.m. on Wednesdays a few times during the academic year. The schedule for the year is posted on departmental bulletin boards.

**Research Colloquia**

Several times throughout the academic year, students who are actively conducting research have the opportunity to present their findings to other students and faculty at the NSSR Psychology Research Colloquia. Information regarding upcoming colloquia and general student research meetings will be posted on departmental bulletin boards. List of the completed Research/Colloquia hours is usually displayed on the bulletin board in the psychology department lounge and are regularly updated by the administrative assistant to the departmental secretary.

**Proseminar**

A Proseminar is held in the Fall of each year at which the faculty describe the work they are doing and how they became engaged in the project. All new students are required to attend so they can learn how to participate in this non-curricular but most important aspect of doctoral education.

**Computer Facilities**

The Academic Computer Center is located on the seventh floor of the NSSR Building (6 E 16th St, room D707). There are additional facilities at the University Computing Center at 55 West 13th Street on the third floor. Students (who open up an account with Academic Computing) and faculty members may use the Windows and Macintosh microcomputers for class assignments, labs, research and word-processing. Many software programs are available for student use, including, Microsoft Word, Microsoft Power Point and SPSS (the statistics program). E-mail and access to the Internet are also available to all students. All students are strongly encouraged to activate their New School account, which receives important university announcements. Students whose primary internet access account is elsewhere can easily have all New School e-mails forwarded to their other account.

**Housing**

The Off-Campus Housing Center is located on the 5th floor of 79 5th Ave and can provide information and assistance in finding affordable apartments.

**Health Insurance**

The Student Health Services Center is located at:
135 East 12th Street  
New York, NY 10003  
Tel.: (212) 598-4796  
Hours: Monday through Friday  
9 a.m. until 4 p.m.

Information regarding the Student Health Center can be found in an information packet which is located in the Student Advisors’ Office or on the university website:  
All questions should be directed to the Student Health Services Center at 598-4796.

**Bookstore Information**

*Strand Bookstore*  
828 Broadway (12th Street)  
Telephone: 473-1452  
(new and used texts and paperbacks)

Barnes & Noble, at 18th Street and 5th Avenue is another valuable source. The website www.amazon.com offers a broad array of psychology titles, including many rare ones, at competitive or discounted prices from most bookstores.

**Study Groups**

Study groups are an institution at The New School. They are a means by which students can become better acquainted, learn together and discuss issues raised in their courses. The large size of the introductory lecture courses tends to make having extended discussion during classes difficult. While most professors meet this problem by supplementing lectures with weekly discussion sessions, students have also found it advantageous to form their own study groups. Many students have found that a study group can be helpful when preparing for the Comprehensive Examination. These groups are generally formed informally.

**Grievances**

Students who feel that a NSSR or department policy affects them unfairly, or who have complaints about a specific course or instructor, should first see a Student or Faculty Advisor. The Advisor can clarify policy and/or suggest appropriate action. In general, students should first discuss a problem about a course with the instructor involved. If a satisfactory solution is not reached, students may consult the department chair and the NSSR Bulletin for further information, or if necessary, see the NSSR Director of Academic Affairs.
Faculty Background and Current Interests

Emanuele Castano

My Research interests include motives and consequences of social identification; perception entitativity, essentialism, agency and intentionality at the collective level; attribution of collective responsibility; institutions and identities in the European Union; intergroup and international relations; dehumanization of the other; image theory. Publications include “The Perception of the Other in International Relations: Evidence for the Polarizing Effect of Entitativity,” Political Psychology (with collaborators, 2003); “I Belong, Therefore, I Exist: Ingroup Identification, Ingroup Entitativity, and Ingroup Bias,” Personality and Social Psychology Bulletin (with collaborators, 2002); “Who May Enter? The Impact of Ingroup Identification on Ingroup Outgroup Categorization,” Journal of Experimental Social Psychology (with collaborators, 2002); “European Identity: A Social Psychological Perspective,” In R.H. Herrmann et. al. (eds.), Identities in Europe and the Institutions of the European Union.

Doris Chang

My clinical and research interests encompass a variety of issues in gender, culture, and mental health, including ethnic minority psychology and immigrant adjustment, domestic violence in Asian communities, cultural competence in service delivery, and mental health care in the People's Republic of China.

William Hirst

In the past, I have explored a wide range of topics in the field of cognitive science, including the study of attention and the cognitive neuroscience of memory. Recent work has focused on the study of implicit memory and social remembering. In the area of implicit memory, I am interested in exploring whether information outside of awareness can affect memory judgments and, if so, whether there are any constraints on this effect. The immediate research project contrasts the effect implicit memory for context may have on subsequent memory with the effect explicit memory for context has. In the realm of social remembering, I am interested in how memories are constructed through conversation, treating remembering as a group effort between rememberer and listener. The research has focused on family recounting of the past and has examined how the social dynamics of the family shapes family group recounting and how this group recounting in turn molds the individual memories of family members.

Jeremy Ginges

My research interests are causes of cooperation and conflict between groups and on inter-group relations. One of the most exciting areas of my research examines the impact of “sacred values” (perceived moral absolutes) on conflict resolution.

Marcel Kinsbourne

My research interests include:

1. Attention deficit disorder: Effects on quality of life, medication effects, underlying brain mechanisms.
3. Laterality: Lateralization of emotions, anomalous laterality in Tourette disease, attentional factors in laterality testing.

**Xiaochun Jin**

My research interests include family violence, attachment behaviors, and cross-cultural psychology. He has received grants from the National Institutes of Health and the Center for Mental Health Promotion for his study on risk factors in Chinese male batterers and cross cultural differences in adult attachment patterns.

**Arien Mack**

I am currently working on problems of perception and inattention with a group of graduate students. Some of the issues we are working on concern the fate of material not perceived under conditions of inattention. This work has made clear that without attention there is no conscious perception although at least some of what is not consciously perceived does seem to be implicitly perceived and influences our behavior. Work in the lab is pursuing the implications of these conclusions and is exploring possible clinical analogues. In addition, the lab is exploring the difference between objects that are not seen because they are subliminal and those that are not seen because of inattention. One of the questions at issue is whether information from these unseen objects in either case affects the dorsal perceptual processing stream, which is responsible for sensory motor activity and underlies our ability to orient towards objects.

As editor of Social Research, the journal of the NSSR since 1934, I have organized a series of public conferences the last of which, *Fear: It's Political Uses and Abuses (2004)*, had Vice President Gore as its keynote speaker. In addition, I direct the Journal Donation Project, which is now responsible for sending a large number of academic journals subscriptions, chosen from a list of about 2,000 journal titles, to over 300 university libraries in the Former Soviet Union, Iran, Nigeria and soon Vietnam. Students interested in any of these projects are welcome to discuss them with me.

**Joan Miller**

My interests center on culture and psychology, with a focus on interpersonal motivation, theory of mind, social support, norms of reciprocity, moral development, family and friend relationships. Major ongoing research projects underway at the present time include: a) Research on perceptions of reciprocity among different cultural and ethnic groups; b) Cross-cultural research on adolescent outlooks; c) Children’s understandings of rules of reciprocity in friendship; and d) Preschool age children’s understandings of obligation. My publications include “Insights into Moral Development from Cultural Psychology,” in M. Killen & J. Smetana (ed.), Handbook of Moral Development (in press); "Culture and Agency: Implications for Psychological Theory of Motivation and Social Development," in V. Murphy-Berman and J. Berman (eds.), Nebraska Symposium on Motivation (2003); "Cultural Psychology: Implications for Basic Psychological Theory," Psychological Science (1999).
Lisa Rubin

My research and clinical interests are in the area of women’s health, with an emphasis on gender/cultural influences on health behavior. Within this relatively broad area, my specialization is women’s body image, and my research has examined topics such as feminism and body image, cultural differences in women’s body image, and body image during pregnancy. I am currently working on several studies examining body image among breast cancer survivors, including women’s expectations for and satisfaction with breast reconstruction, and ethnic differences in the use of breast reconstruction post mastectomy. Underlying many of these projects is my interest in understanding women’s strategies for negotiating (e.g., accommodating, resisting, subverting) gender/cultural prescriptions regarding behavior and appearance. My research interests are interdisciplinary, integrating clinical and social psychological perspectives with anthropological, sociological, and feminist theories and methodologies.

Jeremy Safran

I'm interested in recent developments in psychoanalytic theory and practice, as well as research on psychotherapy process and outcome. I also have an interest in psychotherapy integration, and in the interface between psychoanalysis and Buddhism. My research program focuses on topics such as the therapeutic alliance, therapeutic impasses, transference and counter-transference, the internal processes of the therapist, and the relationship between attachment processes and therapeutic change. Major ongoing research programs at the present time include: 1) research in psychotherapy process and outcome at the Beth Israel Brief Psychotherapy Research Program, and 2) Research on the way in which psychoanalysts’ internal representations of their own analysts and their clinical supervisors, influence their development as psychoanalysts. This research is being conducted at the New York University Postdoctoral Program in Psychotherapy and Psychoanalysis. Recent books include: 1) Safran, J.D. & Muran, J.C. (2000). Negotiating the therapeutic alliance. A relational treatment guide. New York: Guilford, and 2) Safran, J.D. (2003). Psychoanalysis and Buddhism: An unfolding dialogue. Recent articles include: 1) Evaluating an alliance focused treatment for potential treatment failures. Psychotherapy (with collaborators, 2005), and 2) The relational unconscious, the enchanted interior and the return of the repressed. Contemporary Psychoanalysis (2006).

Herbert J. Schlesinger

My research interests center around the processes that occur internally and interpersonally in psychoanalysis and psychotherapy. It has long been appreciated that emotion is expressed mainly in the way we speak, not just in the words we use. When the words and the “music” of speech are not consonant, we attend more to the “music,” understanding the mixed message as perhaps implying that the speaker intends sarcasm or irony, or is insincere, perhaps that there is a disturbance of affect or cognition, or at the very least that the speaker is in conflict about what is being said, or about something else that has come to mind. I am particularly interested in the changing focus of attention of patients during sessions, such as the alternation between unself-conscious absorption in telling a story and addressing the analyst directly, especially when the patient interrupts him/herself presumably because an unwelcome thought has intruded. I expect that indicators of such inferred processes will be found in prosody, and I am therefore investigating the prosody of the speech of patients in psychoanalysis, using tape recordings of sessions. I am developing measures of such elements as pausing and hesitating, rate of speech,
pitch contours of repetitive words and phrases and dysfluencies, and am studying these elements, alone and in combination, in their own right. Perhaps it will turn out that we have idiosyncratic “vocabularies” of prosody, as well as a preferred lexicon of words. I am also studying these elements at the moments in sessions when they occur to determine if they can serve as indicators of the presumed process of “signal anxiety” that triggers the operation of defense, as when the patient suddenly becomes self-conscious.

Michael Schober

My research is in psycholinguistics, with a focus on how meaning is socially constructed through conversational interaction. I use experimental methods to study how a person’s language use and the underlying mental processes involved are affected by the conversational partner’s feedback. Studies include experiments on how people with different perspectives (e.g., conceptions, abilities, spatial vantage points) on the topics under discussion assess those differences and what determines who takes whose perspective in conversation; how common ground between long-term married couples allows them to understand each other efficiently; how people comprehend ordinary error-filled speech (as opposed to the idealized perfect speech usually studied); and how question wording in experimental and interview situations influences the answers people give. I am generally interested in the nature of meaning and how psychology’s methods can inform us about philosophy’s claims about meaning. A secondary research interest is in music cognition and performance.

David Shapiro

My work is concerned with both psychopathology and therapeutic method and theory. Since the theoretical work is based on clinical observation, the two interests are hardly separate. At present, I am continuing to work on a general theory of psychopathology.

Howard Steele

My work addresses children's understanding of mixed emotions, parent-child relationships, the effects of trauma and loss on children and adults, as well as the long-term consequences of early attachment experiences. My recent papers have reported on attachment patterns among adolescents on a residential psychiatric unit, individuals with multiple personality disorder, and daughter caregivers of mothers with dementia.

Miriam Steele

Miriam Steele’s research explores the development of attachment, and in particular, the bonds between parents and children and the intergenerational consequences of attachment; adoption and foster care. Some of her recent publications include: An Attachment Perspective on Children’s Emotion Narratives: Links across Generations, in R. Emde, D. Wolf, and D. Oppenheim (eds.), Revealing the Inner Worlds of Young Children (coauthor, 2003); Attachment and Psychoanalysis: Time for a Reunion, Social Development (coauthor, 1998).

McWelling Todman

My interests include the study of chronicity and its various manifestations within the functional spectrums of psychotic and substance-related disorders. Of particular interest is the role of factors such as boredom and selective "unawareness" in the maintenance and treatment of such disorders. I supervise a small number of research projects in community- and hospital-based settings.
Megan Warner

My research interests are in understanding the relationship of personality traits to personality disorders, and particularly in the role that personality trait changes have in disorder change over time. A related interest is in the comorbidity and specific symptom overlap between BPD and PTSD. A third interest is in therapeutic assessment as a mechanism to build therapeutic alliance.
Appendices

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Dissertation Committee List

Students entering the third year of the clinical Ph.D. program should submit this form to the DCSA’s Office on Monday during the second week of classes in September. Your dissertation proposal should be submitted on the same day to the Chair of your dissertation committee.

Student Name

Phone #

Date

Title of Dissertation Proposal

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Committee Chair

Committee Member

Committee Member

Other Members

Note: Permission from the dissertation chair will be required prior to applying for internship. The chair of the dissertation committee will give approval only to those students that clearly will defend a proposal by November 1 of the year during which they are applying for internships.
Comps II / Preliminary Proposal Defense / Research Master’s Thesis Requirement Form

Psychology Department
The New School for Social Research
The New School
65 5th Avenue, F 330
New York, NY 10003

Date: ___________________ Name of Student: ___________________

ID Number:_______________

This student is pursuing a (check one):

□ M.A. in Psychology    □ Clinical Psychology Ph.D.    □ Cognitive, Social & Developmental Psych Ph.D.

This form certifies that the student named above has completed the requirement for his/her (check one):

□ Comps II Paper    □ Preliminary Proposal Defense    □ Research Master’s Thesis

Project Title:________________________________________________________

Student signature:__________________________________________

I, the first reader, agree that the student has:

□ Passed without revisions.    □ Passed with minor revisions.
□ Passed with major revisions.    □ Not passed.

First Reader Signature:__________________________________________

Print First Reader Name:________________________________________

I, the second reader, agree that the student has:

□ Passed without revisions.    □ Passed with minor revisions.
□ Passed with major revisions.    □ Not passed.

Second Reader Signature:________________________________________

Print Second Reader Name:________________________________________

Once signed and dated, students should bring this original form to the Student Advisors’ Office (clinical students also need to give a copy to the DCSA). A copy of this form will be filed in the student’s departmental file, and another copy will go to the University Records Office so that the requirement can be recorded on the student’s transcript.
### Variations on the MA

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<thead>
<tr>
<th>Terminal MA or General Ph.D.</th>
<th>MA on Clinical Ph.D. track</th>
<th>Research MA</th>
<th>MA in Mental Health and Substance Abuse Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ 30 credits (not including Stats)</td>
<td>__ 30 credits (not including Stats)</td>
<td>__ 30 credits (not including Stats)</td>
<td>__ 30 credits</td>
</tr>
<tr>
<td>__ GPA of 3.0</td>
<td>__ GPA of 3.5</td>
<td>__ GPA of 3.5</td>
<td>__ GPA of 3.0</td>
</tr>
<tr>
<td>__ Statistics I (or exempt)</td>
<td>__ Statistics I (or exempt)</td>
<td>__ Statistics I (or exempt)</td>
<td>__ Proseminar</td>
</tr>
<tr>
<td>__ Research Methods</td>
<td>__ Research Methods</td>
<td>__ Research Methods</td>
<td>__ Proseminar</td>
</tr>
<tr>
<td>__ Proseminar</td>
<td>__ Proseminar</td>
<td>__ Exempt from Research Methods</td>
<td>Statistics I not required</td>
</tr>
<tr>
<td>__ 3 A-level courses</td>
<td>__ 3 A-level courses</td>
<td>__ 3 A-level courses</td>
<td>Research Methods not required</td>
</tr>
<tr>
<td>1. ________________</td>
<td>1. __ Intro to Cogn Neuroscience__</td>
<td>1. ________________</td>
<td>1. Intro to Cogn Neuroscience</td>
</tr>
<tr>
<td>2. ________________</td>
<td>2. __ History and Systems____</td>
<td>2. ________________</td>
<td>2. ________________</td>
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<tr>
<td>3. ________________</td>
<td>3. ________________</td>
<td>3. ________________</td>
<td>3. ________________</td>
</tr>
<tr>
<td>__ 3 B-level courses (3/4 areas)</td>
<td>__ 4 B-level courses</td>
<td>__ 3 B-level courses (3/4 areas)</td>
<td>__ 3 B-level courses</td>
</tr>
<tr>
<td>1. Personality ______________</td>
<td>Clinical: Psychopathology I</td>
<td>1. Personality ______________</td>
<td>1. Personality ______________</td>
</tr>
<tr>
<td>3. Developmental __________</td>
<td>Developmental</td>
<td>3. Developmental __________</td>
<td>Developmental</td>
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<tr>
<td>__ 3 additional courses</td>
<td>__ 4 additional courses</td>
<td>__ 4 additional courses</td>
<td>__ 4 additional courses</td>
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<td>1. ________________</td>
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<td>__ 2 additional courses</td>
<td>__ 4 additional courses</td>
<td>__ 4 additional courses</td>
<td>__ 4 additional courses</td>
</tr>
<tr>
<td>1. Psychopathology II</td>
<td>1. ________________</td>
<td></td>
<td>1. ________________</td>
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<tr>
<td>2. ________________</td>
<td>2. ________________</td>
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<td>2. ________________</td>
</tr>
<tr>
<td>__ 4 research/colloquium hours</td>
<td>__ 4 research/colloquium hours</td>
<td>__ 4 research/colloquium hours</td>
<td>__ 4 research/colloquium hours</td>
</tr>
</tbody>
</table>

General Ph.D. track only
__ 3.5 GPA

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**Variations on the Ph.D.**

<table>
<thead>
<tr>
<th>Clinical Ph.D. – 90 credits</th>
<th>CSD Ph.D. – 60 credits</th>
<th>With the Research Masters (RMA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the MA or Ph.D. level:</td>
<td></td>
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</tr>
<tr>
<td>__ Proseminar</td>
<td>__ Proseminar</td>
<td>RMA students are exempt from</td>
</tr>
<tr>
<td>__ History and Systems</td>
<td>__ Statistics II</td>
<td>Individual Research Supervision</td>
</tr>
<tr>
<td>__ One course in Developmental Psychology</td>
<td>__ Statistics III</td>
<td></td>
</tr>
<tr>
<td>__ One course in Social Psychology</td>
<td>(must be taken before Diss. Proposal)</td>
<td>RMA students on the Clinical Ph.D. track are exempt from 10 credits (total 80 credits)</td>
</tr>
<tr>
<td>__ Intro to Cognitive Neuroscience</td>
<td>(must be taken before Diss. Proposal)</td>
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</tr>
<tr>
<td></td>
<td>__ Four three-credit seminars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Statistics II (must be taken before Diss. Proposal)</td>
<td>Additional Requirements:</td>
</tr>
<tr>
<td>At the Ph.D. level:</td>
<td>__ Statistics III (must be taken before Diss. Proposal)</td>
<td>__ Maintenance of a 3.5 GPA</td>
</tr>
<tr>
<td></td>
<td>__ Four three-credit seminars (one of them Sem. on Ethnicity in Clinical</td>
<td>__ Part II of the Ph.D. Qualifying Exam</td>
</tr>
<tr>
<td></td>
<td>Theory and Practice and one of them Evidence Based Treatment)</td>
<td>__ Oral exam of dissertation proposal</td>
</tr>
<tr>
<td></td>
<td>__ Diagnostic Testing I</td>
<td>__ Dissertation defense</td>
</tr>
<tr>
<td></td>
<td>__ Diagnostic Testing II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Clinical Theory and Technique I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Clinical Theory and Technique II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Externship Seminar I (Semester 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Externship Seminar I (Semester 2)</td>
<td></td>
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<tr>
<td></td>
<td>__ Externship Seminar II (Semester 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Externship Seminar II (Semester 2)</td>
<td></td>
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<tr>
<td></td>
<td>__ Ethical and Professional Issues</td>
<td></td>
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<tr>
<td></td>
<td>__ Seminar on Ethnicity in Clinical Theory and Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Seminar on Evidence-Based Treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Integrating Research and Practice course (0 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Individual Research Supervision (Research Master’s track students are exempted)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ A Social Psychology course and a Developmental Psychology course (these can be taken at the M.A. or Ph.D. levels)</td>
<td>With the Research Masters (RMA)</td>
</tr>
<tr>
<td>Additional Requirements:</td>
<td>__ Maintenance of a 3.5 GPA</td>
<td></td>
</tr>
<tr>
<td>__ Beth Israel Practicum</td>
<td>__ Part II of the Ph.D. Qualifying Exam</td>
<td></td>
</tr>
<tr>
<td>__ Externship in 2nd year</td>
<td>__ Oral exam of dissertation proposal</td>
<td></td>
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<tr>
<td>__ Externship in 3rd year</td>
<td>__ Dissertation defense</td>
<td></td>
</tr>
<tr>
<td>__ Oral exam of dissertation proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ One year of full-time internship</td>
<td></td>
<td></td>
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<tr>
<td>__ Dissertation defense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ 2 hour child abuse reporting course</td>
<td></td>
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</tr>
</tbody>
</table>
**The New School for Social Research**  
**Clinical Psychology Ph.D. Program**  
**Schedule of Major Deadlines: Years 1 through 3**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Do preparatory reading for Preliminary Proposal Defense/Comps II.</td>
<td>Ask a faculty member to be your first reader for Preliminary Proposal</td>
<td>Work on Preliminary Proposal Defense/Comps II.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defense/Comps II; Discuss topics; Continue reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Master’s students: Work on Research MA thesis. To receive credit for completion, hand in signed Research MA requirement form to DCSA and Student Advisors.</td>
<td>Meet with faculty advisor and hand in File Update Questionnaire. <strong>You will be placed on departmental hold if you do not meet these requirements by specified dates.</strong></td>
<td>Research MA students: Research Master’s thesis &amp; signed Research MA Requirement form due for credit(should be done by end of spring semester, July 1 at latest)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Monday, 2nd week of classes: Hand in outline of your Comps II paper/Preliminary Proposal (including references) to your first reader, and to the DCSA. <strong>You must contact the department well in advance if you have extenuating circumstances that prevent you from completing this requirement on time.</strong></td>
<td>***<strong>February 1:</strong> Comps II paper due to your readers; alternately <strong>March 15:</strong> Preliminary Proposal defense must be completed. <strong>You will be placed on departmental hold if you do not complete Comps II BY Feb 1, alternately Preliminary Proposal Defense by March 15. You must contact the department well in advance if you have extenuating circumstances that prevent you from completing this requirement on time.</strong></td>
<td>Work on your dissertation proposal; Schedule dissertation proposal defense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on your dissertation proposal; Schedule dissertation proposal defense.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Meet with faculty advisor and hand in File Update Questionnaire. <strong>You will be placed on departmental hold if you do not meet these requirements by specified dates.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall (Sept-Oct)</th>
<th>Fall (Oct-Nov)</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Monday, 2nd week of classes: Schedule dissertation proposal defense (f not already defended spring/summer). Defense paperwork must be filed at least 6 weeks prior to your defense date. <strong>You must contact the department well in advance if you have extenuating circumstances that prevent you from completing this requirement on time.</strong></td>
<td>By November 1: Defend Dissertation Proposal. <strong>Students must defend their dissertation proposals before November 1 of the Fall semester preceding their Internship Year in order to be eligible to apply for internships. No exceptions. Students who do not plan to apply for internship and do not defend their proposals by November 1st must meet with their advisors to discuss a clear plan and timeline for proposal defense and internship. Plan must be approved by the advisor.</strong></td>
<td>Meet with faculty advisor and hand in File Update Questionnaire. <strong>You will be placed on departmental hold if you do not meet these requirements by specified dates.</strong></td>
</tr>
<tr>
<td></td>
<td>Hand in your proposal to your dissertation committee at least 2 weeks prior to your proposal defense date.</td>
<td>November 1: First Internship Application deadline.</td>
<td>Work on dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work on dissertation</td>
</tr>
</tbody>
</table>

***Students entering the Clinical PhD program Fall, 2007 and after must adhere to the new dissertation guidelines, beginning with March 15 Preliminary Proposal Defense requirement, year 2 of the program.***
TELEPHONE DIRECTORY

PSYCHOLOGY OFFICES

Main telephone number: 212-229-5727
Psychology Department Office (Room 7th fl 80 5th Ave)................................................................. x3115
Director of Clinical Student Affairs (Room 601) ............................................................................................ x3107, x3108, x3109
Student Advisors (Rooms 717 A, B, and C)................................................................................................ x3115

OTHER NSSR OFFICES

Admissions .................................................................................................................................................. 229-5710
Bursar ......................................................................................................................................................... 229-5659
NSSR Dean’s Office (10th fl 79 5th Ave) ................................................................................................. 229-5777
Financial Aid ........................................................................................................................................... 229-5714
Student Affairs (10th fl 79 5th Ave) ........................................................................................................ 229-5712
University Records (5th fl 79 5th Ave) .................................................................................................... 229-5720
Registration............................................................................................................................................... 229-5620

PSYCHOLOGY FACULTY- Please dial the general Psychology Department number, 212-229-5727, followed by individual extension below

Emanuale Castano (Room 702) .................................................................................................................. 3098
Doris Chang (Room 607). ......................................................................................................................... 3112
Jeremy Ginges (Room 706)....................................................................................................................... 3012
Lawrence Hirschfeld (710). ........................................................................................................................ 212-229-5426, ext. 4967
William Hirst (80 5th Avenue, Room 515) ................................................................................................ 212-229-5426, ext. 4967
Lab (5th fl) ................................................................................................................................................ 212-229-8927
Xiaochun Jin (Room 617) ............................................................................................................................ 2391
Marcel Kinsbourne (Room 704) .................................................................................................................. 3103
Arien Mack (Room 712) ............................................................................................................................. 3105
Lab (Room 720) ....................................................................................................................................... 229 5746
Joan Miller (Room 701) .............................................................................................................................. 3106
Lisa Rubin (Room 605) ............................................................................................................................. 3104
Jeremy Safran (Room 603) .......................................................................................................................... 3259
Lab (Room 602) ....................................................................................................................................... 212-229-8927
Michael Schober (Dean’s Office 10th fl 79 5th ave) .................................................................................. 3117
Lab (Room 711) ....................................................................................................................................... 212-229-8922
Howard Steele (Room 611) ......................................................................................................................... 3118
Miriam Steele (Room 606) .......................................................................................................................... 3111
McWelling Todman (Room 618) ............................................................................................................... 3258
Lab Room (622) ....................................................................................................................................... 212-229-8963
Megan Warner (615) .................................................................................................................................. 212-420-4485
Wentao Yuan (708) ................................................................................................................................... 212-420-4485

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I. FINANCIAL AID, SCHOLARSHIPS, AND ASSISTANCE

A. Scholarship Information
Continuing students who wish to be considered for scholarship funding for the first time must file the application for scholarship support for currently enrolled students. Students already receiving scholarship support do not need to submit a new application. An additional application and supplemental materials are required for the University Fellowship and Dissertation Fellowships. Completed forms are due March 1 in Academic Affairs and are available at www.socialresearch.newschool.edu/students/continuing.htm.

B. Assistantship Information (I.E. RA/TA and competitions run through the Office of the Provost and Academic Affairs)
Applications for NSSR Research Assistantships and Teaching Assistantships are available at www.socialresearch.newschool.edu/students/continuing.htm and are due on March 1st in Academic Affairs. Applications for teaching assistantships in the University Lecture courses and teaching fellowships in other New School divisions are administered through the Office of the Provost http://www.newschool.edu/admin/provost/ (see Graduate Students tab) and students will receive announcements of applications and deadlines well in advance of the deadline.

C. Student Travel Fund Information
The New School for Social Research will provide support for student research and conference travel. Submission of proposals will be due twice in the academic year, on November 1st for travel and conferences occurring between December 15th and June 15th and April 1st for travel and conferences occurring between June 15th and December 15th. Proposal guidelines will be advertised each semester by Academic Affairs.

D. Fee Board
Fee Board uses a portion of the divisional fee charged to all NSSR students to offer partial reimbursements for costs incurred while representing the university at academic conferences. Fee Board meets once a semester and announcements will be sent to students prior to the meeting regarding deadlines and materials. The Fee Board is made up of student representatives from each department and is coordinated by the Graduate Faculty Student Senate.

II. ACADEMIC RESOURCES

A. Dossier Service
Academic Affairs administers a Dossier Service, which keeps on file letters of recommendations for Ph.D. students. This file is especially useful in applying for teaching positions and other professional employment. Establishing a dossier file ensures the confidentiality of letters of recommendation and the prompt distribution of credentials at a low cost. The service also makes it easy to send reference letters to multiple institutions and potential employers. Only NSSR doctoral students are eligible to use the Dossier Service. All the forms can either be picked up at Academic Affairs or downloaded from the website using Acrobat Reader. http://www.newschool.edu/gf/students/career_dossier-service.htm

B. NSSR Career Services Information
NSSR Career Service provides external funding and scholarships information and career guidance to New
School for Social Research students. Services include: (1) providing students with scholarships and funding information; (2) assisting NSSR students with CV, cover letter and resume writing, interviewing skills, and job search strategies; (3) workshops and information sessions on various topics including: CV workshops (every month), SPIN database tutorial (twice a semester), Grant Writing workshop, Fulbright workshop, and information sessions on Academic and Non-Academic Careers in Social Sciences. E-mail Nssrcareerservices@newschool.edu for a list of workshops and opportunities. Information is also included in the GRADFACTs newsletter, available on-line monthly throughout the semester at http://www.newschool.edu/nssr/subpage.aspx?id=9654

C. Inter-University Consortium
Along with The New School for Social Research, Columbia University (including Teachers College), CUNY Graduate Center, Fordham University, New York University, Princeton University, Rutgers University at New Brunswick, and Stony Brook University form a graduate-level consortium in the arts and sciences. Students who have completed one year of graduate study and are entering doctoral programs at any one of these institutions have the opportunity to take courses at another participating institution after securing the approval of four persons: the academic advisor, the home dean (or designate), the instructor, and the host dean (or designate). Courses may not be identical to courses offered at the home institution. At The New School for Social Research, Academic Affairs is designated as the “dean’s office” for consortial arrangement purposes. Terminal MA students wishing to enroll in consortium courses must receive prior approval from the assistant dean. First-year students are not allowed to participate. Inter-university cross-registration forms, guidelines, and procedures are available in Academic Affairs. Students register and pay tuition at the home institution for all courses offered through the consortium; there may be special fees payable to the host institutions. Students cross-registered in the consortium may use libraries of the visited institutions while enrolled in such courses. Summer consortium courses are not available for New School students.

D. Institutional Review Board
New School students, faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Faculty and staff are responsible for research done by students under their supervision with respect to these matters. Each research design must be examined for possible risk to subjects. If even minor risk of physical, psychological, sociological or other harm may be involved, the faculty or staff member must consult with the University Institutional Review Board (IRB). Informational for the IRB is available at http://www.newschool.edu/admin/provost/irb.html

E. Graduate Faculty Student Senate
The Graduate Faculty Student Senate (GFSS) is the representational student governance body for the New School for Social Research. It is charged with representing student interests across departments, and it is the student liaison to the Graduate Faculty administration. The GFSS also oversees the Student Fee Board, which allocates funds to students who present at academic conferences and the Graduate Faculty student publication, Canon. Students are appointed to the GFSS via departmental elections and then serve on various Graduate Faculty and University committees. While voting rights are only granted to departmental representatives, all students are invited to participate in the GFSS. For further information regarding GFSS, e-mail gfss@newschool.edu

F. University Student Senate
The University Student Senate (USS) is the representational student governance body for the New School. All divisions are allocated representatives based on their student population. For more information regarding the USS, please go to the University Student Senate webpage http://www.newschoolsenate.org/ to search for appropriate information.
III. ACADEMIC POLICIES

A. Academic Petitions

Time Limit
Students have five years to complete all requirements for the MA degree. Students have ten years to complete all requirements (including the MA degree) for the doctoral degree. This includes students in the doctoral program in Clinical Psychology. An extension of time must be granted to continue doctoral studies beyond ten years. Students registering to maintain status who have gone beyond their time limits may not be eligible to receive equivalency credits. Exception to this will be made on a case-by-case basis.

Transfer of Credit
Up to 30 transfer credits, including those granted towards the MA degree may be granted toward the PhD degree for courses. MA students are allowed to transfer up to 3 credits to their MA degrees. Credits older than 10 years from the date of matriculation will not be accepted. Additional requirements set by NSSR and individual departments also apply.

Reenrollment
Students who have failed to register for one, two, or three semesters may petition through the Office of Academic Affairs to reenroll in order to continue their studies. Students who have not registered for four or more semesters must apply for readmission through the Admissions Office.

Changes of Status
Applications for a change of status for students seeking admission from an MA to a PhD program or from an MA to an MS program, or to change from PhDS (PhD student) to PhDC (PhD Candidate with proposal approved) status within the same department can be obtained from the Academic Affairs Office and must be submitted to the University Registrar’s Office. International students need to notify the university’s Office of International Student Services when a change of status has been approved by their academic program chair.

Changes of Department
Applications for changing a major field of study must be submitted to the University Registrar’s Office. Forms, available in Academic Affairs, require written consent of the chair of the new department involved and Academic Affairs. The courses applicable toward the new program are determined at that time.

Student Exit Guidelines: Leave of Absence
Students in good academic standing may petition for a leave of absence using a Student Exit Form. Exit forms are available from and should be submitted to Academic Affairs. Approval by the student’s academic advisor, international advisor (for international students), department chair, the University Office of Financial Aid, the Housing Office, and Academic Affairs is required and is based upon the good academic standing of the student and the reasons supporting the leave request. Students may not complete work toward their degree while on leave of absence. Students are not required to register or to maintain status while on a leave of absence. Time spent on a leave of absence will not apply toward degree time limits. A maximum of four semesters’ leave throughout a student’s entire period of study at The New School for Social Research may be granted. First-year students must obtain special permission from the assistant dean to go on leave. Students should contact their student advisor to register once their leave has expired. Leaves cannot be granted retroactively. Recipients of student loans should note that a leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or
eligibility for student deferment. These students should consult the Office of Financial Aid when contemplating taking a leave of absence. International students in F-1 or J-1 I-94 status normally violate the terms of their status during the period of a leave and must return to their home countries during the leave. Therefore, they should consult with the university’s Office of International Student Services when contemplating a leave of absence.

IV. ACADEMIC STANDING AND PROGRESS

A. Academic Review
Academic review of students’ progress toward the degree is probably the most important aspect of advising. The academic review affects whether students are able to register, whether they are eligible for institutional or federal financial aid, and whether they are allowed to continue in their program of study. Academic review is also an important and direct mechanism of communication between the department and the student to inform students of the quality of their academic performance in their department or committee.

B. Maintaining Status
New School for Social Research students must be in continuous attendance and therefore are required to register each semester until all degree requirements have been met and a petition to graduate has been submitted, unless a leave of absence has been granted. Students who have completed required course work and who for other compelling reasons are unable to register for course work or who wish to audit courses only may remain matriculated by registering to maintain status. Matriculation status alone does not give students full- or part-time enrollment status. This is especially important to note for international students and Title IV funds recipients. Registration for maintenance of status must be completed during the regular registration period and must be approved in the department. Most students maintaining status will also register for equivalency credits, indicating the type of work they are undertaking while maintaining status (e.g., completing a thesis, doing language study, or preparing for an exam). These students must complete an equivalency verification form at the time of registration. Students who register online to maintain status must contact their department for the form or download it from www.socialresearch.newschool.edu/students/forms/equivalency.pdf. Students who fail to maintain status during the regular registration period each semester will also be required to pay a late registration fee.

C. Withdrawal from the Program
A student may withdraw from The New School for Social Research at any time during the academic year by filing an exit form. Exit forms are available in Academic Affairs. Students with institutional financial aid or loans should consult with the University Office of Financial Aid when submitting the petition. International students should consult with the university’s Office of International Student Services and Housing Office.
If withdrawal from The New School for Social Research also involves course withdrawal, either for refund or grades of W, the course withdrawal procedure outlined above must be followed within the appropriate time limits. Ceasing to attend classes does not constitute withdrawing from the program or the courses. Any student who simply stops attending classes will be expected to pay tuition charges for all courses taken that semester and will not be entitled to any refund.

D. Compulsory Withdrawal
The New School for Social Research reserves the right to require a student to withdraw from study for reasons of academic performance or personal behavior. Departments may also withdraw students
administratively if they are no longer active in the program. Academic reviews, conducted twice yearly to
assess student progress, may provide the basis for department decisions to withdraw students for the
reasons above. When withdrawal is required, the student will receive a tuition refund, if applicable, in
accordance with registration regulations and university refund policy.

V. GRADING POLICY

A. Grade Point Average
The semester grade point average is computed at the end of each term by multiplying the number of credits
earned in each course by the numerical value associated with the grade received in that course. The grade
points for all courses are totaled and then divided by the total number of graded credits completed,
including failed courses, if any. The numerical value of the grades are as follows:
A = 4.0
A– = 3.7
B+ = 3.3
B = 3.0
B– = 2.7
C+ = 2.3
C = 2
C– = 1.7
F = 0.0
The cumulative grade point average is computed by dividing the total number of grade points earned
(quality points) by the total number of graded hours attempted (GPA hours). Credits transferred from
another institution are not included in the cumulative grade point average.
Internal transfer of the following is included in the cumulative GPA:
• New School for Social Research courses taken by non-degree students who subsequently become degree
students in the school or
• New School for Social Research courses taken by bachelor’s/master’s students designated for credit
toward the master’s degree at the time of enrollment in the courses.
• New School courses taken at the graduate level in other divisions that are approved for transfer credit.
The following grades are not figured into GPA:
W Withdrawal I Temporary incomplete
P Pass IE Incomplete extension
U Unsatisfactory N Permanent incomplete
AU Audit GM Grade missing
A grade of GM is a temporary administrative grade assigned when grades are not submitted by the
instructor.

B. Incompletes
A grade of I is a temporary grade and indicates that assigned work has not been completed.
The time allowed for the removal of an incomplete is one year after the end of the semester in which the
course was offered. After the first year has elapsed the grade is changed to a permanent incomplete N and
cannot be overturned.

Students who attend a class to complete an incomplete grade will be expected to register and pay for the
class as an audit. In these cases, students must obtain the instructor’s approval to attend a class
Grades of GM will be converted to N if a grade is not entered within the year.
In unusual circumstances, PhD students (only) are eligible to request a 6 month extension for the incomplete. This will require the signature of the instructor, department chair and assistant dean of academic affairs. Following that, the PhD student may require an additional and final 6 month extension. This too must be approved by the instructor, department chair, and assistant dean of academic affairs. Petitions for extensions of incomplete grades for PhD students are available in the Office of Academic Affairs. In no case will an incomplete be extended for a PhD student for more than two years.

C. Pass/Fail
Students have the option of taking certain courses as pass/fail, or P/U. In order to take a class pass/fail, a petition must be approved by the instructor. The petition must be filed at the Registrar’s Office by the end of the semester’s “add period.” Such petitions cannot be filed retroactively. If the student has opted for pass/fail, only a grade of P or U may be assigned. Grades of P/U will not be included in the cumulative grade point average. In some cases the grade of P is not valid for core requirements.

D. Grade Review Process
A student may petition for an academic review of a grade by the following procedure:
1. The student initially requests of the instructor a verbal explanation of a grade or evaluation.
2. If the student is not satisfied or has any additional questions, a letter outlining any questions and/or objections is written directly to the faculty member, with a copy to the department chair.
3. If the chair concurs with the instructor, the student may appeal in writing to the Committee on Student Academic Affairs through the Office of Academic Affairs.
4. The committee will make a recommendation to the dean.
5. The dean’s decision is final.

E. Change of Grade Process
Final grades are subject to revision by the instructor for one year following the end of the semester in which the course was offered. After that year has elapsed, all grades recorded in the Registrar’s Office become a permanent part of the academic record and no changes will be allowed. The only exception is for incomplete grades, as described above. Pass grades cannot retroactively be changed to other letter grades, and letter grades cannot be retroactively changed to P grades.

F. Repeating a Course
With the approval of the appropriate department chair, Academic Affairs, on an Approval and Notification of Repeated Course Form (available in the Registrar’s Office), graduate students with a grade of B- or below are eligible to repeat that course. Students can petition to repeat up to three courses during a single degree program. Although the initial grade will appear on the transcript, the grade earned the second time will be computed in the grade point average and the previous grade will drop out of the cumulative grade point average. Students must submit an approved form at the time of registration. Repeated courses may not be counted twice toward fulfillment of graduation requirements. Neither may they be counted twice for loan or New York Tuition Assistance Program (TAP) certification.

VI. UNIVERSITY POLICIES, VALUES AND STANDARDS

A. Graduation
The New School confers degrees twice a year, in January and May. The commencement ceremony for May and January graduates is held in May. All degree requirements, as specified in this handbook, must be completed prior to the graduation date for a degree to be awarded. Students intending to graduate must
file a graduation petition form with the Registrar’s Office even if they do not plan to attend a graduation ceremony. They must also pay the appropriate fee by the following dates:

• For January graduation: no fee prior to October 1, a $20 late fee after October 1. The final deadline to petition is November 15.

• For May graduation: no fee prior to February 15, a $20 late fee after February 15. The final deadline to petition is March 30.

All PhD students pay an additional $85 microfilming fee.

Students who are enrolled during the current academic year but have financial holds on their accounts are allowed to petition to graduate; charges are assessed, and evaluations are processed, but students do not receive diplomas or transcripts until all holds have been removed. To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and complete departmental requirements. Some doctoral programs may require a cumulative GPA above 3.0.

B. Academic Honesty Policy

Academic honesty, the duty of every scholar to claim authorship of his or her own work and only for that work and to recognize the contributions of other scholars accurately and completely, is fundamental to the integrity of intellectual debate and the pursuit of knowledge. All members of the university community are expected to conduct themselves in accord with the standards of academic honesty. Students are responsible for acquainting themselves with and making use of proper procedures for writing papers, taking examinations, and doing research. Instructors are equally responsible for informing students of their policies with respect to the limits within which students may collaborate with or seek help from others on specific assignments. Please see all details of the NSSR Academic Honesty Policy and Plagiarism policy at http://www.newschool.edu/nssr/subpage.aspx?id=9256