



# **MONTCLAIR STATE**

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# **UNIVERSITY**

## **GRADUATE STUDENT HANDBOOK**

### **2022-2023**

*MA in Clinical Psychology*  
*School Psychology Certification Program*

**MONTCLAIR STATE UNIVERSITY**

Department of Psychology  
Dickson Hall 219  
1 Normal Avenue  
Montclair, NJ 07043



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## I. INTRODUCTION

The purpose of this handbook is to outline the policies, procedures, and requirements for graduate students in clinical training programs in the Psychology Department at Montclair State University. The Psychology Department, which is housed within the College of Humanities and Social Sciences (CHSS), has several graduate programs. This handbook pertains specifically to graduate students in the Psychology Department's master's-level and certification-level clinical training programs, including the MA Program in Clinical Psychology and School Psychology Certification Program. The Psychology Department has additional master's programs in non-clinical areas that are not associated with this handbook, including MA programs in General Psychology and Industrial-Organizational Psychology.

### A. History of Clinical Training at MSU

The Psychology Department has a long history of offering graduate-level clinical training programs. In 1970, the department created its first graduate programs: an MA degree in Educational Psychology and the School Psychology Certification Program. A concentration in Child/Adolescent Clinical Psychology was added to the MA program in 1998. In recent years, the Psychology Department has made a number of additions and changes to its training programs to reflect increasing interest in clinical and school psychology among our prospective students, as well as developments in these fields. In 2011, university approval was received to change the MA in Educational Psychology to an MA in Clinical Psychology, in order to better reflect the program's training emphasis while maintaining the concentration in Child/Adolescent Psychology and much of its core curriculum. The concentration in Forensic Psychology is relatively newer, having enrolled its first cohort in the 2015-2016 academic year and already proving to be a popular training offering. The School Psychology Certification Program, now the Psychology Department's most longstanding graduate-level program, continues to graduate school psychologists who secure positions in schools in New Jersey and across the country.

In 2017, the Psychology Department launched its PhD Program in Clinical Psychology. This exciting step into doctoral-level clinical training builds on the department's longstanding commitment to graduate training and launch of the Psychological Services Clinic, the department's clinical training site located within the Center for Clinical Services, a state-of-the-art facility which opened in January 2016.

### B. Common Themes Across Programs

While certain aims, competencies, policies, and requirements are unique to each of the graduate programs associated with this handbook (MA in Clinical Psychology, Child/Adolescent and Forensic concentrations, and School Psychology Certification Program), many are shared, and the programs are integrated in several ways. In addition to having common courses and policies, the programs are united by a core training philosophy. Students across programs are trained in evidence-based practices and taught to use scientific thinking to evaluate the empirical support of theories, concepts, and approaches they learn during their education. Another connecting thread among our programs is an emphasis on topics related to children, adolescents, and families. This child/adolescent focus is reflected in core coursework and field experiences across programs,

though the identified setting of study/practice of youth varies by program (e.g., focus on forensic and juvenile justice settings in the Forensic concentration, schools in the School Psychology Certification Program, etc.). Our programs also share a commitment to fostering ethical and professional behavior, as well as sensitivity to issues of diversity and individual differences in gender, race, ethnicity, culture, religion, and sexual orientation.

### **C. Handbook Versions and Requirements**

An updated version of this handbook is released each academic year. Students are strongly encouraged to review the handbook published at the time of their initial enrollment, as well as versions published in the subsequent years of their enrollment. Students must complete the curriculum requirements outlined in the handbook at the time of their initial enrollment, though they may receive permission to complete the curriculum requirements outlined in the handbook from the current year. However, students may not mix the two sets of requirements. That is, they cannot meet some requirements from the year of their initial enrollment and some from the current year. Students are also expected to be familiar with and adhere to the rules and requirements outlined in the Policy Manual of The Graduate School (TGS). The TGS Policy Manual of the current year is to be followed regarding general policies.

## **II. PROGRAM FACULTY AND STAFF**

The Psychology Department has over 30 full-time faculty members, including the core faculty of the graduate-level clinical training programs, as well as a number of affiliated faculty. In addition, several faculty members and staff serve in key administrative positions in the department and the clinical training programs. For contact information and office hours, please visit the [Psychology Department website](#) or the bulletin board outside Dickson Hall 219.

### **A. Administrative Structure**

#### **Chair, Psychology Department**

Dr. Yoav ArieH

#### **Director of Clinical Training (DCT)**

Dr. Christopher King

#### **Associate Director of Clinical Training (Associate DCT)**

Dr. Jazmin Reyes-Portillo

#### **Director, MA in Clinical Psychology**

Dr. Jessica Spat-Lemus

#### **Director, School Psychology Certification Program**

Dr. Julia Coyne

#### **Director, MA in Clinical Psychology (Child/Adolescent Concentration)**

Dr. Shannon O'Connor

**Director, MA in Clinical Psychology (Forensic Concentration)**

Dr. Tina Zottoli

**Psychological Services Clinic**

Dr. Julia Coyne, Director of Psychoeducational Assessment

**B. Core Faculty**

**Samantha Coyle, PhD**

*Assistant Professor*

[coyles@montclair.edu](mailto:coyles@montclair.edu)

- **Education:** Ph.D., School Psychology, Northern Illinois University
- **Research Interests:** Understanding the positive and negative features of peer relationships, specifically social support and bullying victimization in relation to internalizing disorders in adolescent youth; investigating lack of support as a stressor and social support compensation within a stress buffering framework
- **Clinical Interests:** Academic assessment and intervention, curriculum-based measurement, and systems-level interventions targeting mental health and academic outcomes

**Julia H. Coyne, Ph.D., NCSP**

*Director, School Psychology Certification Program*

[coynej@montclair.edu](mailto:coynej@montclair.edu)

- **Education:** Ph.D., School Psychology, Loyola University Chicago
- **Research Interests:** Pediatric post-injury cognitive rehabilitation in learning, supporting learning in multi-tiered systems, crisis intervention/prevention, international school psychology
- **Clinical Interests:** Field training in school psychology, program evaluation, cognitive and academic assessment and intervention with K-12 students

**Jeremy K. Fox, Ph.D.**

*Associate Professor*

[foxjer@montclair.edu](mailto:foxjer@montclair.edu)

[Lab Website](#)

- **Education:** Ph.D., Clinical Psychology, University at Albany, SUNY
- **Research Interests:** Developmental psychopathology and early intervention of childhood anxiety disorders, temperament and emotion regulation, school mental health and dissemination issues
- **Clinical Interests:** Cognitive-behavioral interventions for children and adolescents with internalizing disorders

**Milton Fuentes, Psy.D.**

*Professor*

[fuentesm@montclair.edu](mailto:fuentesm@montclair.edu)

- **Education:** Psy.D., Clinical Psychology, Rutgers University
- **Research Interests:** Multicultural and Latinx Psychology, focusing on acculturation, biculturalism, colorism, implicit bias, parenting, and pedagogy
- **Clinical Interests:** Family and couples therapy; motivational interviewing; multicultural/diversity-centered treatment

**Sally L. Grapin, Ph.D., NCSP**

*Associate Professor*

[grapins@montclair.edu](mailto:grapins@montclair.edu)

- **Education:** Ph.D., School Psychology, University of Florida
- **Research Interests:** Social justice and multicultural issues in psychology, particularly related to training and professional issues; the implementation of multi-tiered systems of support (MTSS); intervention practices for youth at risk for reading disabilities
- **Clinical Interests:** Academic assessment and intervention with K-12 students

**Christopher M. King, J.D., Ph.D.**

*Associate Professor*

[kingch@montclair.edu](mailto:kingch@montclair.edu)

[Lab Website](#)

- **Education:** J.D., Ph.D., Clinical Psychology, Drexel University
- **Research Interests:** Forensic mental health assessment, correctional psychology, law-psychology
- **Clinical Interests:** Forensic mental health assessment, severe mental illness, cognitive behavior therapy, psychotherapy integration

**Erin Kang, Ph.D.**

*Assistant Professor*

[kange@montclair.edu](mailto:kange@montclair.edu)

- **Education:** Ph.D., Clinical Psychology, Stony Brook University
- **Research Interests:** Developmental psychopathology and plasticity implicated in autism spectrum disorder (ASD) and social challenges in youth; neural mechanisms of clinical phenotypes in ASD; refining interventions informed by clinical and neural insights; predictors and moderators of treatment response
- **Clinical Interests:** Evidence-based interventions for youth with ASD; comorbid mental health issues in intellectual/developmental disabilities (I/DD) populations

**Carrie Masia Warner, Ph.D.**

*Professor*

[masiac@montclair.edu](mailto:masiac@montclair.edu)

- **Education:** Ph.D., Child-Clinical Psychology, West Virginia University
- **Research Interests:** Development and systematic evaluation of evidence-based interventions for children and adolescents in community settings,

including schools and pediatric medical settings; understanding how to support the adoption and sustainability of interventions by front-line professionals for anxiety and depression in youth

- **Clinical Interests:** Evidence-based interventions for anxiety and depression in children and adolescents; training of school professionals and nurse practitioners in delivery of treatments for anxiety and depression; parent training for prevention and treatment of internalizing disorders

**Shannon O'Connor, Ph.D.**

*Assistant Professor*

[ooconnors@montclair.edu](mailto:ooconnors@montclair.edu)

- **Education:** PhD, Clinical Psychology, Michigan State University
- **Research Interests:** Environmental and genetic risk for eating disorders; the impact of food insecurity on disordered eating behavior
- **Clinical interests:** Evidence-based treatments for eating disorders, anxiety, and depression

**Jazmin Reyes-Portillo, Ph.D.**

*Assistant Professor*

[reyesportilj@montclair.edu](mailto:reyesportilj@montclair.edu)

- **Education:** Ph.D., Clinical Psychology, Rutgers University
- **Research Interests:** Youth mental health services, including use of technology to increase racial/ethnic minority youth access to and use of mental health treatment for internalizing disorders; improving implementation and dissemination of evidence-based treatments and practices in school and community settings; Latino mental health
- **Clinical Interests:** Evidence-based treatments for child and adolescent anxiety and depression

**Tina M. Zottoli, Ph.D.**

*Associate Professor*

[zottolit@montclair.edu](mailto:zottolit@montclair.edu)

[Profile Page](#)

- **Education:** Ph.D., Clinical Psychology, Forensic Specialization, Graduate Center & John Jay College of Criminal Justice, City University of New York
- **Research Interests:** Adolescent decision-making and legal competencies, plea bargaining, wrongful conviction
- **Clinical Interests:** Forensic assessment of adolescents and adults, with primary practice areas in legal competencies, sentencing mitigation, and risk assessment

**C. Associated Faculty**

**Laura Lakusta, Ph.D.**

*Associate Professor*

[lakustal@montclair.edu](mailto:lakustal@montclair.edu)

Lab Website

- **Education:** Ph.D., Cognitive Developmental Psychology/Cognitive Science, Johns Hopkins University
- **Research Interests:** Dr. Lakusta's interests focus on language and cognitive development in typically developing infants and children, as well as children with developmental disorders, such as Autism Spectrum Disorder, Specific Language Impairment, and Williams syndrome. In particular, she studies how infants' representations can support language development and how language input from the environment can influence development.

**Joshua Sandry, Ph.D.**

*Associate Professor*

[sandryj@montclair.edu](mailto:sandryj@montclair.edu)

Lab Website

- **Education:** Ph.D., Cognitive Psychology, New Mexico State University
- **Research Interests:** Cognitive impairment and neuropsychological changes in multiple sclerosis and traumatic brain injury

**Yingying (Jennifer) Yang, Ph.D.**

*Assistant Professor*

[yangyi@montclair.edu](mailto:yangyi@montclair.edu)

- **Education:** Ph.D., Developmental Psychology, University of Alabama
- **Research Interests:** Cognitive development in typically developing children and children with intellectual or developmental disabilities, such as autism spectrum disorder. Dr. Yang is also interested in applying developmental research to real-world educational and clinical settings.

### III. ADMISSIONS

#### A. Application Dates and Procedures

The deadline for admissions to the MA in Clinical Psychology and School Psychology Certification programs is March 15th. We only admit applicants for enrollment starting in the fall semester. We strongly encourage applicants to enroll full-time but consider part-time applicants on a case-by-case basis. To submit your application, please follow these steps

All applicants must adhere to the application guidelines of [The Graduate School](#) (TGS).

To submit your application, please follow these steps:

1. Complete the [online application](#) on The Graduate School's website, including the \$60 application fee (non-refundable)
2. Upload or send the following required supplemental items:
  - a. Official undergraduate and graduate transcripts (if applicable)
  - b. Curriculum vitae/resume
  - c. GRE General Test scores

- d. International students only: TOEFL scores are required if prior degree was earned from an institution where English is not the language of instruction
- e. Two letters of recommendation, preferably from faculty familiar with your work
- f. Personal statement
  - Articulate clearly, concisely, and in specific terms your relevant academic, research, and psychology-related experiences and interests, as well as your long-term career goals.
  - You may also highlight any additional strengths that will make you an excellent candidate for our program, as well as explain any areas of relative weakness in your application (e.g., if your GPA or GRE scores are below recommended minimums).

Most supplemental items can be uploaded through the TGS submission portal once you have filed your online application and application fee. Supplemental items needing to be sent via postal mail (e.g., transcripts) should be sent directly to TGS at:

Montclair State University  
The Graduate School  
1 Normal Avenue  
Montclair, NJ 07043

Any questions about how to submit an application should be directed to TGS via phone or email:

Phone: 973-655-5147 or 800-955-GRAD  
Fax: 973-655-7869  
Email: [graduate.school@montclair.edu](mailto:graduate.school@montclair.edu)

Any questions about our programs that are not addressed here should be directed to: [gradclinical@montclair.edu](mailto:gradclinical@montclair.edu). A program staff member will reply to you as soon as possible.

Upon receiving your required application materials, TGS will review your application and forward it to the Psychology Department if it meets minimum requirements (delineated below). Please note that TGS will only review your application once it is complete and your application fee has been paid. The Psychology Department then reviews the applications and requests interviews with prospective candidates. Typically, prospective candidates are notified of the interview invitation via email. Following the interview, the Psychology Department notifies TGS of its recommendations for admission, and the DCT and/or TGS notifies prospective candidates of their status via email and postal mail.

## **B. Admissions Criteria and Requirements**

Admission to our programs is competitive. As such, we look for applicants who demonstrate a high level of preparedness for graduate training. Typical criteria required for admission are listed below:

1. A bachelor's degree in psychology

- a. For students with non-psychology undergraduate degrees, we require a minimum of 12 undergraduate credits in psychology or a closely related field, including a course in statistics and an experimental/research methodology course
  - b. If you do not have the required number of psychology credits, TGS will review your transcript and advise you on how to fulfill the undergraduate requirements. These courses can be taken at Montclair State or another university. You may also email the DCT or Program Director at [gradclinical@montclair.edu](mailto:gradclinical@montclair.edu) to review your transcript to determine what courses may be needed.
2. Minimum undergraduate GPA of 3.0\*
    - a. \*Note: applicants with a GPA between 2.7 and 3.0 will be considered for admission, though 3.0 and above is recommended. Applicants with a GPA below 2.7 will not be considered for admission.
  3. Minimum GRE General Test scores\*
    - a. Verbal: 21<sup>st</sup> percentile
    - b. Quantitative: 22<sup>nd</sup> percentile
  4. Prospective students must be evaluated positively by faculty on their potential for clinical placement and written communication
  5. An admissions interview with program faculty

*\*Note: Applicants who do not meet our GPA and GRE criteria will be considered for admission if other aspects of their application indicate strong potential for success in the program.*

### **C. Admissions Interviews**

All applicants must complete an admissions interview with program faculty. The Psychology Department holds several interview days throughout the year for the MA in Clinical Psychology and School Psychology Certification programs.

Candidates invited to interview are asked to sign up for an interview date online or, if needed, to request alternative arrangements by contacting program staff at [gradclinical@montclair.edu](mailto:gradclinical@montclair.edu). Candidates who are unable to attend an interview due to travel limitations (e.g., if an international student or residing out of state) may request to have a Skype interview. This request may be made on the Qualtrics form or by sending an email to [gradclinical@montclair.edu](mailto:gradclinical@montclair.edu).

After signing up for an interview date, candidates will receive a follow-up email on behalf of the DCT from [gradclinical@montclair.edu](mailto:gradclinical@montclair.edu) confirming the interview date and providing additional information. Admissions interviews provide the admissions committee with the opportunity to learn about each candidate's backgrounds, interests, and goals, as well as assess each candidate's readiness for graduate study. In addition, candidates who attend an interview day have the opportunity to learn about the program and receive a sample program of study (i.e. course sequence), meet program faculty, current students, and other prospective students, tour the Center for Clinical Services, and ask questions about the program.

### **D. Course Sequencing and Substitution Guidelines**

Upon admission, each student receives a recommended course sequence in the form of a coursework program (i.e. course of study). Several standard coursework programs are available for full-time students depending on the concentration and semester of initial enrollment (fall or spring semester). Coursework programs can also be individually designed for students wishing to attend part-time or who have transfer credits or other factors warranting a unique course of study.

Students are ***strongly encouraged*** to follow their coursework program, as deviating from it can sometimes affect a student's ability to graduate on time. Students wishing to make changes to their coursework program must receive approval from their faculty advisor.

Occasionally, a student may want to substitute a different course in place of a required course for the degree program. This may be permitted, but the student must obtain approval for the course substitution from their faculty advisor (who will consult with the student's program director and DCT) **before** taking it. Students who do not receive permission may end up needing additional courses to graduate, extending their graduation date and/or incurring additional course fees.

### **E. Transfer Credit Guidelines**

Upon admission, students with prior graduate training may apply for transfer credit. As per TGS policy, students can transfer a maximum of six graduate-level credits into the master's programs, provided that the student received a B or better and that the course was taken within 10 years of the student's date of matriculation. Further information about transferring credits can be found in the following [TGS Policy Manual](#).

All transfer credits must be approved by the DCT and processed by the Office of the Registrar. To transfer or waive a course, students are required to provide the DCT and current instructor of the course with the syllabus of the equivalent course that they completed at a previous institution. Both the DCT and course instructor must agree that the prior course is equivalent to that within the program. All transfer requests must be made at the time of matriculation, per TGS Policy. Additional course waivers must be completed within the first semester of the student's enrollment.

## **IV. MA IN CLINICAL PSYCHOLOGY**

### **A. Overview, Core Competencies, & Career Paths**

The MA Program in Clinical Psychology at MSU is designed to provide students with a foundation in the theory, research, and practice of clinical psychology. Our program adheres to a scientist-practitioner training model that emphasizes the integration of research and practice. Students are trained in evidence-based practices and encouraged to join research labs on campus to gain exposure to the research process and learn how science can inform their clinical work.

Our MA program prepares students for a variety of career paths in mental health. After earning their MA, graduates have secured competitive positions at mental health agencies as MA-level clinicians, case managers, and developmental specialists. Please note that completing the MA program does not, on its own, qualify a graduate for licensure as a psychologist. In the United

States, only individuals with a doctoral degree (PhD, PsyD, EdD) are eligible for psychology licensure. As a result, graduates from our MA program are not permitted to practice independently and, therefore, typically seek positions as MA-level clinicians at agencies in which they can work under the supervision of a licensed mental health professional.

Our MA program can also serve as a valuable step toward doctoral-level training. Many of our students enter our program seeking advanced training to prepare them for doctoral programs. To help them achieve their goals of gaining admission into doctoral programs, we encourage these students to make the most of their time in our program. This includes excelling in their coursework and pursuing clinical and research opportunities that relate to, and can help further develop, their interests in clinical psychology. As a testament to this model, our graduates have received acceptances into prestigious doctoral programs in clinical and school psychology, including, in recent years, Fordham University, University of Hartford, University of New Mexico, Philadelphia College of Osteopathic Medicine, Rutgers University, Widener University, William Paterson University, and Yeshiva University, among other institutions.

Graduation from the program requires successful completion of a 36-credit program of study. Applicants to the MA in Clinical Psychology program are required to select a concentration in either child/adolescent psychology or forensic psychology. Regardless of which concentration is chosen, students must complete 36 credits of coursework. Students in both concentrations complete a set of core clinical courses (e.g., clinical assessment, ethics), as well as specialty courses specific to their concentrations. Descriptions of the concentrations can be found below.

## **B. Concentration in Child/Adolescent Psychology**

### **1. Overview**

The Child/Adolescent Psychology concentration provides students with foundational-level training in clinical psychology, with a focus on clinical child psychology. Students in the child/adolescent concentration learn about the unique psychological needs of children and adolescents, as well as developmental considerations in psychopathology, assessment, and treatment, including the role of family and social contexts. This concentration is designed to prepare students for MA-level clinical positions in mental health settings, particularly those that serve children and families (e.g., community mental health agencies, care management organizations) and do not require licensure. Students may also seek positions as clinical research assistant and coordinators, as well as pursue doctoral-level study.

*Note: Students enrolled in the School Psychology Certification Program, in addition to the MA in Clinical Psychology (child/adolescent concentration), should follow the curriculum, recommended course sequence, and externship guidelines provided in the School Psychology Certification Program section of this handbook.*

### **2. Curriculum**

Students must complete 36 credits, to be earned by satisfying the following requirements:

Code	Title	Credits
<b>Clinical Psychology Core Courses</b>		<b>15</b>
<u>PSYC 574</u>	Cognitive Assessment	3
<u>PSYC 575</u>	Clinical Assessment	3
<u>PSYC 561</u>	Developmental Psychology	3
<u>PSYC 565</u>	Developmental Psychopathology	3
<u>PSYC 678</u>	Ethics and Professional Issues in Psychology	3
<b>Child/Adolescent Psychology Concentration (Choose 2)</b>		<b>6</b>
PSYC 670	Evidence-Based Psychological Interventions I	3
PSYC 679	Family Systems and Therapy	3
PSYC702	Evidence-Based Psychological Interventions II	3
<b>Psychology Electives (Choose 3)</b>		<b>9</b>
<u>PSYC 506</u>	Multicultural Psychology	3
PSYC510	Research Methods in Psychology	3
PSYC 521	Educational Statistics and Measurement (NEW COURSE)	3
PSYC 550	Quantitative and Statistical Methods	3
PSYC 552	Social Psychology	3
PSYC 554	Cognitive Psychology	3
<u>PSYC 578</u>	Psychometrics	3
PSYC 650	Interpersonal and Familial Violence	3
<b>Capstone Experience, choose a track</b>		<b>6</b>
<b>CLINICAL EXTERNSHIP TRACK</b> 450 hour clinical placement, plus 6 credits of PSYC680 (3 credits in Fall and 3 credits in Spring)		
<u>PSYC 680</u>	Externship in Clinical Psychology	3 Fall; 3 Spring
<b>RESEARCH EXTERNSHIP TRACK</b> 450 hour research lab placement, plus PSYC 510 (3 credits) PSYC 550 (3 credits). Note: PSYC 510 & 550, if taken as capstone courses, cannot count as elective courses.		
<u>PSYC 510</u>	Research Methods in Psychology	3
PSYC 550	Quantitative and Statistical Methods	3
<b>Total Credits</b>		<b>36</b>

### 3. Course Sequence

Most students complete the MA program in two years of full-time study. Please note that students must complete all coursework prior to enrolling in PSYC 680, unless otherwise specified in their coursework program.

The recommended full-time coursework program for the Child/Adolescent Concentration can be found in Appendix A. A part-time program can be found in Appendix B. Deviation from the work program should not happen without prior consultation with the adviser. If you choose to deviate from the recommended sequence without advisement, we cannot guarantee on-time graduation.

## C. Concentration in Forensic Psychology

### 1. Overview

The Forensic Psychology concentration is designed to prepare students to offer master's level clinical services to legal system-involved populations in settings that do not require licensure. Such settings include, but are not limited to, mental health and drug court settings, offender rehabilitation programs, child and family advocacy settings, and bona fide public service agencies exempted by state boards of psychological examiners for non-doctoral providers. Students also receive opportunities for clinical and research experiences to prepare them for doctoral study should they choose that path.

In keeping with our Clinical Psychology MA program's overall child/adolescent focus, the forensic concentration places an emphasis on child, adolescent, and family issues, such as domestic violence, child abuse and neglect, and juvenile offender assessment, treatment and rehabilitation.

Courts often rely on psychologists and other mental health practitioners to provide information they need to make legal decisions that impact the safety, security, and well-being of justice-system involved individuals and the community. There are relatively few specialized programs that train students in the ethical practice of forensic psychology, especially ones that offer an emphasis on child and family issues. The MA program delivers academic and applied experiential learning necessary to succeed in this challenging career through a faculty of experienced forensic psychologists and researchers and legal practitioners.

Students in the Forensic Psychology concentration can expect to leave the program with strong clinical skills in assessment and psychotherapeutic interventions, an understanding of professional ethics, and a sound theoretical foundation in developmental psychology and psychopathology. Students will learn the unique ethical constraints on the practice of psychology within the legal system, gain practical experience in forensic assessment, report writing and the provision of treatment to offender and victim populations, and be exposed to current theories on family and interpersonal violence.

### 2. Curriculum

Students must complete 36 credits, to be earned by satisfying the following requirements:

Code	Title	Credits
<b>Clinical Psychology Core Courses</b>		<b>15</b>
<u>PSYC 574</u>	Cognitive Assessment	3
<u>PSYC 575</u>	Clinical Assessment	3
<u>PSYC 565</u>	Developmental Psychopathology	3
<u>PSYC 561</u>	Developmental Psychology	3
<u>PSYC 678</u>	Ethics and Professional Issues in Psychology	3

<b>Forensic Psychology Concentration</b>		<b>6-9</b>
<i>Required</i>		
PSYC671	Interventions in Forensic Psychology	3
Complete 1 of the following courses:		
PSYC 664	Criminal Forensic Assessment	3
PSYC 665	Child/Family Forensic Assessment	3
<i>Optional</i>		
Choose 1 of following courses:		
PSYC620	Forensic Psychology in Criminal Proceedings	3
PSYC621	Forensic Psychology in Family Proceedings	3
PSYC725	Psychological Science and the Law	3
<b>Psychology Electives (Choose 2 to 3)</b>		<b>6-9</b>
<u>PSYC 506</u>	Multicultural Psychology	3
PSYC510	Research Methods in Psychology	3
PSYC 521	Educational Statistics and Measurement (NEW COURSE)	3
PSYC 550	Quantitative and Statistical Methods	3
PSYC 552	Social Psychology	3
PSYC 554	Cognitive Psychology	3
<u>PSYC 578</u>	Psychometrics	3
PSYC 650	Interpersonal and Familial Violence	3
PSYC702	Evidence Based Psychological Interventions I	3
<b>Capstone Experience, choose a track</b>		<b>6</b>
<b>CLINICAL EXTERNSHIP TRACK</b> 450 hour clinical placement, plus 6 credits of PSYC680 (3 credits in Fall and 3 credits in Spring)		
<u>PSYC 680</u>	Externship in Clinical Psychology	3 Fall 3 Spring
<b>RESEARCH EXTERNSHIP TRACK</b> 450 hour research lab placement, plus PSYC 510 (3 credits) PSYC 550 (3 credits). Note: PSYC 510 & 550, if taken as capstone courses, cannot count as elective courses.		
<u>PSYC 510</u>	Research Methods in Psychology	3
PSYC 550	Quantitative and Statistical Methods	3
<b>Total Credits</b>		<b>36</b>

### 3. Course Sequence

The recommended full-time coursework program for the Child/Adolescent Concentration can be found in Appendix C. A part-time program can be found in Appendix D. Deviation from the work program should not happen without prior consultation with the adviser. If you choose to deviate from the recommended sequence without advisement, we cannot guarantee on-time graduation.

## D. Clinical Externship in Clinical Psychology

All students in the MA in Clinical Psychology program must complete a supervised clinical externship (PSYC 680) as their capstone experience in the final year of their program. The externship, which is completed across two semesters (fall/spring) in the same academic year, is designed to allow students to apply what they have learned in their didactic coursework to develop skills and abilities necessary to become effective clinicians. *Students must complete at least 24 credits before being eligible to apply for externship.* [Note: Students in the School Psychology Certification Program complete PSYC 662, Externship in School Psychology. They may seek permission to complete PSYC 680 in order to fulfill a portion of their clinical hours as required in PSYC 662.]

### 1. Externship Requirements

To be considered an acceptable externship, the student's experience must involve:

- a. Weekly individual, face-to-face supervision by an on-site, licensed mental health professional at the master's (LCSW, LPC, LMFT) or doctoral level (licensed PhD, PsyD, or EdD)
- b. Opportunities to interact with a team of other clinicians and/or trainees
- c. Opportunities to provide regular, scheduled clinical services, including some combination of psychological assessment and intervention (e.g., individual, group and/or family therapy).

Overall, students are required to complete at least **450 hours** of supervised experience over the course of the academic year. These hours can include direct provision of clinical assessment and intervention services, observation/shadowing of supervisors, report writing, other support hours (e.g., documentation, research), and on-site supervision. Students must be available during the day (typically two days per week) to complete their externship. Externships at night and on weekends are rare.

Externship students are required to register for two semesters of PSYC 680. As part of this course, externship students meet weekly in a classroom setting with an MSU faculty supervisor. Although the on-site supervisor serves as the student's primary supervisor, the weekly course meeting provides a second layer of support in the form of group supervision facilitated by the MSU faculty supervisor. The course also addresses professional issues, such as knowledge and application of ethical principles, case formulation and presentation, therapeutic effectiveness, and the ability to effectively advocate for oneself and one's clients.

### 2. Securing an Externship Placement

MA students are encouraged to pursue an externship experience that is consistent with their training interests, including, but not limited to, client population age range, theoretical orientation, typical diagnoses, stressors that affect psychological functioning,

different therapeutic modalities (group, family, individual), as well as the opportunity to learn how to deliver various evidence-based practices.

Several steps are involved in securing an externship placement. Students should:

- A. Begin the process of securing an externship in December of the year before their externship year. Around that time, program faculty will meet with students to provide an overview of the externship application process. Students will also have the opportunity to meet with current externs to learn about current placements. An updated spreadsheet of externship placements secured by students in previous years will also be posted in the Modules section of the program's Canvas community.
- B. Review websites of externship placements of interest. We encourage students to identify possible externship sites during the Winter break and early in the spring semester. The most desirable externship placements often fill positions quickly.
- C. Email and/or call potential externship sites to ask about the availability of externship opportunities. Ensure that the site provides the basic requirements for externship placements (see above). Inquire about the site's application process (specific instructions for some sites may be found in the spreadsheet).
- D. Apply to potential externship sites. This will likely include providing the site with a cover letter and your curriculum vitae. If a site asks for a "letter of readiness" to confirm that you are in good standing in our program, please email **Dr. Spat-Lemus**, to request a letter be sent on your behalf.
- E. If invited, attend an in-person interview.

When you decide to accept an externship offer, you must print and sign the externship contract, which can be found in the Modules section of the program's Canvas community. Then, you must have the contract signed by both your on-site supervisor and Dr. Spat-Lemus. You must provide a signed copy to your on-site supervisor and Dr. Spat-Lemus. We encourage students to submit a fully signed contract by June 1<sup>st</sup>, however Dr. Spat-Lemus will continue to accept signed contracts into the summer. If you have any questions about the externship process, would like assistance in securing a placement, or would like to know whether a particular site/placement would be an acceptable externship, please contact Dr. Spat-Lemus.

### **E. Clinical Research Externship in Clinical Psychology**

The program also offers a research track as a capstone experience for select students in the Child and Forensic concentrations interested in pursuing a Ph.D. The research externship is completed across two semesters (fall/spring) in the same academic year and is designed to provide students with additional training in clinical research. If you plan to do direct clinical services following your MA, or you plan to pursue a PsyD or another MA-level health services degree (LPC; LCSW) you are advised to pursue the traditional clinical externship experience. The research track is highly selective and limited to a few students with a specific research interest. Students should have strong critical thinking and analytic skills, high grades (>B+) and be highly motivated for research activity.

## 1. Clinical Research Externship Requirements

To be considered an acceptable clinical research externship, the student's experience must involve:

- a) Minimum of 450 hours of research assistantship across the academic year (approx. two full days a week)
- b) The student is expected to provide work at a level commensurate with authorship on a conference presentation (e.g., poster).
- c) Satisfactory completion of the externship requires evidence of authorship on a conference presentation. The intention to submit (if submission date follows completion of externship) will be accepted.
- d) Faculty will be expected to provide meaningful work through which the student can acquire new skills, as well as personal supervision as per the usual manner this is provided in the lab (e.g., lab meetings).
- e) In lieu of PSYC 680, students must enroll in Research Methods (PSYC 510) and Statistics (PSYC 550). **IMPORTANT: You cannot double dip.** If you use 510 & 550 for capstone, you cannot also use these courses as your psychology electives. All students must have 36 credits to graduate. Clinical research externs who have already completed PSYC 510 and PSYC 550, but who are still shy of the 36 credits needed to graduate, should take other required courses or acceptable electives, as listed in the Graduate Student Handbook for the MA in Clinical Psychology for the clinical research extern's respective concentration.

## 2. Securing a Clinical Research Externship Placement

Students should begin the process of securing an clinical research externship in December of the year before their externship year. The following steps are involved in securing an externship placement. Students should:

- a) Meet with their advisor to discuss applying for a research placement. Following review of the student's your and discussion about their career/educational plans, the must sign off in order for a student to begin the application process.
- b) Students will be expected to find a faculty member who will agree to supervise them in their lab as per the program requirements.

As with the off-site clinical externship process, in the event that a student fails to obtain a placement (or a placement falls through at the last minute), they will be able to enroll in the "in-house" clinical externship capstone experience.

## V. SCHOOL PSYCHOLOGY CERTIFICATION PROGRAM

### A. Overview

The School Psychology Certification Program is designed to prepare graduate students for careers as certified school psychologists. The 65-credit specialist level program is nationally

recognized by the National Association of School Psychologists (NASP) and provides an interdisciplinary curriculum integrating school psychology, educational psychology, counseling, multicultural psychology, special education, and direct experience in practicum and externship settings. Upon completion of the program, students are eligible for a certification of school psychology from the state of New Jersey and are eligible for the National Certificate in School Psychology (NCSP), conferred by the National Association of School Psychologists (NASP), the highest distinction by the association.

Graduates are prepared for the ethical provision of professional psychological services to children and families in school settings (public and private), school-based health centers, clinics, and hospitals. The program is designed to meet the Standards for Training and Field Placement Programs in School Psychology by the National Association of School Psychologists (NASP, 2010) and the Council for the Accreditation of Educator Preparation (CAEP).

At present, individuals without a master's degree who wish to enroll in the certification program must also be enrolled in the MA Program in Clinical Psychology (child/adolescent concentration). Individuals with a prior master's degree in a closely related child/adolescent developmental or school-based field may apply to the certification program only (see Respecialization section below).

## **B. Competencies**

Consistent with the expectation of national recognition, the School Psychology Certification Program adheres to and promotes the eleven NASP domains of competency, as described in *Standards for Training and Field Placement Programs in School Psychology (2010)*. These domains focus on:

1. **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.
2. **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. **Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others,

develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.
5. **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
8. **Home/School Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
9. **Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**10. School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**11. Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology.

Full articulation of these domains of training and practice as related to our program curricula is detailed in the School Psychology Program Curricula by NASP Standards (see Program Director for additional information).

### C. Curriculum

Students must complete 65 credits, including the following 7 requirements:

**1. Educational Foundations/School Psychology Practice & Development**

*Complete the following 4 courses for 12 credits:*

<b>PSYC 506</b>	Multicultural Psychology
<b>PSYC 661</b>	Introduction to School Psychology
<b>PSYC 678</b>	Ethics and Professional Issues in Psychology
<b>ELAD 670</b>	Educational Leadership

**2. Education of Students with Disabilities**

*Complete 2 courses from the following list for 6 credits:*

**SPED 579** Special Education for Students with Disabilities

AND

**SPED 567** Instructional Planning for Students with Disabilities in Inclusive Settings I

OR

**SPED 568** Instructional Planning for Students with Disabilities in Inclusive Settings II

**3. Assessment, Intervention, Research**

*Complete the following 10 courses for 30 credits:*

<b>PSYC 510</b>	Research Methods in Psychology
<b>PSYC 521</b>	Statistics and Measurement for School and Applied Settings
<b>PSYC 574</b>	Cognitive Assessment
<b>PSYC 575</b>	Clinical Assessment
<b>PSYC 594</b>	School-Based Interventions
<b>PSYC 601</b>	Behavioral Assessment and Intervention
<b>PSYC 615</b>	School Psychologists' Role in Crisis
<b>PSYC 659</b>	Academic Assessment and Intervention
<b>PSYC 668</b>	Consultation Methods in Psychoeducational Settings
<b>PSYC 679</b>	Family Systems and Therapy

**4. Human Behavioral Development**

*Complete the following 3 courses for 9 credits:*

<b>PSYC 561</b>	Developmental Psychology
<b>PSYC 565</b>	Developmental Psychopathology
<b>PSYC 573</b>	Behavioral Neuroscience

**5. Additional Required Courses**

*Complete the following 2 courses for 2 credits:*

<b>PSYC 577</b>	Practicum in Psychoeducational Assessment I (1 credit)
<b>PSYC 579</b>	Practicum in Psychoeducational Assessment II (1 credit)

**6. Practicum Hours**

*Complete closely supervised on-campus and field based activities of distinct professional skills through courses below. A minimum of 300 practicum hours MUST be completed as part of the following courses:*

<b>PSYC 574</b>	Cognitive Assessment
<b>PSYC 575</b>	Clinical Assessment
<b>PSYC 577</b>	Practicum in Psychoeducational Assessment I
<b>PSYC 579</b>	Practicum in Psychoeducational Assessment II
<b>PSYC 594</b>	School-Based Interventions
<b>PSYC 601</b>	Behavioral Assessment and Intervention
<b>PSYC 668</b>	Consultation Methods in Psychoeducational Settings

**7. Externship (1,200 hours)**

*Complete the following courses for 6 credits:*

<b>PSYC 662</b>	Externship in School Psychology OR
<b>PSYC 662</b>	Externship in School Psychology

*Note: All courses above are 3 credits, except for PSYC 577 and PSYC 579 (both 1 credit)*

## **D. Course Sequence**

Most students complete the certification program in three years of full-time study, with the final year being a full-time externship. Students starting the certification program without a prior master's degree may also choose to complete a part-time course of study of up to five years. Students can create a part-time course of study at the time of admission or by meeting with their advisor or program director. Please note that students must complete all coursework and practicum hours prior to enrolling in PSYC 662 Externship in School Psychology.

Examples of full-time coursework programs for students can be found in Appendices E.

## **E. Field Placements**

Field placements, including practicum and externship experiences, allow students to apply domain knowledge to practical situations in order to develop the skills necessary to function as a professional school psychologist. All experiences are structured in educational settings under appropriate university and field supervision where possible. Students typically participate in field-based and University-based clinical experiences in every semester of the program, culminating in the full-year externship experience in their final year.

### **1. Practicum Requirements**

Practica experiences are interwoven throughout training via a sequence of field experiences designed to increase in difficulty, ultimately preparing students (called "trainees" throughout the rest of this section to distinguish them from the "students" who may be their clients during field experiences in schools) for their externship responsibilities. Throughout their practicum experiences, trainees are evaluated by both site supervisors and professors. Through course-embedded evaluations for each practicum experience, trainees are also able to assess their progress and gain confidence with the skills they are learning.

Each practicum is connected to a specific course (see curriculum above). Trainees must complete at least 45 logged hours in each course aligned with a practicum as they engage in a variety of tasks, including shadowing a school psychologist, conducting cognitive, social/emotional, and academic assessments, providing consultation to teachers, and delivering interventions, including individual counseling, group counseling, behavioral modification, and academic interventions, and any other relevant activity deemed appropriate for learning and accrual of experience. Trainees have an on-site supervisor as well as a university-based supervisor (i.e. the course instructor) aligned with each course, both of whom appraise trainee competencies via assignment and professional compartment rubrics.

### **2. Foundational Experience**

Upon entering the program, trainees enroll in Introduction to School Psychology (PSYC 661). In conjunction with this course, they participate in a minimum of 60 hours of

school experience to the extent possible. This placement is the equivalent of one day per week in a school during the initial fall semester. Trainees gain knowledge of critical concepts dealing with the roles and functions of a school psychologist. During this course, trainees gain a comprehensive understanding of how school psychologists function in collaboration with administrators, teachers, families and communities. Trainees are expected to gain well-rounded knowledge of assessment and intervention strategies, instructional assessment and intervention, and elements of an Individualized Education Plan. Although the trainee's initial role in this practicum setting is as an observer, in that they acquire knowledge, they may work more collaboratively with the supervising school psychologist at the appropriate level of skill.

### **3. Field-Based Assessment, Consultation, and Intervention Practica**

Assessment courses are completed sequentially. These include Cognitive Assessment (PSYC 574), Clinical Assessment (PSYC 575), Academic Assessment and Intervention (PSYC 659), and Behavioral Assessment and Intervention (PSYC 601). Trainees enrolled in Behavioral Assessment and Intervention (PSYC 601) are expected to conduct functional behavior assessments in school-based placements where possible. Additional practicum experiences are required during School-Based Interventions (PSYC 594) and Consultation Methods in Psychoeducational Settings (PSYC 668), during which trainees complete case-centered consultations in an educational setting and record their consultations. Through close collaboration with a teacher and school psychologist, students have an opportunity to improve a child's educational experience via indirect behavioral or instructional interventions. Process issues, such as working as a team member, effective consultation strategies, and the importance of dialogue with teachers, are emphasized in class. Combined, practicum courses provide trainees with valuable knowledge of direct and indirect intervention strategies that serve as a benefit to the student involved in the case. In addition, they serve as an effective prevention strategy by developing skills to work with future students on their caseloads.

### **4. University-Based Psychoeducational Assessment Practicum**

Typically, in their second full year of the program, trainees participate in a full-year practicum at the Psychological Services Clinic (PSC), located at the MSU Center for Clinical Services. Students participating in this experience, which requires enrollment in Practicum in Assessment I (PSYC 577) in the fall semester and Practicum in Assessment II (PSYC 579) in the spring semester, are supervised as they conduct psychoeducational assessments and intervention consultations for clients from the community. Supervision is provided by university faculty members. Trainees typically work with a classmate in pairs or quads to conduct intake planning, intake interviews, assessment planning, assessments, school observations, consultation with parents and professionals, staffing, feedback conferences, recommendation of evidence-based interventions, report writing, and outcome evaluations. Trainees are expected to meet after each stage of the process with their faculty supervisors, as well as meet regularly with their teammates to collaborate and share assessment information and diagnostic impressions prior to drafting evaluation reports.

## 5. Externship in School Psychology

During their final year in the program, trainees enroll in Externship in School Psychology (PSYC 662), which serves as the culminating capstone experience of the program. Please note that the state of New Jersey uses the term “externship,” in contrast to other states and organizations which refer to it as an “internship.” Trainees are required to complete a **1200-hour**, full-time externship experience. A written contract is negotiated between the field-based supervisor and the extern, with opportunities for the Program Director and Field Placement Coordinator to make comments and suggestions. As noted in the contract, which can be found in the Modules section of the program’s Canvas community, field-based supervision is supplemented by additional supervision by the university faculty member serving as the instructor for PSYC 662 during each semester.

While externs are required to complete 1200 hours of externship, at least 600 hours must be in a public school setting. The additional 600 hours may be in a non-public school setting or other sites relevant to the practice of school psychology, such as a clinic or hospital with the appropriate, licensed supervision. In addition, externs attend a weekly seminar on campus, which meets over the full academic year from September through June.

An externship requires a commitment from both the administration and the staff of the employing school system. The Director of the School Psychology Certification Program must approve all externship sites. Externships must satisfy the following conditions:

- a. Externs are given the opportunity to complete the required 1200 hours of training over one academic school year. This requirement is documented in the externship contract. Both the extern and the employing school system must enter into a written contract that outlines these conditions.
- b. Ensures sufficient exposure to a varied student population with a wide range of educational, psychological, and behavioral difficulties from culturally and socioeconomically diverse backgrounds
- c. Externs receive direct (face-to-face) supervision for a minimum of two hours per week by a state credentialed school psychologist or an appropriately credentialed psychologist in a non-school setting. Field-based supervisors should not be responsible for more than two externs at the same time.
- d. Externs must be given the opportunity to participate in relevant professional development activities including, but not limited to, attending an annual conference of a professional school psychology association.
- e. Must provide access to adequate office, clerical, and professional supplies, as well as to equipment essential to work effectively as a school psychology extern

## **6. Externship Objectives**

The School Psychology Certification Program has outlined general objectives for the school psychology externship. Externs will:

- a. Demonstrate knowledge of school systems, organization, and administrative structure
- b. Show effective communication and consultation skills with a variety of educational stakeholders
- c. Become familiar with roles and functions of a school psychologist (as well as the roles of other multi-disciplinary team members) in both educational and non-educational placements
- d. Display skills in psychological, educational, and behavioral assessment, as well as related intervention strategies
- e. Demonstrate effective individual and group counseling skills
- f. Exhibit knowledge of, and the ability to utilize, community resources
- g. Display the ability to act as a liaison between the school, community, and home
- h. Effectively interact with a diverse range of school personnel, children, and community members
- i. Engage in research relevant to the field of school psychology with the ability to provide in-service training within the externship placement
- j. Express an awareness of ethical, legal, and professional issues in school psychology
- k. Appropriately implement information technology related to the delivery of school psychology services

## **7. Field Placement Evaluation**

Trainees are required to log their practicum hours and appropriately code the activity experienced in their placements. They are also evaluated at the conclusion of each school-based practicum experience to determine the appropriateness of proceeding to the next level of training.

Multiple methods are used to evaluate performance progress during the externship. Both formative and summative assessments, along with assessment procedures, are detailed in a separate handbook (Montclair State University School Psychology Externship Manual).

Overall, school psychology externs are evaluated twice per year during their externship experience to monitor their professional work characteristics, sensitivity to diversity, and performance-based progress.

### G. Respecialization

Candidates with a previous master's degree in a closely related field (e.g., child/adolescent developmental or school-based master's degree in Counseling, Education, Social Work) may apply to the School Psychology Certification Program without having to apply to the related MA in Clinical Psychology program. If accepted, post-MA candidates must satisfy certification program requirements as defined by the New Jersey Department of Education (NJDOE). In cases of complicated transcripts, a credential audit from the NJDOE may be warranted. For such candidates, a full-time or part-time course of study is prepared in consultation with the Program Director based on the recommendations from the NJDOE credential audit. Credits from their previous master's degree may be considered for application toward the School Psychology Certification Program, but only if earned less than ten years from the time of registration. Courses specifically relevant to school psychology (e.g., assessment and intervention courses with school-based practica) typically are not transferrable and must be taken within the program, as it is the program that attests to the practicum experience when recommending a candidate for certification.

### H. Additional Requirements

As part of the School Psychology Certification Program, trainees must satisfy several additional requirements.

1. **Professional Development Series (PDS):** Students must show evidence of attendance at PDS events throughout their time in the program in the form of program-generated Certificates of Completion. Please see the subsection describing the PDS in the Student Involvement section below.
2. **Professional Performance-Based Portfolio:** All students in their externship year prepare a Professional Performance-Based Portfolio. This portfolio includes an Assessment Case Study, an Intervention (direct or indirect) Case Study, a Research Project, a resume, and a personal statement. The portfolios will be reviewed and must provide evidence of competency in across all 10 NASP domains.
3. **PRAXIS Examination:** All students are required to take the PRAXIS II (specialty) exam in School Psychology during or before their externship year. Their scores must be reported to the Director of the School Psychology Certification Program and are required as part of national certification as a School Psychologist. Registration information can be obtained from the Educational Testing Service (ETS) at (609) 771-7395 or [ets.org/praxis](https://ets.org/praxis). Other information is available at [nasponline.org](https://nasponline.org).
4. **Student Personal Characteristics:** Students will be evaluated annually to determine whether they are progressing satisfactorily. Responsible training for work in school

and mental health settings requires that students have appropriate personal characteristics in addition to meeting academic requirements. These include, but are not limited to, communication skills, interpersonal skills, respect for human diversity, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. At the end of each semester, the core program faculty will evaluate each student's suitability for continuation in the program, considering information from all sources in the program and related settings. The decision that a student must leave the program on personal grounds will be made by the program faculty.

5. **Student Professional Behavior:** Students must demonstrate professional work characteristics, including ethical and legal conduct.

## VI. ADVISING AND EVALUATION

### A. Advising Procedures

All graduate students are assigned a faculty advisor upon their first semester. All core faculty serve as advisors. When possible, students are matched to advisors from among faculty in their major areas of study (clinical child, school, and forensic psychology). You can locate the name of your faculty advisor by checking the advising list posted in the Modules section on the program's Canvas community page.

**Your faculty advisor should be your first point of contact** for all program-related issues that you may experience, *with the exception of academic concerns related to particular classes* (see below). Possible issues and topics include:

1. Desired changes to your coursework program
2. How to obtain a permit to enroll in a particular course (e.g., if it is closed)
3. Review of performance and progress in program
4. Strategies for addressing challenges encountered in coursework
5. Follow-up on student review decisions
6. Possible clinical and research opportunities
7. Development of professional goals
8. Resources to facilitate work/educational opportunities post-graduation
9. Feedback and guidance for preparing application materials (e.g., CV, cover letter) and interviewing for various opportunities

Generally, for academic program concerns related to a particular class, you should attempt to **first resolve issues with the individual faculty member**. If the problem remains unresolved, you should speak with your faculty advisor. If, after speaking with your advisor, you still have questions about a particular issue, you and/or your advisor should consult with your specific program director. If concerns persist, you should speak with the Department Chair.

### B. Contacting Your Advisor

[Adapted from: University of Washington, College of Education. *Graduate Students: Working with Your Faculty Advisor*. <https://education.uw.edu/>]

Establishing a positive and productive relationship with your faculty advisor is a critical step in achieving graduate school success. You can begin this relationship by planning your first meeting(s) ahead of time so that you discuss the topics that are important to you. Use the following checklist for self-reflection and to plan initial meetings with your advisor in light of what you identify as your goals and expectations for graduate school.

### 1. Prior to the First Meeting

- a. **Make an initial appointment for your first meeting.** Emails usually work best and should be sent about two weeks ahead of time. You can email them through our Canvas program community (using Inbox) or via their MSU email. Suggest days and times you are available, providing your maximum availability. If you are available to meet during your advisor's office hours, indicate this in your email. A list of faculty office hours is posted outside Dickson Hall 219 (Psychology Department main office). Faculty pages on the MSU website also typically list faculty office hours. Reply to your advisor promptly.
- b. **Prepare an agenda.** This should contain a list of objectives for the meeting and questions you plan to ask. It will help your advisor if you attach this agenda to your initial email, along with writing one or two sentences describing your main objectives for the meeting.
- c. **Develop your goals for your graduate training and beyond.** Your advisor will inquire about what you want to accomplish during your time at MSU, as well as your short-term and long-term professional goals after graduation. Therefore, it is important for you to have considered these questions ahead of time so you can have a productive meeting.

### 2. The First Meeting

- a. There are many possible topics that could be discussed during your first meeting with your advisor. Given that this first meeting is likely to last about 30 minutes, consider which topics are most important for establishing a positive and productive advising relationship, knowing that you will have opportunity for follow-up meetings.
- b. One topic that should be prioritized in the first meeting is discussing your coursework program. This involves reviewing your degree audit via Degree Works, the recommended course sequence, and possible factors that may warrant modifications to your course sequence.

- c. Share your goals with your advisor. Your advisor may provide feedback to help shape your goals, and you and your advisor may discuss ideas that can help you achieve them. Examples might include gaining relevant clinical and research experiences.
- d. You might consider making your advisor aware of any personal issues that may influence your progress toward completing your degree. These may include work obligations, family circumstances, etc.
- e. Ask your advisor what structure he/she prefers for future discussion and review of your goals and progress throughout the program.

### **3. After the First Meeting**

- a. We recommend that you draft an action plan that contains a list of short-term and long-term goals, along with specific steps you can take for achieving them.
- b. Because your goals are likely to change over the course of your graduate training, expect that you will continually revise your action plan too.
- c. Ultimately, remember that your advisor has many things on his/her plate (e.g., other advisees, courses to plan, research to conduct, meetings to attend, etc.), so the following tips may be helpful in maintaining a successful advising experience:
  - Use the subject line of your email to catch your advisor's attention (e.g., "Advising Appointment Request – Jamie Smith")
  - If your advisor does not reply within 7-10 days, send a follow-up email. If you still do not hear back, contact the Director of Clinical Training or find someone who can assist you temporarily. Alternatively, you can always stop by during your advisor's walk-in office hours.
  - Arrive on time and prepared for your advising meetings. Have a list of questions prepared. This will show your advisor that you appreciate his/her time and are serious about your graduate training.

### **C. Switching Advisors**

Although most students maintain the same advisor, students who wish to switch advisors should contact the Director of Clinical Training.

### **D. Evaluation and Remediation Procedures**

Student performance and progress are evaluated by the program faculty every semester. Evaluation of each student considers a number of indicators, including course grades, performance in field placements (e.g., practicum, externship, and internship), and level of professionalism exhibited in all program-related activities.

Students whose evaluations are satisfactory will be permitted to continue their matriculation in the program. Certain circumstances may result in an unsatisfactory evaluation and warrant a conference with the student's advisor and a remediation plan, including, but not limited to:

1. If a student's GPA has fallen below 3.0 (*in line with TGS policies on academic probation and dismissal – please see Section X for additional information*)
2. If a student has received an F or incomplete grade in a course
3. If the program faculty have concerns about a student's readiness for externship

If a remediation plan is needed, the student and advisor will meet to identify a course of action, which could include:

1. Making up missing coursework
2. Repeating a particular experience (e.g., course, practicum)
3. Increasing supervision or field work experience
4. Modifying the student's coursework program to take fewer courses per semester or add courses needed to strengthen competence
5. Seeking a leave of absence

The student and advisor will document the remediation plan, which will specify the date by which the remediation plan must be completed. The advisor will forward the remediation plan to the student's program director and the DCT for approval. After the remediation plan deadline, the student's progress toward satisfying the conditions of the remediation plan will be re-evaluated by the advisor, in consultation with the Program Director and DCT, who will notify the student of their decision in writing. Depending on the student's progress toward completing the remediation plan, there are four possible decisions:

1. Determine that concerns about the student's performance and professional competence no longer exist. The student is permitted to continue in the program.
2. Create an updated remediation plan and a new re-evaluation date
3. Counsel the student to voluntarily withdraw from the program
4. Dismiss the student from the program

If the student is dismissed from the program, the student has 14 days after the dismissal to appeal the decision. As part of the appeal process, students may ask the Department to formally review their dismissal from the program. If requested, a review panel will be appointed by the Department Chair. The review panel will consist of psychology faculty members who are not affiliated with the MA and certification programs in clinical and school psychology. This review panel will make a determination regarding the dismissal and will forward its recommendation to the Department Chair. If the review panel determines the dismissal was appropriate, the DCT will submit a request for termination to TGS. If the request is approved by TGS, the student's admission is terminated.

## **VII. STUDENT INVOLVEMENT**

A graduate degree is more than courses and a thesis or dissertation. Your time in the program should be focused on developing your identity as a professional psychologist. To accomplish this, we want our students to get involved and take advantage of opportunities in the Psychology

Department, the University, Montclair and surrounding communities, and regional and national professional organizations. The following are some ways in which you can get involved, including communicating with your classmates and professors, attending program-wide events, joining student organizations, and pursuing research ideas and collaboration with faculty.

### A. Canvas Community

Canvas is MSU's campus-wide online learning platform. In addition to using Canvas for coursework, faculty and students use Canvas as a forum for communicating within our graduate program. At the beginning of your first semester, you will be enrolled automatically in the *Clinical and School Psychology Program Canvas Community*.

To access the Canvas community:

1. Go to <https://montclair.instructure.com/>
2. Log in to the portal with your MSU NetID and password.
3. On the left sidebar, click on the icon labeled *Courses*.
4. Under the *Courses* menu, click on the tab labeled *Clinical and School Psychology Graduate Programs*. This will bring you to the main page of the program's Canvas community.

The program's Canvas community contains important program-related documents, announcements, and other pertinent information. Program faculty and students most often use the following Canvas features:

1. **Announcements:** where students receive information and updates related to program issues and upcoming events. Please be sure to turn on your notification settings so that a message will be sent to your personal email address alerting you when new announcements are posted.
2. **Inbox:** where you may receive/send emails from/to faculty and students
3. **Modules:** where students can access important program-related documents
4. **Pages:** where students can access other important program-related information
5. **Sections:** the community contains separate sections for students by their respective programs/concentrations (Clinical Child, School, and Clinical Forensic). This feature allows the faculty to send email messages (via Canvas Inbox) to students within their particular area/section.

If you would like to post an announcement on the Canvas community, please contact Drs. Julia Coyne or Jeremy Fox. Please provide the title, content, and intended audience of the post (e.g., school psychology students only). Pending approval, it will be posted in the appropriate forum.

### B. Professional Development Series (PDS)

The PDS is designed to introduce graduate students in our program to a variety of topics in clinical child, school, and clinical forensic psychology. Approximately 5-6 PDS events are offered over the course of each academic year. Speakers include internal and external faculty members, researchers, clinicians, and representatives from community mental health agencies.

Students are strongly encouraged to attend these events and sign in to verify their attendance. One of the benefits of PDS meetings is the opportunity to promote communication among our students and faculty on current issues in the field. Typically, the first portion of each meeting is set aside to inform members of upcoming events, discuss ideas and comments, and foster communication between students and faculty. In the second portion of the meeting, a guest speaker presents on a selected issue in the field, typically in a “hot topic” area not addressed in depth in program coursework.

### **C. Psychological Services Clinic (PSC)**

The [PSC](#) serves as the on-campus, faculty supervised training site for students in the Psychology Department’s clinical training programs. Although originally founded in January 2013, the PSC is in many ways a continuation of the MSU Assessment Center that was established over 30 years ago. Under the supervision of doctoral-level supervisors, graduate students at the PSC conduct psychological assessment and interventions, as well as psychoeducational evaluations for children, adolescents, and adults.

In January 2016, the PSC moved to its current location in the [MSU Center for Clinical Services \(CCS\)](#), a newly constructed building located off the main campus and accessed easily by clients, students, and faculty. The CCS is a 25,000 square foot facility with 24 assessment/treatment rooms and ten faculty offices. Assessment/treatment rooms include state-of-the-art technology that allows supervisors and students to directly observe casework in real time. Clinical activities in these rooms can be monitored at any faculty computer station in the building. Moreover, our observation software allows faculty to record client sessions in order to provide detailed feedback to students. A full-time technology representative is available on-site to assist faculty and students as necessary. The design of the CCS is compliant with the Health Insurance Portability and Accountability Act and the Family Educational Rights and Privacy Act.

### **D. Student Committees**

TBA

### **E. Research Labs**

All students are encouraged to seek out research opportunities during their time in the program. Students whose specific programs of study require a thesis and/or dissertation may wish to have additional research experiences, while students whose programs have no research requirements may find their training and interests greatly enhanced by research experience. Research experience is also important for gaining admission into doctoral programs, and so students in our MA programs with this aspiration are especially encouraged to apply to join a research lab early in their training. Please visit the [Psychology Department website](#) for more information about research labs and faculty research interests.

### **F. Professional Organizations**

Students are encouraged to hold membership in one or more professional organizations. Most professional organizations offer student memberships at discounted rates. Organizational memberships typically provide access to resources and affiliated publications, networking and mentorship opportunities, scholarship/funding opportunities, and discounted conference registration rates.

The following organizations may be of interest to students:

### **1. American Psychological Association (APA)**

[APA](#) is the largest scientific and professional organization representing psychology in the United States. It offers a graduate student affiliate membership. In addition to joining the APA, students also can become members of various divisions. Division memberships may afford additional benefits. Divisions of interest may include:

[Division 12](#): Society of Clinical Psychology

[Division 16](#): School Psychology

[Division 41](#): American Psychology-Law Society

[Division 53](#): Society of Clinical Child and Adolescent Psychology

### **2. National Association of School Psychologists (NASP)**

[NASP](#) is the world's largest organization of school psychologists. It represents professionals and graduate students throughout the United States and 25 other countries. NASP offers a graduate student membership.

### **3. Association for Behavioral and Cognitive Therapies (ABCT)**

[ABCT](#) is a leading interdisciplinary organization for clinical psychologists, psychiatrists, researchers, students, and other professionals committed to advancing a scientific approach to understanding and treating problems of emotional and behavioral health. ABCT members have traditionally included those who support, use, and/or disseminate behavioral and cognitive approaches. ABCT offers a student membership, and graduate students often attend and present at ABCT's annual conference each November.

### **4. Eastern Psychological Association (EPA)**

[EPA](#) was founded in 1896 and is the oldest regional psychological association in the United States. Based in the Northeast, its annual meeting is one of the more accessible conferences for MSU students, thus providing students in our programs with the opportunity to attend and present their research at a relatively low cost. EPA similarly offers a relatively affordable student membership.

### **5. New Jersey Association of School Psychologists (NJASP)**

[NJASP](#) is a professional association for school psychologists and graduate students who work, attend school, or live in New Jersey. NJASP offers a discounted student membership. It holds professional conferences in the winter and spring of each academic year at various locations throughout NJ.

#### **6. New Jersey Psychology Association (NJPA)**

[NJPA](#) represents New Jersey practitioners, researchers, and students in all areas of professional psychology. It offers a student membership.

#### **G. Travel Awards**

Depending on the annual budgets of the Psychology Department and CHSS, travel awards may be available to support student conference attendance. Graduate students who plan to attend a professional conference as an author or presenter on a paper, poster, or workshop presentation may be eligible to receive up to \$250 from the CHSS Dean's Office and an additional \$100 from the Psychology Department. Students do not need to be the first author on the project but must provide evidence of attending in a scholarly capacity. Interested students should contact Ms. Maureen Corbeski at [corbeskim@mail.montclair.edu](mailto:corbeskim@mail.montclair.edu) for information about the application process.

### **VIII. STUDENT RESOURCES**

#### **A. About Montclair**

Montclair is a township in Essex County, New Jersey, located only 14 miles from New York City. Montclair's proximity to NYC makes it an attractive suburb for commuters, and several public transportation options make the town (and the MSU campus) accessible for students, whether living on or off campus in Montclair or elsewhere in New Jersey or New York. Several NJ Transit bus lines serve Montclair and have stops on the MSU campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the MSU campus via two campus train stations, Montclair Heights (on Normal Avenue) and Montclair State University (on Clove Road). Montclair is also 13 miles from Newark Liberty International Airport. See [University Facilities](#) for more information about transportation options in Montclair.

In addition, Montclair is noted for its historic architecture and parks, as well as its lively arts, shopping, and restaurant scene in both downtown Montclair and in a smaller area north of downtown known as Upper Montclair.

#### **B. Student Housing**

Campus housing is available for graduate students. Further information can be found by visiting the website of the [MSU Office of Residence Life](#).

#### **C. New Student Checklist**

New students are strongly encouraged to review the [New Student Checklist](#) on the website of The Graduate School for steps to take upon deciding to enroll at MSU. The checklist provides important information that will help you get started at MSU, including how to obtain an email address and NetID, apply for financial aid and student health insurance, obtain a parking permit, and pay your term bill.

#### **D. Student Workspaces and Computing Facilities**

Students may access the internet on campus by connecting to the MSU-Secure wireless network with their NetID and password. Instructions for accessing the network are located on the [OIT website](#). Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops are located in the Center for Clinical Services, Feliciano School of Business, University Hall, and Dickson Hall. Computer lab facilities for student use are also available on the fifth floor of University Hall. The Center for Clinical Services also has a computer lab intended for use by students who are working in one of its clinics. Students should be aware of the hours of operation of these buildings.

#### **E. Printing and Copying**

MSU students receive an annual allowance of \$40 for printing and copying. Further information about campus printing services, including locations with printing capabilities, can be found by visiting the website of the [MSU Office of Information Technology](#).

#### **F. Technology Support**

Students may request assistance with MSU-owned computers by contacting the [University Help Desk](#) (5<sup>th</sup> floor of University Hall) or [CHSS Technology Services](#). Please note that neither will provide assistance with personal computers.

#### **G. Shuttle Services**

Various shuttles provide free transportation around campus for MSU students. Shuttles stop at campus locations convenient for our students, including University Hall (close to Dickson Hall), Lot 60 (close to the Center for Clinical Services), Red Hawk Parking Deck, CarParc Diem Garage, and the Montclair State University NJ Transit Train Station. Further information about shuttle services can be found by visiting the website of [University Facilities](#).

#### **H. Student Services**

MSU provides academic and student-centered services to support and enhance students' experiences during their enrollment. Some services used by our students are described below.

##### **1. [Center for Career Services](#)**

Provides resources and support designed to advance student' career development through the job search process. Can provide assistance with career advising, networking, job search strategies, application materials, and interviewing.

## 2. [Center for Writing Excellence](#)

Offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. Also a resource for preparation of curriculum vitae and cover letters.

## 3. [Disability Resource Center](#)

Coordinates academic support and accommodations, in compliance with Section 504 of the Rehabilitation Act of 1973, to provide access to academic programs for students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities

# IX. FINANCIAL INFORMATION

## A. Tuition and Fees

Information about tuition and fees for graduate students at Montclair State can be found on the website of [Student Accounts](#).

## B. Financial Aid

Half-time and full-time students are eligible for federal financial aid, including Stafford, Perkins, and Graduate PLUS Loans. Students must take at least 4.5 credits to qualify for half-time status and at least 9 credits to qualify for full-time status. Please note that students who are registered for thesis or dissertation credits are eligible for federal financial aid, even if they are not taking enough credits to qualify for half-time or full-time status.

Students may also be eligible for financial aid during the summer semester if they have not used up all of their financial aid during the fall, winter, and spring semester. You must also be registered for at least 4.5 credits to be eligible for summer financial aid.

For additional information about financial aid and loans, please visit the [Financial Aid Office](#).

## C. Assistantships and Fellowships

Each year, the Psychology Department offers graduate and teaching assistantships to qualified incoming MA students. Applicants who would like to be considered for an assistantship are asked to indicate this on their admissions applications. Typically, assistantship awards are determined in March or April and based on a combination of factors, including GPA (prior to entering MSU), GRE General Test scores, and prior research experience.

Graduate assistantships, which include a tuition waiver and \$7,000 stipend, require students to work 20 hours per week with a faculty member. Responsibilities typically focus on assisting the faculty member with his/her research program.

Teaching assistantships, which include an \$7,000 stipend, require 20 hours per week. Each semester, teaching assistants are assigned to assist with 1-2 courses, usually large sections of undergraduate psychology courses. Responsibilities may include helping the course instructor with attendance, grading, and exam proctoring, as well as holding additional office hours for students.

#### **D. Establishing Residency**

To qualify for in-state tuition at the start of enrollment at Montclair State, students must have resided in New Jersey for at least one year. Please visit [Student Accounts](#) for additional information, including the documentation considered evidence of residency and process for obtaining residency status.

#### **E. Health Insurance**

All full-time students (taking at least nine credits per semester) are required by MSU to carry health insurance and are automatically enrolled in an MSU-affiliated plan through United Healthcare. Students may stay enrolled in this plan or waive it by the established deadline. Please visit the websites of [TGS](#) and the [University Health Center](#) for additional information.

### **X. PROGRAM AND UNIVERSITY POLICIES**

Important information about general MSU policies relevant to the Psychology Department's clinical training programs comes from:

- [The TGS website](#) and
- [The Graduate Policy Manual for Doctoral, Master's, and Post-Baccalaureate Programs](#)

Note that the latter document (hereinafter *TGS Policy Manual*) is regularly updated and reissued by TGS. Students are expected to adhere to the current version of the TGS Policy Manual.

What follows is a summary of important information from these sources relevant to the Psychology Department's clinical training programs. This information is synthesized with additional Psychology Department-specific policies.

#### **A. Registration**

The Internet gateway that all MSU students use to register for courses is called *NEST* (Network Engagement and Student/Staff Transactions). For additional information, please refer to the [TGS How to Register Page](#) and [Frequently Asked Questions](#) for NEST registration.

##### **1. Registration Procedures**

As per Section III of the TGS Policy Manual, students can register once their admission is fully processed through the Psychology Department and TGS. Students must register for courses within one year of being admitted unless they request a one-year deferment from TGS. Otherwise, students will have to reapply (and pay another application fee) should they later wish to reenroll. Students' registration privileges will be suspended for failure to abide by deferment terms or, if accepted directly from an undergraduate program, failure to submit an official final transcript during their first semester in the program.

## **2. Full-Time and Part-Time Status**

Information about matriculation and credit requirements can be found in Sections II and IV of the TGS Policy Manual. Full-time status is at least 9 (and generally no more than 16) credits per semester; half-time status is 4.5 credits per semester. Students receiving an assistantship (Graduate Assistants, Teaching Assistants, and Doctoral Fellows) are considered full-time students and must register for the minimum of 9 (and generally no more than 12) credits each semester. Approvals are required to register for beyond the allowable maximum semester hour load.

Besides coursework, “equivalent activities”—which refer to a Comprehensive Examination, supervised master’s thesis, or supervised doctoral dissertation—may count toward the full- or half-time credit requirements (called “full- or half-time equivalency”). Students participating in these activities may not be registered for enough credits to achieve full-time status, however they may require full-time status (e.g., for the purposes of financial aid or health insurance coverage). In this case, students should complete the [Equivalency Request Form](#), have it signed by the DCT or their Program Director, and bring the signed form to the TGS office. This must be done within the first 10 days of the semester. [Note: “equivalent activities” do not include a supervised externship. Therefore, students should be aware that they may not qualify for half-time or full-time status if they are only taking 3 credits of Externship in a given semester.]

Full-time students are automatically enrolled in the MSU health insurance plan; if you do not actively opt out of this coverage, you must pay for it.

## **3. Adding/Dropping Courses**

Students are responsible for adding and withdrawing from courses, including contacting the Registrar’s Office if they encounter any problems. Students who wish to register for a course after the add/drop period must follow procedures outlined in a [form](#) provided by the Registrar’s Office.

Students drop courses through NEST or, if they have a hold, by written request or form submission to the Registrar’s Office. Courses dropped by the end of the Add/Drop period will be removed from your record, while those you drop after the Add/Drop period and by the end of the ninth week of the semester for full-term courses (or by the midpoint for

less-than-full-term courses) will be recorded as “WD” on your record. WDs have no impact on your grade point or cumulative averages. You will otherwise receive a grade unless you submit a request for withdrawal from *all of your courses* in a semester due to extreme extenuating circumstances (e.g., death of a parent or spouse, incapacitating accident, or extended hospitalization) that occurred after the ninth week of classes (click [here](#) for further details). This request must be submitted to the [Dean of Students Department](#) by the last day of classes before the start of finals week. Financially, you will receive a 100% refund if you withdraw by the end of the first week of the semester for full-term courses (or by the third class meeting for less-than-full-term courses), or else a 50% refund if you drop a course during the first third of the semester (after which no refund is available).

The end of the Add/Drop period is the second week of the semester. Graduate students must register for continuous matriculation (see Section II.E. of the TGS Policy Manual), comprehensive examination and preparation, and thesis and thesis extension credits, and request a leave of absence by the end of this period.

For additional add/drop policies, please refer to the [Registrar’s Office](#) and [Student Accounts](#).

## B. Permits

When attempting to register, you may find that particular courses are closed to registration because they are fully enrolled or have another type of restriction. Therefore, you may request a “permit” to register for the course by completing an online form via the following link:

[https://montclair.col.qualtrics.com/jfe/form/SV\\_56Jm71GUOWMko3r](https://montclair.col.qualtrics.com/jfe/form/SV_56Jm71GUOWMko3r)

Here you will be asked to provide the following information:

1. Your name and CWID
2. MSU NetID
3. Affiliated Graduate Program
4. Semester
5. The course name and number
6. The course CRN
7. Indicate whether course is required for current term
8. Indicate whether there are any open sections
9. Reason for permit

You will always be able to register for a course (or receive a permit if needed) if the course is listed on your coursework program for that particular semester. However, you are not guaranteed a particular section of the course, if multiple sections of the course are offered in the given semester. If you prefer to register for one section over another, please explain why in the online form requesting the permit (e.g., if you wish to register for a particular section due to a scheduling conflict with a different section).

*Note: The above instructions only apply to courses in the Psychology Department (PSYC). For a permit to register for courses in other departments, you should contact the course instructor. If needed, you may also contact the program assistant or administrator for that department.*

### **C. Holds**

As per Section II of the TGS Policy Manual, if you fail to register for any credits during the fall or spring term, you will receive a deactivation registration hold. The [TGS website](#) also describes a hold for certain international students who fail to take the MSU English Language Proficiency (ELP) placement test before attempting to register. There are many other types of holds that can be viewed in [NEST](#). Contact the department that placed them on your account directly to inquire about and address any holds. You can also contact the [Student Accounts Office](#) about any holds that remain on your account that should have been cleared.

### **D. Grading Policy**

As per Section V of the TGS Policy Manual, available grades are A, A-, B+, B, B-, C+, C, C-, F, IN (Incomplete), IP (In Progress), NC (No Credit), and AU (Audit). “D” grades are not available for graduate students. Pass/fail grades are also generally unavailable for graduate courses, except for thesis extension (699) and 900-level doctoral courses. Courses in which a graduate student receives an “F” cannot be repeated absent a special case with extenuating circumstances (exceptions are decided by the DCT). GPA is based on all the courses in the program of study; prerequisite courses and courses transferred from other institutions are not included in the GPA calculation.

### **E. Incomplete Grades**

As per Section V of the TGS Policy Manual, the grade of “Incomplete” (IN) is offered at a professor’s discretion following a student’s request for the IN grade by the last day of class. An IN grade indicates that a final grade is being withheld until the student completes the required work as set forth by the professor in the Contract for an Incomplete Grade form. This work must generally be completed by February 15 for the immediately preceding fall and winter terms, June 30 for the immediately preceding spring term, or October 15 for the immediately preceding summer term. However, a student can request an extension by submitting the Request of Extension of an Incomplete Grade form ([see TGS website](#)) to the Office of the Registrar.

### **F. Grievances and Concerns**

The grade grievance process begins with attempts to informally resolve the dispute with the professor, then the faculty member’s Chairperson, then the Dean of the College/School, and finally the Vice Provost for Academic Affairs. As per procedures outlined in Section XI, students should speak with their advisor (and Program Director and DCT, if needed) after first informally speaking with the professor. If the conflict cannot be resolved informally, and the Vice Provost for Academic Affairs decides that institution of formal resolution procedures is warranted, Grievance Committee procedures and an appeal process to the Vice President for Academic

Affairs may be pursued. Specific procedures for [informal and formal grievances](#) can be found on the TGS website. Additional information can be found on the [CHSS website](#).

### **G. Academic Probation and Dismissal**

As stated in Section V of the TGS Policy Manual, MA and certification students must maintain a GPA of 3.0 or higher. Otherwise, they will be placed on academic probation. If placed on academic probation, you must raise your GPA to at least a 3.0 by the time you complete an additional 6 credits of coursework over up to two semesters (from the date of notification of probation). If you fail to adequately raise your GPA to 3.0 in that time frame, you may be dismissed from the program via a case-by-case review process led by TGS in consultation with the Program Director and DCT. Students who receive a C-level or lower three times will also be dismissed from the program absent a special case presenting extenuating circumstances. In the event of a decision to make an exception and withhold dismissal, students will be provided with special conditions for continuing in the program. Additional information can be found on the [MSU website](#).

### **H. Leaves of Absence**

As stated in Section II of the TGS Policy Manual, graduate students requesting a leave of absence from MSU must contact TGS by the end of the second week of the semester; they are not granted retroactively. Students are also encouraged to speak with their advisor or program director before formally requesting the leave. Additional information can be found by reviewing the Office of the Registrar's [Withdrawal-Refund Policy](#). You may request a leave of absence once as a matter of course, and you do not need to disclose the reason for the request. Beyond this, a request for an exception to permit additional leaves of absence must be submitted to TGS by your program director on your behalf. In addition to submitting the request for the leave of absence, you must also officially withdraw from any courses for which you are registered.

MSU also has a medical leave policy administered by the [Dean of Students Department](#).

### **I. Official Withdrawal**

As stated in Section II of the TGS Policy Manual, graduate students may voluntarily withdraw from MSU and their program by both submitting a withdrawal form to TGS and withdrawing from individual courses in NEST. Additional information about withdrawal procedures can be found by reviewing the Office of the Registrar's [Withdrawal-Refund Policy](#). Moreover, according to [TGS policy](#), if you fail to register for any credits for two consecutive semesters, you will be withdrawn from MSU and your graduate program.

### **J. Readmission**

As stated in Section II of the TGS Policy Manual, if you seek readmission after withdrawing voluntarily or being withdrawn for failure to register, you must reapply and pay a new application fee. Readmission is not guaranteed. If readmitted, you will receive readmit status,

which factors in your prior semesters to calculate the time you have remaining to complete the program and the number of leaves of absence still available for you.

## **K. Auditing Courses**

As stated in Section IV of the TGS Policy Manual, “auditing” a course means that a student registers (see [Audit Application Form](#) from the Office of the Registrar), pays for, and attends class consistent with TGS attendance policy, but otherwise has no obligations other than to listen. As such, audited courses do not result in academic credit. However, auditing students may change their registration to “for credit” up to the end of the first three weeks of a semester. Audited courses may also be retaken later for credit. Audited courses are part of a student’s course load; hence, a student may not exceed the maximum number of semester hours via audited courses.

## **L. Requirements for Graduation**

All students are strongly encouraged to keep track of their academic progress via the *Analysis of Academic Progress*, which can be accessed via NEST. The Analysis of Academic Progress, also referred to as your “Degree Audit,” includes a comparison of your course work to date with the program’s requirements for graduation.

According to the [TGS website](#), graduate students must file the Application for Final Audit form with the Office of the Registrar by June 1 to graduate in January, October 1 to graduate in May, and March 1 to graduate in August. Section VI of the TGS Policy Manual indicates that graduate students whose Application for Final Audit for May graduation has been approved; doctoral students whose completed dissertation is filed and approved; and students who earned degrees in the preceding August and January are all eligible to participate in the May commencement events. Students who have filed their graduation audit should refer to their Analysis of Academic Progress for updates on the status of the approval of their audit. The [Office of the Registrar](#) provides further information about graduation, including deadlines, New Jersey certifications, commencement, diplomas and certificates, and final transcripts, as well as a How to Apply to Graduate through NEST guide.

Information about the specific credit requirements for master’s and certification and other programs of study is available in Section VI of the TGS Policy Manual. To graduate, master’s students generally must complete a required number of courses and credit hours (refer to curriculum sections for your specific program) while maintaining at least a 3.0 GPA and receiving fewer than three grades of “C.”

## **M. Ethical Standards and Professional Behavior**

### **1. APA Ethics Codes and NASP Principles for Professional Ethics**

Students are taught and expected to abide by the [American Psychological Association’s \(APA\) Ethical Principles of Psychologists and Code of Conduct](#) (Ethics Code). As stated in the APA Ethics Code,

*Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct....*

*Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies and payers for health services.*

Students in the School Psychology Certification Program are also taught and expected to abide by the [National Association of School Psychologist's \(NASP\) Principles for Professional Ethics](#). Students should seek to be guided by the APA Ethics Code and NASP Principles for Professional Ethics in tandem, as stated in the NASP guidelines:

*School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association's (2002) Ethical Principles of Psychologists and Code of Conduct for guidance on issues not directly addressed in this code.*

## **2. Academic Integrity**

Students are expected to review and abide by MSU's [Academic Dishonesty Policy](#), which defines academic dishonesty, provides guidelines to help students avoid engaging in it, and sets forth the procedures for adjudicating instances of it.

## **3. MSU Code of Conduct**

Students are expected to review and abide by the [MSU Student Code of Conduct](#). It includes the following sections: a preface, a glossary of terms, listings of violations, procedural standards, sanctions and stipulations, adjudicative processes, and appeal processes, and a description of the University No-Contact Order (UNCO).

## **4. Social Media Policy**

Students must review and adhere to MSU's [Social Media Policy](#). For further information about social media usage while at MSU, including best practice guidelines, please visit [MSU University Communications](#).

## **5. Dress Code**

Students are expected to maintain professional dress and appearance, in accordance with the [MSU Student Code of Conduct](#).

## **N. Commitment to Diversity**

Our programs are guided in their respect for individual and cultural diversity, and we adhere to MSU's [non-discrimination policy](#), which states that MSU does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, disability, age, marital status, affectional or sexual orientation, gender identity and expression, and veteran status. Students and faculty are also expected to abide by the [APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists](#), which was approved by APA in 2002. We also encourage students to engage with MSU's [Office of Equity and Diversity](#), which runs programs and initiatives designed to support the MSU community in building and enhancing an inclusive campus climate.

## **O. Sexual Assault and Harassment Policy**

MSU condemns all forms of sexual violence, as defined in MSU's [Sexual Assault Policy](#). More specific information about MSU's anti-sexual-assault measures and resources is available from the [University Health Center](#) and the [Dean of Students Department](#).

MSU also prohibits sexual harassment and maintains a [website](#) designed to provide sexual harassment policies, procedures, key terms, and other relevant sources, encourage and support the reporting of any type of gender-based misconduct, assist victims with both confidential and non-confidential resources, and prevent victimization and educate the MSU community.

## **P. Human Subjects Research**

As indicated in Section VI of the TGS Policy Manual, graduate students conducting research with human subjects for courses, theses, dissertations, or comprehensive projects must adhere to the regulations of the MSU Institutional Review Board (IRB). The [MSU IRB website](#) includes information for both researchers and participants, including information about the IRB; whom comprises the IRB; contacting the IRB; the study application, renewal, continuing review, modification, and amendment processes; the online IRB submission system; forms and templates; manual and guidebooks; research trainings and certificates; FAQs; and research ethics and legal regulations. New students have much to learn about human subject research and working with the IRB. A good place to start is the [FAQs for students conducting research](#) that can be accessed via the MSU IRB website. Graduate students should seek advisement from faculty members about human subjects research and the IRB.

## **Q. Liability Insurance**

As described by the [Office of the Provost](#), in general, neither the State nor MSU maintain any pre-professional liability coverage for students. Students may, however, be required by externship and internship sites to have pre-professional malpractice insurance. Thus, students participating in a field placement involving work with clients will be covered by a professional

liability policy maintained by MSU, from September of a given year until the end of August of the following year. The coverage limits are \$2 million for occurrences and \$4 million in the aggregate. It is wise practice for all students in clinical training to self-insure as well. For instance, the APA's sole authorized and preferred provider for insurance products is [The Trust](#), which offers [low-cost professional liability coverage for psychology graduate students](#).

## **R. Outside Employment**

The program does not dictate what students do beyond the structure of the program, with the exception of the professional practice guidelines described below. However, students are encouraged to recognize the demands of a 9-12 credit course load, clinical and research activities, and additional program-related activities. Engaging fully and making the most of these activities requires significant time and effort. Therefore, students may wish to acquire a loan rather than assume additional work burdens. If students do pursue outside employment, it is their responsibility to ensure that their work obligations do not interfere with their progress and performance in completing program requirements. Please note that students funded through certain assistantships or fellowships may not be permitted to engage in outside employment and should review all policies related to their positions.

In addition, students may not engage in professional practice unless under direct supervision in a graduate course in which they are registered formally or under the direct supervision of a qualified professional designated by the DCT. Any activity involving clinical or school psychology professional skills must be approved by the clinical faculty before the student may participate in the activity at that setting.

**APPENDICES**

**Appendix A**

MA in Clinical Psychology

Concentration in Child/Adolescent Psychology

Full-Time, Fall Start

## Course Sequence

*36 credits*

<b>Program:</b>	MA in Clinical Psychology	<b>Full- or Part-Time Status:</b>	Full-Time
<b>Concentration:</b>	Child/Adolescent Psychology	<b>Semester of Initial Enrollment:</b>	Fall

### Year 1

Fall	Winter	Spring	Summer
Developmental Psychopathology+ <i>PSYC 565 (3 cr)</i>		Family Systems and Therapy <i>PSYC 679 (3 cr)</i>	Ethics and Professional Issues* <i>PSYC 678 (3 cr)</i>
Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>		Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>	<i>*or winter before</i>
Multicultural Psychology <i>PSYC 506 (3 cr)</i>		Evidence-Based Interventions I <i>PSYC 670 (3 cr)</i>	<i>+or summer before</i>
Psychometrics+ or Applied Statistics and Measures <i>PSYC 578 or 521 (3 cr)</i>			

### Year 2

Fall	Winter	Spring	Summer
Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>		Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>	
Research Methods <i>PSYC 510 (3 cr)</i>		Developmental Psychology+ <i>PSYC 561 (3 cr)</i>	

**Appendix B**

MA in Clinical Psychology

Concentration in Child/Adolescent Psychology

Part-Time, Fall Start

## Course Sequence

*36 credits*

<b>Program:</b>	MA in Clinical Psychology	<b>Full- or Part-Time Status:</b>	Part-Time
<b>Concentration:</b>	Child/Adolescent Psychology	<b>Semester of Initial Enrollment:</b>	Fall

### Year 1

Fall	Winter	Spring	Summer
Multicultural Psychology <i>PSYC 506 (3 cr)</i>		Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>	
Developmental Psychopathology <i>PSYC 565 (3 cr)</i>		Developmental Psychology <i>PSYC 561 (3 cr)</i>	

### Year 2

Fall	Winter	Spring	Summer
Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>		Family Systems and Therapy <i>PSYC 679 (3 cr)</i>	Ethics and Professional Issues* <i>PSYC 678 (3 cr)</i>
Psychometrics <i>PSYC 578 (3 cr)</i>		Evidence-Based Interventions I <i>PSYC 670 (3 cr)</i>	<i>*or winter before</i>

### Year 3

Fall	Winter	Spring	Summer
Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>		Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>	
Research Methods <i>PSYC 510 (3 cr)</i>			

## **Appendix C**

Course Sequence: MA in Clinical Psychology

Concentration in Forensic Psychology

Full-Time, Fall Start

## Course Sequence

*36 credits*

<b>Program:</b>	MA in Clinical Psychology	<b>Full- or Part-Time Status:</b>	Full-Time
<b>Concentration:</b>	Forensic Psychology	<b>Semester of Initial Enrollment:</b>	Fall

### Year 1

Fall	Winter	Spring	Summer
Developmental Psychopathology+ <i>PSYC 565 (3 cr)</i>		Interpersonal and Family Violence <i>PSYC 650 (3 cr)</i>	Ethics and Professional Issues* <i>PSYC 678 (3 cr)</i>
Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>		Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>	<i>*or winter before</i>
Criminal or Child Forensic Assess <i>PSYC 664 or 665 (3 cr)</i>		Interventions in Forensic Psych <i>PSYC 671 (3 cr)</i>	<i>+or summer before</i>
		Psychometrics+ <i>PSYC 578 (3 cr)</i>	

### Year 2

Fall	Winter	Spring	Summer
Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>		Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>	
Psychological Science and the Law <i>PSYC 725 (3 cr)</i>		Developmental Psychology+ <i>PSYC 561 (3 cr)</i>	

## **Appendix D**

Course Sequence: MA in Clinical Psychology

Concentration in Forensic Psychology

Part-Time, Fall Start

## Course Sequence

*36 credits*

<b>Program:</b>	MA in Clinical Psychology	<b>Full- or Part-Time Status:</b>	Part-Time
<b>Concentration:</b>	Forensic Psychology	<b>Semester of Initial Enrollment:</b>	Fall

### Year 1

Fall	Winter	Spring	Summer
Developmental Psychopathology <i>PSYC 565 (3 cr)</i>		Psychometrics <i>PSYC 578 (3 cr)</i>	
Criminal or Child Forensic Assess <i>PSYC 664 or 665 (3 cr)</i>		Interpersonal and Family Violence <i>PSYC 650 (3 cr)</i>	

### Year 2

Fall	Winter	Spring	Summer
Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>		Cognitive or Clinical Assessment <i>PSYC 574 or 575 (3 cr)</i>	Ethics and Professional Issues* <i>PSYC 678 (3 cr)</i>
Psychological Science and the Law <i>PSYC 725 (3 cr)</i>		Interventions in Forensic Psych <i>PSYC 671 (3 cr)</i>	<i>*or winter before</i>

### Year 3

Fall	Winter	Spring	Summer
Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>		Externship in Clinical Psychology <i>PSYC 680 (3 cr)</i>	
Developmental Psychology <i>PSYC 561 (3 cr)</i>			

## **Appendix E**

### Course Sequence

MA in Clinical Psychology + School Psychology Certification

Full-Time, Fall Start

**Course Sequence**  
65 credits

<b>Program:</b>	MA in Clinical Psychology + School Psychology Cert.	<b>Full- or Part-Time Status:</b>	Full-Time
<b>Concentration:</b>	Child/Adolescent Psychology	<b>Semester of Initial Enrollment:</b>	Fall

**Year 1**

Fall	Winter	Spring	Summer
Applied Statistics and Measures <i>PSYC 521 (3 cr)</i>		Research Methods <i>PSYC 510 (3 cr)</i>	Ethics and Professional Issues* <i>PSYC 678 (3 cr)</i>
Clinical Assessment <i>PSYC 575 (3 cr)</i>		Cognitive Assessment <i>PSYC 574 (3 cr)</i>	*or winter before
Students with Disabilities <i>SPED 579 (3 cr)</i>		Developmental Psychopathology+ <i>PSYC 565 (3 cr)</i>	+or summer before
Introduction to School Psychology <i>PSYC 661 (3 cr)</i>		Academic Assessment <i>PSYC 672 (3 cr)</i>	

**Year 2**

Fall	Winter	Spring	Summer
Behavioral Neuroscience <i>PSYC 573 (3 cr)</i>		School Psychologists' Role in <i>Crisis and Recovery</i> <i>PSYC 610 (3 cr)</i>	Educational Leadership <i>ELAD 670 (3 cr)</i>
Developmental Psychology+ <i>PSYC 561 (3 cr)</i>		Family Systems and Therapy <i>PSYC 679 (3 cr)</i>	Multicultural Psychology <i>PSYC 506 (3 cr)</i>
Consultation Methods <i>PSYC 668 (3 cr)</i>		Instructional Planning I or II <i>SPED 567 or 568 (3 cr)</i>	
Behavioral Assessment <i>PSYC 601 (3 cr)</i>		School-Based Interventions <i>PSYC 594 (3 cr)</i>	
Practicum in Assessment I <i>PSYC 577 (1 cr)</i>		Practicum in Assessment II <i>PSYC 579 (1 cr)</i>	

**Year 3**

Fall	Winter	Spring	Summer
Externship in School Psychology <i>PSYC 662 (3 cr)</i>		Externship in School Psychology <i>PSYC 662 (3 cr)</i>	

