



2019/2020
Catalog/Student Handbook
Reiss-Davis Graduate School
A Program of Vista Del Mar
3200 Motor Avenue, Los Angeles, CA 90034
www.reissdavis.org

July 31, 2019

Dear Students:

It is with great pleasure that I welcome you to the Reiss-Davis Graduate School (RDGS), whether you are newly enrolled or a continuing student.

This Catalog and Student Handbook will help you navigate through the various intricacies of our graduate program at RDGS. Familiarizing yourself with the critical information held in these pages will help clarify questions that may arise during your time in our program.

Knowing RDGS's policies is a great way to avoid issues and will contribute to a smooth progression through your educational experience with us. This Catalog and Student Handbook also provides you with information about what we do and whom to turn to if/when you run into any obstacles or impediments.

Please know that we are always here to support you as you progress toward achieving your doctoral education and degree. Our hope is that your Reiss-Davis Graduate School experience will always be intellectually rich, personally transformative, and motivationally empowering for you to be able to achieve your own vocational and career goals.

I wish you all the best.

Sincerely,



James Incorvaia, Ph.D.

Chancellor

The Reiss-Davis Graduate School (RDGS), formerly known as The Reiss-Davis Graduate Center (2019) and the Graduate Center for Child Development and Psychotherapy (2016), reserves the right to alter its policies and procedures at any time and to implement new policies to address emerging needs. In such event, the school will make all reasonable efforts to notify students. Students should be aware that the policies and procedures contained in this handbook may not remain in effect during their entire program of studies at RDGS. To the extent that there may be discrepancies between the Tuition and Fee Agreement and the Student Handbook, the Agreement is binding. The Reiss-Davis Graduate School Catalog and Student Handbook is updated on an annual basis and is available on Populi, the RDGS website, or upon request by e-mail or mail. Final version: July 31, 2019.

Table of Contents

Introduction.....	1
About Reiss-Davis Graduate School	2
Our Mission.....	2
Our Purpose.....	2
Our Vision	2
Our Values	2
Our Guiding Principles	3
Facilities	4
Reiss-Davis Anna Freud Research Library.....	4
General Information.....	5
WSCUC Accreditation	5
State Approval	5
Academic Freedom	6
FERPA Rights.....	6
Student Records	8
PsyD Degree Program.....	9
Program Delivery	9
Admission Requirements.....	9
Admission Policy	9
Application Procedures	10
Enrollment Procedures.....	10
Registration.....	10
Transfer Credit Policy and Process	10
Process for Monitoring Transfer Credit Evaluation	11
Transferability of Credits Earned at the Reiss-Davis Graduate School.....	11
Experiential Learning Policy.....	11
Student Interaction.....	12
Nondiscrimination and Equal Opportunity Statement.....	12
International Students.....	12
Academic Support Services	12
Graduation Requirements	12
Preparation for Psychology Licensure	12
Populi.....	13
Electronic Communication	13
Language of Instruction	13

Curriculum	14
Program Learning Outcomes (PLOs).....	14
Academic Calendar Academic Year 2019/2020.....	15
Coursework.....	16
<i>Year One Courses</i>	16
<i>Year Two Courses</i>	18
<i>Year Three Courses</i>	20
<i>Year Four Courses – Dissertation Completion</i>	22
<i>Year Five Courses and Beyond - Dissertation Extension</i>	23
Dissertation Support Services.....	23
Academic Policies.....	24
Academic Disqualification	24
Academic Honesty and Plagiarism Policy	24
Academic Probation	24
Attendance Policy	24
Confidentiality Requirement	25
Credit Hour Policy	25
Grade Point Average.....	25
Grading Options.....	26
Grading System.....	26
Grievance Policy and Procedure.....	27
<i>Informal Procedure for Resolving Grievances – Academic and Administrative</i>	27
<i>Formal Procedure for Resolving Grievances – Academic</i>	27
<i>Formal Procedure for Resolving Grievances – Administrative</i>	27
<i>Appeal Process for Grievance Decisions</i>	27
Independent Study Policy and Procedure	28
Leave of Absence Policy and Procedure.....	28
Name Change Policy	29
<i>Preferred First Name</i>	29
<i>Use of Legal or Preferred First Name</i>	29
Satisfactory Academic Policy (SAP).....	30
<i>SAP Terms and Definitions</i>	30
Student Behavior Expectations	33
<i>Civility Statement</i>	33
<i>Fundamental Principles of Civility</i>	33
<i>Expectations for Civil Behavior</i>	35

<i>Ethical Code of Conduct</i>	35
<i>Misconduct and Harassment Policy</i>	36
<i>Violence on Campus</i>	37
<i>Reviewing Conduct Issues</i>	37
Withdrawal Policies	37
<i>Withdrawal from a Course</i>	37
<i>Withdrawal from the Program</i>	37
Student Accounts	39
Tuition and Fees Payments.....	39
Current Schedule of Student Charges: Cohort G-2019/2020	39
Schedule of Payments	40
Dissertation Committee Fee	40
Financial Assistance	40
Cancellation and Refund Policy	40
Federal Financial Aid - Title IV Funds (R2T4)	41
<i>Return of Title IV Funds</i>	41
<i>Post Withdrawal Disbursement</i>	41
<i>Documenting Attendance for Financial Aid</i>	41
<i>Determining Earned Aid</i>	41
<i>Order of Aid to be Returned</i>	42
<i>Notification to Student</i>	42
<i>Unofficial withdrawals</i>	42
Policy on Carrying Balances	43
Student Tuition Recovery Fund (STRF)	43
Student Life	45
Diversity Statement	45
Housing.....	45
Placement/Employment.....	45
Accommodations	46
Americans with Disabilities Act – As Amended (ADAAA) Policy.....	46
Disability Services	46
Accommodations Process.....	46
Temporary/Sudden Onset Need for Accommodations.....	47
Process for Disability Accommodation(s).....	47
Non-Disability Related Accommodations	47
Administrators, Faculty, Staff	48

Administrators	48
Administrative Staff	48
Administrative Faculty	49
Core Adjunct Faculty	50
Associate Adjunct Faculty	50
Founding Faculty	51
Faculty Emeritus	51
Note to All Prospective Students	53
Representation of Accuracy and Reservation of Rights	53
Bankruptcy	53

Introduction

The Reiss-Davis Graduate School recognizes the ever-growing need for mental health professionals and is dedicated to the training of highly qualified child and adolescent clinicians. Since the turn of this century, our country has been facing a major crisis in mental health services for children and adolescents. Mental disorders among children are described as “serious deviations from expected cognitive, social, and emotional development” (U.S. Department of Health and Human Services, 1999). These disorders are an important public health issue in the United States because of their prevalence, early onset, and impact on the child, family, and community, with an estimated total annual cost of \$247 billion.

On May 16, 2013 a Centers for Disease Control (CDC) report was released that described, for the first time, federal activities that track U.S. children's mental disorders. Children's mental disorders affect many children and families. Boys and girls of all ages, ethnic/racial backgrounds, and regions of the United States experience mental disorders. A total of 13%–20% of children living in the United States experience a mental disorder in a given year, and surveillance during 1994–2011 has shown the prevalence of these conditions to be increasing. Suicide, which can result from the interaction of mental disorders and other factors, was the second leading cause of death among children aged 12-17 years in 2010 (Centers for Disease Control and Prevention, 2013).

Mental disorders among children are described as serious changes in the ways children typically learn, behave, or handle their emotions. Symptoms usually start in early childhood, although some of the disorders may develop throughout the teenage years. The diagnosis is often made in the school years and sometimes earlier. However, some children with a mental disorder may not be recognized or diagnosed as having one.

According to a 2010 study published by the Journal of The American Academy of Child & Adolescent Psychiatry, “approximately one in every four to five youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime. The likelihood that common mental disorders in adults first emerge in childhood and adolescence highlights the need for a transition from the common focus on treatment of U.S. youth to that of prevention and early intervention”.

Mental health is important to overall health. Mental disorders are chronic health conditions that can continue through the lifespan. Without early diagnosis and treatment, children with mental disorders can have problems at home, in school, and in forming friendships. This can also interfere with their healthy development, and these problems can continue into adulthood.

Centers for Disease Control and Prevention (CDC). (2013, May 17). Mental Health Surveillance Among Children — United States, 2005–2011. MMWR. Morbidity and Mortality Weekly Reports. Retrieved from <https://www.cdc.gov/mmwr/preview/mmwrhtml/su6202a1.htm>

U.S. Department of Health and Human Services (1999). *Mental health: A report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.

Merikangas KR, He JP, Burstein M, Swanson SA, Avenevoli S, Cui L, Benjet C, Georgiades K, Swendsen J. Lifetime prevalence of mental disorders in U.S. adolescents: results from the National Comorbidity Survey Replication--Adolescent Supplement (NCS-A). *J Am Acad Child Adolesc Psychiatry*. 2010 Oct;49(10):980-9.

About Reiss-Davis Graduate School

Our Mission

To offer mental health providers a unique psychodynamically-oriented and neurobiologically-informed doctoral degree education that equips students with the necessary theory, skills and techniques to better serve and make a significant difference in the mental health needs of children, adolescents and their families with cultural humility and equity.

Our Purpose

Reiss-Davis Graduate School's purpose is to prepare students, who are mental health professionals, to become sensitive child-adolescent psychotherapists who respect each child's unique neurobiological, psychodynamic, and social-relational history. The RDGS's purpose is effectuated through a developmentally-based, psychodynamically-oriented, neurobiologically-informed doctoral program in psychodynamic child psychology and psychotherapy, whose curriculum includes mentoring that integrates theory and technique, applied research, and professional practice.

The outcome of carrying out RDGS's mission, purpose, vision, values and guiding principles is the preparation of culturally sensitive, professionally competent and engaged clinicians who contribute to significant and lasting change in the emotional lives of children and adolescents. In these ways, the RDGS is proud to take a leadership role in serving the complex mental health needs of today's children. Our intent is to educate mental health professionals to understand the complex dynamics of childhood and intervene when appropriate to improve the emotional lives of children. We strive to develop the knowledge and skillset of the clinician based on the needs of the child, through a psychodynamic approach.

Our Vision

The Reiss-Davis Graduate School aspires to be a leading institution offering clinicians a transformative education and also a doctorate degree within a psychodynamic and neurobiological context that fosters a passion for improving the lives of children and adolescents: understanding, intervening, and making a difference.

Our Values

Excellence: A commitment to high expectations with accountability and creativity; to develop life-long learners who contribute to our mental-health professional community.

Compassion: A commitment to act towards all in a spirit of empathy, caring, justice, and respect.

Inclusion: A commitment to respect the distinct abilities, talents, perspectives, and skills of all through awareness of self and others.

Integrity: A commitment to act authentically with truth, honesty, professionalism, and transparency.



Our Guiding Principles

Regarding Children and Adolescents

- We believe that children should be valued, respected and understood before we start treating them.
- We care about how children perceive their world and value what they tell us about their experiences.
- We believe that a child's inner life is as important as his/her external life.
- We value a child's unconscious mind as much as his/her conscious experience.
- We appreciate and respect the importance of each child's unique neurobiology.

Regarding Working Therapeutically with Children and Adolescents

- We believe that a child's therapeutic experiences should be tailored to his/her unique self and not forced into an externally prescribed model.
- We believe that the change element in child psychotherapy is the relationship and we honor that therapeutic relationship and we value it as the curative factor.
- We believe that teaching a way of listening is different from merely hearing.
- We believe that problems arise in human development and resolve in human relationships.

Regarding Working with Parents in Parent Work

- We believe that any comprehensive change in a child's inner world necessitates parent work.
- We believe that parent work focuses on those inner and external struggles and intergenerational difficulties that significantly impact on their child's inner and outer life.



Dr. Reiss



Dr. Davis

Facilities

The Reiss-Davis Graduate School is located on the campus of its parent organization Vista Del Mar Child and Family Services, at 3200 Motor Avenue, Los Angeles, CA 90034. All classes are held at this location and online. The Administrative Office where all records are maintained is at this location as well.



The Reiss-Davis Graduate School classrooms have wireless internet access, an instructor's laptop for the instructor's class presentations, projector, and screen; classrooms can be equipped with a whiteboard/chalkboard/flip board, a monitor for DVD and video viewing, or teleconferencing equipment if needed. Bathrooms are in the same building, on the same level, with every classroom. The campus gardens include sculptures, shade trees and picnic benches. A kitchen with refrigerator, microwave, and sink is centrally located. Computers, as well as wireless internet access, are available to students in the Reiss-Davis Anna Freud Library during library hours.

Reiss-Davis Anna Freud Research Library

The on-campus Reiss-Davis Anna Freud Research Library is available to all students enrolled in the Reiss-Davis Graduate School. The collection includes a special concentration of foundational psychoanalytic literature acclaimed to be one of the best collections west of Menninger's Clinic (a world-class center of new ideas and talent in the Midwest). The Reiss-Davis Anna Freud Research Library includes approximately 16,000 monographs, 200 archived and a few active journal subscriptions all on the field of psychology with an emphasis on child development and psychoanalytic work. In addition, active students and faculty are provided remote access to the Psychoanalytic Electronic Publishing (PEP) Archive, a continuously growing subscription database of psychoanalytic books, journals and videos. The librarian is available to assist with accessing library materials, search strategies, or with other technology or research questions, in person or via e-mail using rdlibrarian@reissdavis.org. Library appointments are encouraged to get the most out of a visit, but students should also feel free to drop in during scheduled open hours.

General Information

WSCUC Accreditation

Reiss-Davis Graduate School (RDGS) has been recognized as a Candidate for Accreditation by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of five years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation. RDGS is in the process of preparing for the second WSCUC Seeking Accreditation visit scheduled for March 2020.

With official Candidacy status, RDGS will be applying for approval to be designated as an eligible institution to participate in the Federal Student Financial Assistance Programs. If you have any questions regarding this process, please contact Dr. Allen Bishop, Dean and Accreditation Liaison Officer, at the Reiss-Davis Graduate School at (310) 204-1666, ext. 300.

All approved psychology schools that offer Psy.D. and Ph.D. degrees in California are affected by the following new regulations by the state of California.

State Approval

The Reiss-Davis Graduate School is a private non-profit institutions approved to operate by the California Bureau for Private Postsecondary Education (BPPE). The school was founded originally under the name The Graduate Center for Child Development and Psychotherapy and has been continuously approved by the State of California to offer doctorate level degrees. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833
Phone: 888-370-7589 / Fax: 916-263-1897 / bppe.ca.gov

Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. Students also encouraged to review the School Performance Fact Sheet, which must be provided before signing an enrollment agreement.

Notice to Prospective Degree Program Students: As this institution is approved by the Bureau for Private Postsecondary Education to offer degree programs, and in order to continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017 and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree program automatically suspended. The known limitations of current unaccredited degree program(s) are as follows: 1) A degree program that is unaccredited is not recognized for some employment positions, but not limited to, positions with the State of California; and 2) The student enrolled in an unaccredited program is not eligible for financial aid programs.

Academic Freedom

The Reiss-Davis Graduate School is committed to providing resources such as facilities, policies and procedures, curriculum, faculty, and administrative staff to facilitate the free exchange of ideas. Our goal is to create an academic environment that fosters the enthusiastic and widespread participation of all members of the Reiss-Davis Graduate School learning community.

It may become necessary, on occasion, to limit the activities of an individual or a group in order to implement the mission of the School. When this occurs, the following measures will be taken to safeguard academic freedom: (a) the School will demonstrate that the limitation is reasonable for the realization of its consensually agreed upon aims, and (b) the School will provide a forum for open discussion in which faculty freely express their views and provide recommendations concerning any plans that limit teaching or research activities.

FERPA Rights

Student education records at the Reiss-Davis Graduate School (RDGS) are protected by the Family Educational Rights and Privacy Act (FERPA). FERPA helps protect the privacy of student education records and affords each student the right to inspect and review his or her education records, the right to seek to amend those records, and the right to limit disclosure of information from those records. The institution is the custodian of that record. Students' rights are as follows:

- The right to inspect and review their education record within 45 days of the date RDGS receives the access request. Students should submit to the Registrar's Office an official written request that identifies the record(s) requested for inspection. The Director of Operations will send notification of the time and place where the record may be inspected.
- The right to request an amendment of the educational record that a student believes is inaccurate or misleading. To request an amendment, please write to the Director of Operations, clearly identify the amendment, and specify why the record is inaccurate and/or misleading. If RDGS decides not to amend the record as requested, the student will be notified. Additional information regarding the hearing procedure to contest the non-amendment decision will be provided at the time of notification.
- The right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent. RDGS discloses education records without student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official includes a person employed by RDGS in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a grievance or student progression committee. A school official also, may include a volunteer or contractor outside of RDGS who performs an institutional service or function for which RDGS would otherwise use its own employees and who is under direct control of the school with respect to the use and maintenance of Personally Identifiable Information (PII) from education records, such as an attorney, auditor, collection agent, or a person volunteering to assist another school official in their duties. A school official typically has legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities for RDGS.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by RDGS to comply with the requirements of FERPA. FERPA is administered by the: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Additionally, FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- a. To other school officials, including teachers, within [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- b. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- c. To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- d. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- e. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- f. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- g. To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- h. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
- i. To appropriate parties as a result of a disciplinary hearing pursuant to § 99.39

Pursuant to § 99.37. (§99.31(a)(11)) of FERPA regulations, directory information from a student's education record may be disclosed without written consent. Directory information includes: name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards, most recent educational institution attended, and enrollment status. Students will be asked to complete a Release of Directory Information form at the time of enrollment. The form provides a directive as to whether or not the student authorizes release of directory information without written consent. The absence of student consent does not change the rights or obligations of RDGS under FERPA or its regulations, including Section 99.37, to disclose Directory information without student consent. The student can at any time alter this directive by contacting the Director of Operations and submitting a new form.

The complete text of the Family Educational Rights and Privacy Act of 1974 as Amended (and its interpretation) is available with the Director of Operations.

Student Records

The Reiss-Davis Graduate School maintains the name, address, e-mail address, and telephone number for each student who is enrolled in its PsyD program. For each PsyD student granted a degree, the Reiss-Davis Graduate School maintains a permanent record which includes the following: The degree granted and the date it was granted; the courses and units on the basis of which that degree was granted; and the grades earned by the student in each of those courses.

Student records are maintained for a minimum of seven years from the date the student graduates, withdraws, or is dropped from the program. All student transcripts are maintained at the Administrative Office for a period of 50 years but has made it a practice to maintain them permanently.

PsyD Degree Program

The Doctor of Psychology in Psychodynamic Child Psychology and Psychotherapy (PsyD) is an academic degree program designed for mental health professionals licensed through the Board of Behavioral Sciences. The degree may be earned by students who complete assigned coursework, demonstrate mastery of the theoretical concepts of clinical child psychology, and develop the capability of applying clinical research to support the effective practice of psychotherapy. In this lock-step program, students take each of the courses sequentially.

The program emphasizes a comprehensive synthesis of theories and clinical issues in the field of child development and child psychotherapy from a psychodynamically-oriented and neurobiologically-informed perspective. The program includes research methodology and systematic inquiry. Students must pass each course with a grade of B or better to progress in the program and are expected complete signature assignments, comprehensive exams, and successfully defend their dissertation.

Program Delivery

The Reiss-Davis Graduate School offers three years of course work followed by the development and completion of the dissertation. Students receive the program through hybrid instruction, with one residential weekend per month and additional online instruction during the 10-week term. Each course is defined by learning outcomes and requires the equivalent instruction and student work time as defined by a traditional class. Instructional methods include didactic seminars and online meetings and assignments. Dissertation coursework provides support in developing and completing the dissertation, which occurs under the guidance of each student's own Dissertation Committee, as approved by the Dean.

Admission Requirements

Applicants seeking to study in the PsyD program must:

1. Be licensed applicants (LMFT, LCSW, LPCC) who have completed the required hours of clinical experience for their degree prior to their acceptance into the PsyD program.
2. Be license-eligible applicants who must complete the number of clinical hours required for licensure in their respective disciplines as a requirement for graduation of this program.
3. Demonstrate a high level of written and spoken language skills during the application process and throughout the program. All instruction is in English and English language remediation services and / or language-specific translation materials are not provided.

Admission Policy

The admissions criteria for the Doctor of Psychology in Psychodynamic Child Psychology and Psychotherapy are:

1. **Master of Science or Master of Arts Degree in Psychology or related mental health field:** All applicants are required to hold a Master's degree upon applying for the PsyD program at RDGS.
2. **Licensure or Licensure-Readiness.** To apply for admission, applicants must provide a current CV/résumé and must hold and provide documentation of one of the following licenses in the State of California: Licensed Marriage and Family Therapist (LMFT); Licensed Clinical Social Worker (LCSW); Licensed Professional Clinical Counselor (LPCC); Licensed Clinical Psychologist. Associate Marriage and Family Therapist (AMFT); Associate Clinical Social Workers (ASW); Associate Professional Clinical Counselor (APCC) and Psychological Assistants are also eligible for application if they are currently engaged in meeting the requirements of clinical supervision for the license in that area, provide documentation of registration with the appropriate regulating board, and will be expected to complete licensure by graduation.

3. **Personal Psychotherapy Experience.** Personal psychotherapy experiences, while not mandated, are deemed an important adjunct to participation in a psychodynamic educational program.

Application Procedures

The application procedures include the submission of the following items onto the Reiss-Davis Graduate School online application form at http://www.reissdavis.org/apply_now.html.

1. **Completed Application Form and Fee.** Applicants will complete and submit the Application Form online; this is accompanied by a non-refundable application fee (\$60).
2. **Official Transcript.** Applicants will arrange for the Reiss-Davis Graduate School office to receive an official certified transcript from each college or university attended, showing every graduate unit attempted. Applicants may arrange for transcripts to be mailed directly from these schools to the Reiss-Davis Graduate School, or mail them in separately as long as they are in sealed envelopes. If the transcript does not indicate the degree awarded, proof of that degree must also be provided, as well as proof of licensure or registration with the appropriate California Board.
3. **Letters of Recommendation.** Applicants are required to have three letters of recommendation submitted to the Reiss-Davis Graduate School. Recommenders should be familiar with the applicant's recent academic, clinical, and/or other professional abilities and accomplishments. Applicants are to follow the instructions specified on the Application Form.
4. **Confirmation of receipt of all required documents.** The completed application, application fee of \$60, official transcripts, proof of degrees, licenses, registrations, and letters of recommendation must be received in the Reiss-Davis Graduate School before the admissions interviews are conducted. Application deadlines are at the discretion of the Dean.
5. **Personal Interview.** Candidates will be invited for a personal interview to be conducted at our campus by selected faculty and administrators. A second interview may be held upon the request of the applicant or the Admission Committee.

Enrollment Procedures

Successful applicants will receive a Letter of Acceptance, a copy of the Student Handbook and Course Catalog, and an Enrollment Agreement to review and sign. Receipt in the office of the Reiss-Davis Graduate School of the signed acceptance letter, the signed Enrollment Agreement, and a \$250 deposit constitutes enrollment in the program. Please see refund section for information on cancelling after enrollment agreement is submitted.

Registration

Upon acceptance into the program, all degree students must complete and sign the Enrollment Agreement, which includes acknowledgment of reviewing the Student Handbook, and submit a \$250 deposit to hold their space in the cohort. Because students in the Reiss-Davis Graduate School programs are part of a cohort with whom they progress through the didactic part of the program, and because the curricula are sequential, registration will consist of enrollment in all classes appropriate for the student's standing in the program. Failure to complete the registration process may result in a delay in beginning the program.

Transfer Credit Policy and Process

The Transfer Credit Policy is part of the Reiss-Davis Graduate School admission requirements and procedures. Generally, college level credits are accepted for transfer to the RDGS program if earned from

an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

The courses requested for credit review must support the PsyD program and have a close articulation to an existing course. To be considered for transfer credit, the transferring course must have been completed with a grade of “B” or better. Transfer credits will not be accepted after the first three months of enrollment. Academic credit earned more than 10 years prior to admission will not be accepted for transfer.

Applicants apply to the Registrar’s Office to transfer credits by submitting a Letter of Intent as part of the application process, an official transcript(s) stating the course(s) to be considered and grade(s) received must be submitted. An official course description (may be obtained from the university’s catalog) must accompany the request.

The review of transfer credit requests must meet the expectations of the Dean and advising faculty who are familiar with the content of each course under consideration. There is no cost to the student for this process.

Students who take courses at other institutions during their enrollment at the Reiss-Davis Graduate School may apply to have those units transferred in if they meet the same criteria as other transfer units. The approval of the Dean is required. The maximum transfer credit from another approved or accredited institution shall be up to 10 quarter or trimester units. Students may request an exception to be reviewed. A grade of “B” or better must be earned for the credit to be eligible for a transfer (“B-” grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least “B” quality). Students may request an exception to be reviewed.

Process for Monitoring Transfer Credit Evaluation

Once each year, the Dean will review a random sample of transfer requests received and evaluations completed to ensure that both the academic and administrative policies and standards are being met. This sample will include at least 75% of the transfer requests in the program.

Transferability of Credits Earned at the Reiss-Davis Graduate School

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits earned at the Reiss-Davis Graduate School is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree you earn in any program of the Reiss-Davis Graduate School is also at the complete discretion of the institution to which you may seek to transfer. If the credits earned at the Reiss-Davis Graduate School are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason, you should make certain that your attendance at the Reiss-Davis Graduate School will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Reiss-Davis Graduate School to determine if your credits will transfer.

Experiential Learning Policy

Due to the unique nature of the Reiss-Davis Graduate School's program and curriculum, its intensity, and the importance of continuity, it is the policy of the Reiss-Davis Graduate School that no credit towards completion of our degree program will be granted for prior experiential learning.

Student Interaction

The small seminar/cohort format of all classes in the Reiss-Davis Graduate School provides ongoing opportunities for student-to-student interaction. In the seminars, this interaction revolves around the cases being presented by individual students under the leadership of the instructor.

Nondiscrimination and Equal Opportunity Statement

The Reiss-Davis Graduate School (RDGS) admits each student on the basis of merit. RDGS does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, gender, sexual orientation or gender identity, disability, citizenship status (within the limits imposed by law or School policy), marital status, medical condition, veteran status, or age in any of its admissions or educational policies, procedures, or practices. This nondiscrimination policy covers treatment in institutionally approved academic programs and activities in conformance with the WSCUC guidelines for institutions of higher learning. The Reiss-Davis Graduate School is an Affirmative Action/Equal Opportunity Employer.

International Students

The Reiss-Davis Graduate School is unable to provide visas or sponsorships for non-residents.

Academic Support Services

Academically, the small class size provides for more individualized attention of student progress. Faculty are able to monitor student progress and facilitate student learning. RDGS's distinguished faculty are leading experts in their field and are also licensed professionals. Faculty members understand the academic needs of graduate students. The Dean and the Provost also participate in academically supporting students.

Graduation Requirements

Students must:

- Complete a total of 104 quarter units (credits) to fulfill the unit requirements for graduation: 96 quarter units for coursework and 8 quarter units for the dissertation.
- Pass every course with a grade of B or better and maintain a cumulative grade point average of 3.0.
- Successfully complete all signature assignments, comprehensive exams, and successfully defend their dissertation.
- Submit and defend a dissertation accepted by faculty and the institution.
- Comply with all policies and procedures articulated in the Catalog and Dissertation Handbooks.

Preparation for Psychology Licensure

The RDGS PsyD meets the Board of Psychology's necessary academic and educational requirements for a doctoral program. Further information for graduates desiring to pursue licensing as a clinical psychologist or the title of psychologist in California is found at <http://www.psychology.ca.gov>.

The RDGS PsyD curriculum may not meet all of the requirements of each state for licensure in psychology. Please note that the institution does not provide supervised professional experience. Students seeking licensure in California may be eligible to apply; however, requirements do change and students are entirely responsible for remaining aware of current licensure regulations.

Please be informed that the state of California requires passage of the licensing requirements before a candidate represents him/herself as a psychologist to the public. Other students may need to meet additional licensure requirements in their home states, and are likewise responsible for knowing their applicable state licensure requirements.

Populi

Populi, RDGS's learning management system, is used for all online course delivery and other program resources. For asynchronous learning, students use Populi to communicate with the professor and fellow classmates, and to complete assignments including using discussions conversations, writing prompts, as well as submitting homework. If a student needs help in accessing course and materials in the Populi system, they should contact Populisupport@reissdavis.org. A support video can be found here:

https://www.youtube.com/watch?v=YJO5n_TiLKw&t.

Electronic Communication

The Reiss-Davis Graduate School provides reissdavis.org e-mail addresses to students to serve as the primary communication tool, which is also used to login to online resources. Students receive instructions on how to access this e-mail through Office365. It is the Reiss-Davis Graduate School's practice to contact students only through their reissdavis.org e-mail address. E-mail forwarding may be scheduled from reissdavis.org e-mail to personal e-mails such that students will receive their school e-mail communication delivered to their personal e-mail inbox. Please refer to this link to refresh your e-mail forwarding instructions:

<http://www.reissdavis.org/office-365.html>

Please be mindful of the quality and quantity of electronic correspondence that is shared with your cohort and faculty. Students may contact instructors via e-mail for classroom assignments, clarification, and to notify of tardiness, absences, etc. Students may also contact your instructor and cohort through the messaging functions in the Populi learning management system. For questions about Populi and Reiss-Davis e-mails contact Populisupport@reissdavis.org.

Language of Instruction

All instruction is in English. Applicants are expected to demonstrate a high level of written and spoken language skills at the beginning of the application process and thereafter throughout the program, which will be necessary in order to succeed in all aspects of the Reiss-Davis Graduate School program. English language remediation services and or language-specific translation materials are not provided.

Curriculum

Program Learning Outcomes (PLOs)

Each course in the curriculum progressively leads students toward mastery of competencies within three domains (Theoretical Knowledge, Scholarly Writing Research, and Psychodynamic Child Clinical Skills and Application). Student learning in these areas is assessed within courses, with the Comprehensive Examination, and with the completion of the Dissertation at the end of the program.

PLO 1: Theoretical Knowledge

Graduates are informed by the foundational theories of child psychotherapeutic treatment from psychodynamically-oriented and neurobiologically-informed perspectives of infant, child, and adolescent development and their families. Graduates will:

- 1a. Critically evaluate fundamental concepts of classical and contemporary theories.
- 1b. Integrate fundamental concepts of classical and contemporary theories into psychotherapy.

PLO 2: Scholarly Research and Writing

Graduates will evaluate and conduct scholarly research and other written communication in terms of psychodynamically-oriented and neurobiologically-informed theory and psychotherapy, in infant, child, and adolescent development and their families. Graduates will:

- 2a. Analyze and critique scholarly qualitative and quantitative research.
- 2b. Compose scholarly written works to communicate concepts, knowledge and information using APA format.
- 2c. Design and complete an original doctoral dissertation that makes a scholarly contribution to the field.

PLO 3: Psychodynamic Child Clinical Skills and Application

Graduates will integrate psychodynamically-oriented and neurobiologically-informed theory and scholarly research into their assessment and treatment of infant, child, and adolescents and their families. Graduates will:

- 3a. Apply theory to child and adolescent psychotherapy interventions informed by diverse psychodynamic modalities.
- 3b. Formulate comprehensive assessments and diagnoses.
- 3c. Integrate psychodynamic concepts of the child's unconscious processes within case formulations and treatment.
- 3d. Develop and apply cross cultural competence that facilitates effective clinical practice in a diverse social context.
- 3e. Demonstrate and advance professional conduct and skills.
- 3f. Uphold professional ethics.

Academic Calendar Academic Year 2019/2020

Term 1 – Fall Quarter 2019 Residential (R) Sessions: 8/23/19–8/25/19, 9/20/19–9/22/19, 10/18/19–10/20/19

Week 1	8/12/19 – 8/18/19	I	
Week 2	8/19/19 – 8/25/19	R	
Week 3	8/26/19 – 9/1/19	I	
Week 4	9/2/19 – 9/8/19	I	9/2 Labor Day off
Week 5	9/9/19 – 9/15/19	I	
Week 6	9/16/19 – 9/22/19	R	
Week 7	9/23/19 – 9/29/19	I	
Week 8	9/30/19 – 10/6/19	I	9/30 Rosh Hashanah off
Week 9	10/7/19 – 10/13/19	I	10/9 Yom Kippur off
Week 10	10/14/19 – 10/20/19	R	

Term 2 – Winter Quarter 2019 Residential (R) Sessions: 11/22/19–11/24/18, 12/20/19–12/22/19, 1/24/20–1/26/20

Week 1	11/11/19 – 11/17/19	I	
Week 2	11/18/19 – 11/24/19	R	
Week 3	11/25/19 – 12/1/19	I	11/28–29 Thanksgiving off
Week 4	12/2/19 – 12/8/19	I	
Week 5	12/9/19 – 12/15/19	I	
Week 6	12/16/19 – 12/22/19	R	
	12/23/19 – 12/29/19	I	Winter Break off
Week 7	12/30/19 – 1/5/20	I	1/1 NY day off
Week 8	1/6/20 – 1/12/20	I	
Week 9	1/13/20–1/19/20	I	
Week 10	1/20/20 – 1/26/20	R	1/20 MLK day off

Term 3 – Spring Quarter 2020 Residential (R) Sessions: 2/28/20–3/1/20, 3/20/20–3/22/20, 4/24/20–4/26/20

Week 1	2/17/20 – 2/23/20	I	2/17 Presidents' Day off
Week 2	2/24/20 – 3/1/20	R	
Week 3	3/2/20 – 3/8/20	I	
Week 4	3/9/20 – 3/15/20	I	
Week 5	3/16/20 – 3/22/20	R	
Week 6	3/23/20 – 3/29/20	I	
Week 7	3/30/20 – 4/5/20	I	
Week 8	4/6/20 – 4/12/20	I	4/9 Passover off
Week 9	4/13/20 – 4/19/20	I	
Week 10	4/20/20 – 4/26/20	R	

Term 4 – Summer Quarter 2020 Residential (R) Sessions: 5/29/20–5/31/20, 6/26/20–6/28/20, 7/24/20–7/26/20

Week 1	5/18/20 – 5/24/20	I	
Week 2	5/25/20 – 5/31/20	R	5/25 Memorial Day off
Week 3	6/1/20 – 6/7/20	I	
Week 4	6/8/20 – 6/14/20	I	
Week 5	6/15/20 – 6/21/20	I	
Week 6	6/22/20 – 6/28/20	R	
Week 7	6/29/20 – 7/5/20	I	7/4 Independence Day off
Week 8	7/6/20 – 7/12/20	I	
Week 9	7/13/20 – 7/19/20	I	
Week 10	7/20/20 – 7/26/20	R	

Coursework

Year One Courses

PSY-700 Foundations for Doctoral Studies (2.0 units)

The Foundations for Doctoral Studies course serves as a transitional support for students into the doctoral program. Students will develop strategies for successfully transitioning to the RDGS doctoral program and will acquire skills that will contribute to a strong academic foundation from coursework to the successful completion of the dissertation. The course includes an overview of library resources including learning technical skills to access electronic data bases. Also highlighted will be an overview of the hybrid online learning approach in the program, and expectations for student performance as outlined in course rubrics. Students will design a course management strategy, develop skills contributing to scholarly writing, and complete a dissertation proposal planning guide.

PSY-701 Prenatal, Infant, Early Childhood Development & Psychopathology (3.0 units)

This course introduces students to the theoretical constructs of a comprehensive conceptual trauma-informed framework: a bio-psycho-social relational psychodynamic model to understand healthy and disordered infancy and early childhood development (prenatal to five). Students will learn how to identify typical development during this stage, as well as to assess, diagnose, and implement appropriate intervention strategies for children presenting with atypical and/or psychopathological etiologies. This course traces the place of childhood and child development in psychoanalysis from Freud through contemporary relational-developmental psychoanalysis.

PSY-702 Qualitative & Quantitative Methods in Psychodynamic Research Designs (3.0 units)

This research methods course introduces students to scientific psychological research. This course prepares students to review how research in psychology is organized, carried out, and evaluated. Qualitative research methods include case studies, focus groups and interviewing, triangulation, grounded theory, conversation and discourse analysis, phenomenology, hermeneutics, ethnography, and narrative analysis. In addition, this course examines quantitative research designs including experimental design and statistical analyses, evaluating the efficiency of variety of research projects, types of test related reliability, validity, experimental control, sampling, and repeated measures. This course will require students to think critically to evaluate inferential statistics and to become an educated consumer of the published research literature involving clinical psychology and psychotherapy practice.

PSY-703 Latency Development & Psychopathology (3.0 units)

Building upon the developmental and neurobiological concepts learned in the course on prenatal and early childhood, this course explores those areas unique to the latency years (6-10) of a child's development. While pathology in this age group can often trace its etiology to early childhood development and trauma, the course will also explore pathology unique to the latency-age child. By the end of the course, the student will be able to recognize symptoms of behaviors that interfere with a child's functioning, be able to provide comprehensive assessment and diagnosis, and develop treatment planning for latency-age children and their families.

PSY-705 Psychodynamic Theory I (2.0 units)

This course presents an introduction into the theory and concepts of Sigmund Freud and his contemporaries that set the foundation for all later psychodynamic thinking such as drive theory, structural theory, topographic theory, and his psychosexual theory. The course will further provide an overview of major theory developments in psychoanalysis and elucidate the contributions of other selected authors and their schools in psychoanalysis such as Anna Freud, Melanie Klein, Erik Erikson, Winnicott, Fairbairn, Balint, and Bowlby. Developmental models, notions of pathology, the role of the analyst, and the nature of healing will be examined. The discussions will include the application of psychoanalytic concepts in the clinical context, psychoanalytic technique and its specific interventions as relevant in classic psychoanalysis and contemporary psychodynamic psychotherapy.

PSY-707 Psychodynamic Theory II (2.0 units)

This course continues the historical and conceptual expansion of psychodynamic theory and explores different schools of psychoanalysis such as object relations theory, attachment theory, and self-psychology. The course will particularly elucidate the contributions of selected authors such as Melanie Klein, Winnicott, Fairbairn, Balint, and Bowlby. Developmental models, notions of pathology, the role of the analyst, and the nature of healing will be examined. The discussions will include the application of psychoanalytic and trauma-informed concepts in the clinical context, psychoanalytic technique, and its specific interventions as they are relevant in classic psychoanalysis and contemporary psychodynamic psychotherapy.

PSY-709 Psychodynamic Theory III (2.0 units)

This course expands the understanding of psychodynamic thinking into contemporary theories and current clinical practice, exploring the contributions of authors such as Christopher Bollas, Jessica Benjamin, and Robert Stolorow.

PSY-711 Neurobiology & Affect Regulation (3.0 units)

This course presents brain anatomy, inter-related structures and functions. The course will focus on the right brain and limbic system in order to understand the mind-brain-body connections that are the underpinnings of our emotional selves. It will also focus on understanding memory systems, impact of trauma, the limbic and autonomic nervous systems, and affect regulation as a basis for psychotherapy.

PSY-713 Psychodynamic Understanding of Attachment (3.0 units)

This course presents John Bowlby's original attachment theory, including separation, loss, and trauma. Mary Ainsworth, Mary Main, and attachment research will be considered, as well as ways of measuring attachment categories. Neurobiology and affect regulation theory will be integrated into a conception of Modern Attachment Theory as written by Allan Schore and Judith Schore. Classic and Modern Attachment theory will also be studied.

PSY-715 Foundations of Child Psychodynamic Play Therapy (3.0 units)

This course presents the fundamental theories of psychodynamic child play therapy and focuses upon a variety of challenges, including cultural diversity, trauma, social, emotional and behavioral difficulties and childhood disorders involved in the treatment of children and their families. Students will learn how to integrate these concepts into clinical practice.

PSY-730 Child-Parent Psychotherapy (3.0 units)

Child Parent Psychotherapy (CPP) is a psychodynamically-oriented evidence-based intervention from birth to age five who have experienced trauma (e.g., maltreatment, the sudden or traumatic death of someone close, a serious accident, sexual abuse, exposure to domestic violence) and, as a result, are experiencing behavioral, attachment, and/or mental health problems, including posttraumatic stress disorder (PTSD). The primary goal of CPP is to support and strengthen the relationship between a child and his or her parent (or caregiver) as a vehicle for restoring the child's sense of safety, attachment, and appropriate affect and improving the child's cognitive, behavioral, and social functioning. CPP is also used with latency-age children.

PSY-732 Case Conference I (3.0 units)

This first course of a three-part series of Case Conferences Courses, develops comprehensive psychodynamic case formulations. Students integrate their current casework with psychodynamic and trauma-informed theories and interventions learned in first-year coursework. Emphasis is placed on the critical concept of including parents/caregivers in child and adolescent psychodynamic treatment and receive careful consultation about maintaining boundaries between parent work and adult individual therapy in this process. The formulation template is introduced, and students will record casework progress on a weekly basis in a standard format. Oral presentations of current casework in a small group setting encourages a forum for stimulating dialogue under the leadership of the instructor.

Year Two Courses

PSY-704 Scholarly Writing Seminar (2.0 units)

The Writing Seminar develops scholarly writing and research skills using APA (6th ed.) style. Students will practice writing as an ongoing process that involves drafting, revising, and receiving feedback from readers. Students define a problem or question to investigate and formulate a response by planning the stages of a writing project and applying critical thinking skills, including writing with clarity, accuracy, precision, relevance, depth, breadth, and logic. Writing will be APA (6th ed.) formatted and will follow accurate mechanics of writing including grammar, punctuation, and spelling. Students will use library resources and electronic data bases with specific attention to citing resources and avoiding plagiarism.

PSY-706 Critical Analysis - Contemporary Research (3.0 units)

This course focuses on the critical examination of contemporary research in the psychodynamic and neurobiological bases of developmental psychology and child and adolescent treatment. Students consider research papers and dissertations, and identify the rationale, logic, purpose, and methods of the research studies with a critical mind and scholarly intention to evaluate techniques and biases. Students explore research ethics, cultural diversity and trauma-informed variables, and moral and ethical issues as applied to suitable methods for future research. As students transition from being a student to a scholarly researcher, recognition of scholarly integrity, and diverse philosophical underpinnings to be applied to further develop their research dissertation project, including topic and literature review.

PSY-708 Practical Research Design (2.0 units)

Students apply their analysis and learnings of contemporary research to the development of their research design. Students gain practical skills as they design their research dissertation project with a focus on the literature review.

PSY-717 Pre to Adolescent Development & Psychopathology (3.0 units)

This course presents the normal and abnormal development of preadolescents and adolescents from a neurobiological and psychodynamic perspective. Theoretical and empirical findings are examined as related to assessment, etiology, the effects of trauma, and the major categories of child psychopathology based on the DSM-V.

PSY-719 Cultural Competence (3.0 units)

This course introduces students to the emergent contemporary psychoanalytic (relational and intersubjective systems theory) examining the impact of culture, gender, sexual orientation, and social location. This contemporary perspective serves as a corrective construct to the biases of classical psychoanalysis and ego psychology, with their often seen adherence to the dominant Eurocentric worldview, homophobia, and often racist attitudes. This course will explore how culture, color, and gender identification organize the experience of both the psychodynamic psychotherapist and the patient in the therapeutic process. We all have unconscious biases, based on our social context, positionality, and the potential effects of trauma. The course rigorously explores the implications of an ethical psychodynamic perspective which requires that we reflect on our privilege and the clinical implications of our social situatedness and cultural humility.

PSY-721 Integration of Psychoanalytic Work (3.0 units)

In this course, neurobiology and psychoanalytic psychotherapy are integrated, particularly as it relates to children and adolescents. The right brain and limbic system are examined in conjunction with the mind-brain-body connections that are the underpinnings of our emotional selves. The course focuses on integrating neurobiology, infant-parent research, trauma, and psychoanalytic models of the mind, as related to the treatment of children and adolescents.

PSY-734 Case Conference II (3.0 units)

This second course of a three-part series of Case Conferences Courses, focuses on the recent research establishing the relationship of trauma to psychodynamic and neurobiological theories in a comprehensive case conceptualization and presentation. Students choose a specific theoretical orientation and through a series of process notes, reflect their understanding of the therapeutic interventions and applications to their clinical work. Discussions include key psychodynamic principles attunement, transference and countertransference.

PSY-738 Pre to Adolescent Psychotherapy (3.0 units)

This course provides an overview of treatment modalities with emphasis on psychodynamic work with adolescents in individual, group, and family work. Included are the building of a working alliance through termination, transference and countertransference issues, traumatic experiences, problem solving related to working with resistant teens, parents, and significant others in the teen's world.

PSY-740 Evaluating Psychodynamic Effectiveness (2.0 units)

This course reviews salient aspects of the psychodynamic therapeutic relationship which are the hallmarks of effective treatment. A review of several complementary psychodynamic theories will emphasize clinical relationships as central to the therapeutic work. In particular, the course reviews the role of alliance variables, boundaries, relational factors, and approaches to therapeutic impasses in order to formulate evidence based psychodynamic strategies for assessment and intervention. The course deepens and expands participants' understanding and clinical implementation of key theoretical concepts including the holding environment, containment, transference and countertransference, defensive styles, enactments, trauma, self-disclosure, and the roles of these methodologies in the relative clinical efficacy of these models. This course also facilitates critical examination of existing psychodynamic research with a specific emphasis on enhancing students' abilities to design research projects investigating efficacy of psychodynamic modalities.

PSY-742 Psychodynamic Supervision and Evaluation (3.0 units)

This course examines supervision from a variety of psychodynamic perspectives. Topics include parallel process, utilization of the countertransference, and managing therapeutic impasses. The instructor demonstrates concepts and models various approaches by working with issues arising in the students' practice.

PSY-746 Selected Topics I (2.0 units)

This course develops a specific area in psychodynamic child psychology and psychotherapy. The course presents advanced training based on the expressed interests of the cohort. This course differs from a regular course in that the course content may change from offering to offering depending on the chosen topic and instructor's expertise in the relevant area. Course content will be selected six months prior to the quarter term it is offered, and students will be notified.

PSY-750 Applications of Child & Adolescent Play Therapy (3.0 units)

This course integrates multiple approaches and modalities of play therapy with a focus on establishing and supporting therapeutic relationships with children, adolescents and their families in a culturally competent manner. Students learn ways to strategically apply play therapy principles to affect positive change and will have opportunities to apply these principles through hands-on application.

Year Three Courses

PSY-736 Case Conference III (3.0 units)

This third course of a three-part series of Case Conferences Courses, focuses on mastery of skills in the construction of psychodynamic case formulations. Students will integrate their current casework with psychodynamic theories and interventions learned in first, second, and third year coursework. Emphasis is placed on issues of termination in child and adolescent psychodynamic treatment, and students receive careful consultation about properly planning and implementing these concepts into current casework. Students continue to use the case formulation template and record casework progress on a weekly basis in a standard format. Oral presentations of current casework in a small group setting further encourage stimulating dialogue under the leadership of the instructor.

PSY-741 Dissertation Development I (3.0 units)

Students learn the organization of the dissertation, and begin Chapter 1: developing the dissertation topic, identifying the research problem, and exploring overall research design. While formulating a research problem and purpose statement, students continue developing and contextualizing the research question. In a group forum, students discuss the preliminary survey of their Literature Research while demonstrating thoughtful, reflective scholarly writing. While reviewing ethical considerations, students complete the certificate course of Protecting Human Research Participants. In the process of transitioning to a scholarly researcher, students review guidelines stated in the Dissertation Handbook and become familiar with the dissertation document requirements. Students utilize their Dissertation Journal notes and journal entries throughout the third year as developed within other courses.

PSY-743 Dissertation Development II (3.0 units)

Students conduct an in-depth literature search and develop organizational strategies to manage literary resources. They become familiar with authorities in their field of research, begin writing a comprehensive review of literature consistently using APA (6th ed.) writing style. Students develop main themes and subtopics, systematically linking contents to the research question. Students assess how the methodology will support the research design. Students practice oral presentations advancing their skills in leading discussions about their scholarly research. Students form their Dissertation Committee.

PSY-744 Psychodynamic Family Therapy (2.0 units)

This course teaches students how to approach family therapy from a psychodynamic perspective. This approach to family therapy integrates classical Freud, Bowen, Ackerman, and Whitaker psychoanalytical theories into the unconscious aspects of individual personality development and function with an interest in the social context, and especially the family context, in which individual and relational dysfunction develops. Students focus on the interaction between family members, analyzing the role played by each member in maintaining the system. Using this perspective, students develop case formulations, implement psychodynamic interventions and plan effective courses of treatment to address multiple aspects of individual and family psychological functioning.

PSY-745 Dissertation Development III (3.0 units)

Students acquire practical knowledge of various methods used in psychological research studies. In Group Forums, students discuss the relationship between methodology and a research problem and how various methods address research questions. Students reflectively assess and critically review their research design while applying ethical and legal considerations. Students become familiar with data collection instruments such as surveys, questionnaires, types of interviews, and develop their own measurement tools for data collection.

PSY-747 Dissertation Development IV (3.0 units)

Students continue to integrate various research components, reflectively assess, and critically review their research design while applying ethical and legal considerations. Students demonstrate commitment and self-initiative working towards completing their dissertation proposal: the first three chapters of the dissertation: Chapter I: Introduction; Chapter II: Literature Review; and Chapter III: Research Methods. Upon completion, the proposal is submitted to their Dissertation Committee for review. Following a successful review, students prepare for the IRB review. In a group forum, students discuss feedback and practice consulting with Dissertation Committee to prepare for transitioning from course work, to Dissertation Development V, VI, and VII. Course Evaluation Rubrics and Committee's Evaluation Rubrics are used.

PSY-748 Selected Topics II (2.0 units)

This course develops a specific area in psychodynamic child psychology and psychotherapy. The course presents advanced training based on the expressed interests of the cohort. This course differs from a regular course in that the course content may change from offering to offering depending on the chosen topic and instructor expertise in the relevant area. The course content will be selected six months prior to the quarter term it is offered, and students will be notified.

Evaluation & Analysis of Psychological Assessment series (PSY-752 and PSY-754)

The purpose of these two courses is to familiarize mental health practitioners with their young clients' psycho-educational, neuropsychological, and educational reports. This set of courses will also address how to help parents understand and address their child's psychological and educational needs in order to actualize the report's recommendations in interest of their child. These courses do not train or qualify students to administer, score, or interpret psychological, educational or projective tests nor to write psychological reports. They also do not allow students to represent themselves as psychological assessors.

PSY-752 Evaluation & Analysis of Psychological Assessment I (2.0 units)

This first course of a two-part series begins with an introduction of relevant statistical terms such as percentiles, t-scores, and standard scores and the concepts of dispersion and variability needed to more critically analyze psycho-educational test results. The course addresses underlying theories and principles of psychological testing, followed by introducing the student to standardized intelligence tests with a focus on the Wechsler Intelligence Scale for Children (WISC-V). The course also addresses achievement testing with a focus on the Woodcock-Johnson Tests of Achievement (WJ-IV). The final part of the course focuses on the relationship of these two tests in assessing possible learning disabilities, ending with reviews of actual, disguised, learning disabled children and adolescents' reports.

PSY-754 Evaluation & Analysis of Psychological Assessment II (2.0 units)

In this second course of a two-part series, students continue to use the basic tools of measurement required to understand and analyze data from psychological reports. The focus moves to personality assessment both objective and projective, with an emphasis on the Rorschach Test and thematic testing measures including the Children's Apperception Test (CAT) and the Thematic Apperception Test (TAT). Students learn how the various tests in the report are integrated to "paint a picture" of the individual child's development, and how to critically prioritize and actualize the recommendations. There is a special focus on explaining the IEP process and helping parents to access the recommendations with an emphasis on the rights of parents to services for their child. The final part of the course will focus on reviewing actual cases (disguised), to actualize what was learned.

PSY-756 Jungian Theory & Therapy for Children and Adolescents (3.0 units)

This course presents an introduction to life, theory, and concepts of C. G. Jung and Sandplay therapy. Main topics include the individuation process, the Self, the unconscious, shadow, persona, anima/animus, archetypes, symbols, dreams, active imagination, images of the psyche, and methods used in analytical psychology. The emphasis will be given to the methods of painting inner images and Sandplay. The history and origins of Sandplay as well as the use of this non-verbal method are presented. The main elements of sand, water, tray and the miniature collection, are introduced and specific factors in the transference in Sandplay. Case examples are provided.

PSY-758 Jungian Sandplay for Children & Adolescents (3.0 units)

This course represents a continuation of the introductory course “Jung and Sandplay”, deepens the Jungian concepts, and explores practical applications of the method. Psychodynamics will be examined, and the different approaches to interpret the material. Jungian concepts of transference will be amplified and applied to the practical work with sandplay and clients.

PSY-760 Jungian Dream Work for Children and Adolescents (3.0 units)

This course covers dream interpretation from a psychodynamic perspective. Discussions include clinical implications and the implementation of dream interpretation in the psychotherapeutic process, including the use of the therapist’s unconscious process when listening to a dream and interpreting its meaning to the patient.

Year Four Courses – Dissertation Completion

The dissertation completion process occurs during the four terms of Year 4. Each term, students will receive individual guidance and academic support for their research and writing process from their Dissertation Chair and Committee members. Students gather in a group forum to guide progress and receive guidance from the instructor. Four dissertation seminars are on site, flexible in pace, development, and progression thus accommodating each student’s unique research design. Each student completes a dissertation inventory which records steps to complete the dissertation process, as based on the dissertation course learning outcomes. The Dissertation Office provides additional administrative support for student progress; required documents will be archived in Populi.

PSY-749A Dissertation Completion (2.0 units)

During this course, students carry out data collection protocols using their proposed research method. Students work with their Dissertation Committee to adjust any unforeseen circumstances which occurred during the research phase and inform the IRB if needed. Students learn organization strategies to create data presentation techniques such as tables and diagrams. Students write Chapter 4 presenting the results, data collection process, themes, data analysis protocols, and share how any challenges in the data collection process were resolved.

PSY-749B Dissertation Completion (2.0 units)

This course supports students with the Analysis and Discussion of their research. Students individually present their work, lead discussions, and critically assess their own process. In a Group Forum, students will consider and integrate multidimensional aspects of their research.

PSY-749C Dissertation Completion (2.0 units)

Students synthesize, analyze and integrate research themes, and formulate, write, and finalize the conclusion of their research study. Students assimilate arguments and link the conclusion to findings and discussions. Working with their Committee, students will work towards receiving the approval of Chapters 4 and 5 of their Dissertation.

PSY-749D Dissertation Completion (2.0 units)

Students review, evaluate, and edit their entire research study for coherence, clarity, consistency, and how themes are linked. Students assess and discuss the meaning of their study's interpretations and conclusions. Students compose the research abstract and prepare their dissertation draft for their committee's final review. After receiving approval from their committee, students finish any remaining editing, formatting, and APA (6th ed.) style editing requirements. Students prepare for the oral defense by practicing their presentations and responding to peer questions. Students learn the protocols involved in the oral defense, such as maintaining a scholarly attitude when responding to potentially challenging questions. Students schedule and present their oral defense to their committee.

Year Five Courses and Beyond - Dissertation Extension

Students requiring additional time to complete their dissertation will continue their research and writing process, attend quarterly seminars, and collaborate with their Committee Members until the dissertation is complete. RDGS stipulates that students will complete their dissertations within years of enrollment into the program in order to graduate with their PsyD in Psychodynamic Child Psychology and Psychotherapy.

Dissertation Support Services

An online dissertation support environment is available through Populi. In addition, PEP and other archives that support the literature review and research process. In Populi, the Dissertation Café folder contains the Dissertation Handbook and all forms needed for the dissertation process. Dissertation classes to assist students to complete their dissertation process, offering support and the sharing of strategies for overcoming barriers to dissertation success such as improving communication with committee members, writing blocks, dealing with procrastination, time management challenges, and other strategies for success. Students are also encouraged to reach out to their committee chair for support. Please see the Dissertation Handbook for more information

Academic Policies

Academic Disqualification

A student on academic probation is subject to academic disqualification when the student fails to raise the GPA to 3.0 or better, or who receives a grade of B- during the probationary period. A student who is disqualified from the PsyD program may not attend for the remainder of the year and will be withdrawn from the program (see [Withdrawal Policy](#)). Students who have been withdrawn must apply for readmission through the Admission's Office in order to re-enter the program.

Academic Honesty and Plagiarism Policy

The Reiss-Davis Graduate School is committed to the highest standards of academic honesty. Students are expected to complete all course assignments, exams, research projects, and dissertations with honesty and integrity. Plagiarism is presenting the work of others as your own by word for word copying without using quotation marks or using the ideas or work of others without acknowledgement. Plagiarism and fabrication of research data are examples of violations of the honesty policy.

The RDGS's PsyD program students are expected to be familiar with and abide by the definitions of plagiarism provided in the Publication Manual of the American Psychological Association (6th ed.). Using appropriate citation and referencing of sources as described will assist students to avoid the possibility of plagiarism.

All instances of academic dishonesty, such as plagiarism, cheating, unethical computer use, and facilitation of academic dishonesty must be reported to the Dean. An act of academic dishonesty will meet with appropriate disciplinary sanctions, including dismissal from the program, suspension, a failing grade in a course or various forms of academic probation. The student will be placed on academic probation by the Registrar's office pending a formal review by the Dean. Evidence of plagiarism discovered after graduation may lead to the revocation of a student's degree. Students may appeal the Dean's decision to the Provost. All final decisions made by the Provost, in conjunction with the Dean, are final.

Academic Probation

A student is subject to academic probation in the RDGS program when the student's cumulative grade point average (GPA) falls below 3.0 for coursework. The academic probation is communicated to the student in writing from the Office of the Registrar. A student is allowed three courses to improve the GPA to the required 3.0 provided no further grades of B- or below are earned. A student placed on academic probation will be removed from probation when the cumulative grade point average is improved to a cumulative 3.0 or higher. The student will be notified in writing about a change of status.

Attendance Policy

RDGS students are expected to attend classes on a regular basis. Attendance at each class and positive active interaction with class members is needed to gain full benefit from the program's graduate courses, in both campus class sessions and online sessions. Content areas are designed to provide a range of integrated in-class discussions and activities that lead to the development of students' learning.

Absence for any reason does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. Missing class will impact on the student's understanding and development of the knowledge, skills, and dispositions required for clinicians, and consequently will impact the final grade. Excused absences for professional or health reasons must be arranged with prior approval from the instructor, with a student completing missed work as stipulated by the instructor.

Please Note: Students with requests for Accommodations related to a documented disability should follow the Accommodations process, by informing RDGS staff or faculty members of their request. The RDGS representative will connect the student with the Inclusion Director to begin the Accommodations process. Please visit the [Inclusion Office](#) for more information.

Confidentiality Requirement

The inclusion of clinically relevant material and case examples is an essential component of bringing the learning material to life. All participants are expected to not discuss the clinical material outside the classroom.

In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. "Psychologist do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their clients/patient, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so" (APA Ethics Code 2002, 4.07).

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code.

Credit Hour Policy

Students engage in courses defined by a number of credits or units. A unit of credit at the Reiss-Davis Graduate School is defined in relation to federal guidelines and the Carnegie unit hour definition: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for ten weeks for one hour of credit in the quarter term system. Most courses in the curriculum are two or three units, which meet for 30 hours of direct faculty instruction.

In the RDGS PsyD program:

- A 10-week, 2 credit course contains 60 hours of student work; 20 hours of direct faculty in-class and online instruction + 40 hours out-of-class preparation.
- A 10-week, 3 credit course contains 90 hours of student work; 30 hours of direct faculty in-class and online instruction + 60 hours out-of-class preparation.

This ratio of 1:2 instruction to independent work emphasizes the additional requirements for completion of readings, assignments, papers, and conducting research at the doctoral level.

Grade Point Average

To compute a student's grade point average (GPA), the total number of credit units is divided into the total number of grade points. "I", "CR", "NC", "W" and "WF" carry no grade points and are not used in the grade point average calculations. If a course is repeated, the original grade is excluded from the GPA calculations.

- **Incomplete – I**

A grade of "I" may only be issued when a student has attended at least two-thirds of the course sessions and is unable to complete the requirements due to non-academic extraordinary circumstances. Student must communicate these circumstances in writing to the instructor prior to the final week of courses. When the instructor decides that a student's "incomplete" request is warranted, a grade of "I" is issued. The instructor defines the conditions for the removal of the "I" grade in the student's record. Conditions include a time completion of no later than one term after the official end-date of the course; a shorter period of time is advised. The Registrar's Office receives notification from the instructor as part of the

course grades submission. The Registrar’s Office will send a courtesy e-mail reminding the student that the date of completion is pending.

Incomplete courses will not be considered complete until official grades are posted by the Registrar’s Office. Incomplete grades are not included in the calculation of grade point average and are not counted as passed/completed in the completion rate. Incomplete grades change to F grades if not completed within the required timeframe. The course(s) must be retaken. The maximum number of incompletes students are allowed to take during the course of the Academic Year is three (3).

- **Credit – CR**

A “CR” signifies that a student has demonstrated at least a B level in meeting the course outcomes. The course is not used in grade point average calculations.

- **No Credit – NC**

An “NC” signifies the student has not demonstrated minimally satisfactory competence in meeting course outcomes. Credit is not awarded. The course is not used in grade point average calculations.

- **Withdrawal – W**

A “W” signifies that a student has withdrawn from a course (details in Withdrawal Policy). This grade does not have grade points assigned. This grade is not used in grade point average calculations.

- **Unofficial Withdrawal – WF**

A student who fails to withdraw but stop attending classes are considered unofficial withdraws and are assigned a grade of “WF”.

- **No Credit – NC**

A student must repeat a course in which a No Credit grade was received. Both original and repeat enrollments will be noted on a student’s permanent academic record; however, unit credit and grades are earned only once, and the units and grades earned for the repeated course will be used on the final transcript. Given the sequential structuring of and periodic revisions to the curriculum, course repetition may not always be possible. If scheduling or revisions prevent repetition of a course, a student may complete an Independent Study with the course instructor. Please see the Independent Study section for more information. An Independent Study fee will be assessed for this instruction.

Grading Options

Some courses may carry a different grading option. These courses are graded exclusively Credit / No Credit.

Grading System

Instructors evaluate each student’s achievement of course and program learning outcomes at the end of each course. Instructors submit evaluations the week following the last day of class to the Registrar’s Office using the college management system, Populi. Grades are released to the students before the start of the next term. Graduate students must maintain a cumulative GPA of 3.0 for all graduate work. A grade below “B-” is not considered a passing grade. Students who receive a “D” or “F” grade in a required course must repeat the course. The “D” or “F” grade is calculated in the cumulative GPA until the course is satisfactorily repeated. The original grade is excluded from the GPA calculation but remains as part of the student’s official academic record.

GRADES	PERCENTAGE RANGE	GRADE POINTS
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	78-79	2.3
C	73-77	2.0
C-	70-72	1.7
D	60-69	0.7 – 1.3
F	< 60	0.0

Grievance Policy and Procedure

The grievance policy and procedure provides students with a method for addressing any concerns that may arise regarding RDGS's academic or administrative policies that pertain to students.

The procedure provides a thorough review of the student's grievance by the Dean and affords due process rights with the intent of arriving at a mutual agreement. Students may appeal the Dean's decision to the Provost who may appoint a Review Committee. Decisions from the Provost are final.

Informal Procedure for Resolving Grievances – Academic and Administrative

Students are encouraged to discuss concerns or complaints with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution.

If these informal direct discussions are not successful, the student may pursue a further informal avenue. If the matter is an academic complaint, the student may contact the Dean or Provost. If the matter is an administrative complaint, the student may contact the Director of Operations.

Formal Procedure for Resolving Grievances – Academic

A grievance is initiated by completing and filing a Student Complaint and Grievance Form available on the RDGS website or by writing a letter that includes a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought. A formal grievance must be submitted to the Dean, in writing on the Student Complaint and Grievance Form. The grievance must state the nature and time of the offending action(s) and the person(s) involved in the action or failure to act. If the grievance involves the Dean, the grievance must be addressed to the Provost. If the matter involves the Provost, the grievance must be brought to the attention of a Special Hearing Committee of the RDGS Board.

The person receiving the formal written grievance will review it and within 30 days gather information from the grievance parties, keeping a record and/or summary of this information. He or she will recommend a solution to the grievance based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office.

Formal Procedure for Resolving Grievances – Administrative

A grievance involving non-academic matters must be addressed to the Director of Operations. It should be submitted in writing on the Student Complaint and Grievance Form. The Director of Operations will review the grievance and investigate the complaint within 30 days. The Director of Operations will gather information from the parties to the grievance and keep a record and/or summary of this information. After review, the Director of Operations will recommend a solution arrived at by mutual agreement. If mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Administration Office.

Appeal Process for Grievance Decisions

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered to be settled. If the resolution is not acceptable, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the entire process terminates.

If the grievant(s) elects to appeal academic and administrative appeals, they are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to a Special Hearing Committee of the RDGS Board.

Within 30 days of appeal to either party, the Board will convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, Director of Operations, Ethics Committee members, or others. The Committee will make recommendations as described below within 45 days after being convened.

The Committee will recommend steps to the parties that will provide an amicable and mutually acceptable solution. If the parties cannot agree on a solution, the Committee will declare a resolution in writing. Grievant(s) who do not accept the decision of the Committee must file a written appeal to the Provost within 15 days of the date the Committee's resolution is mailed to the grievant(s).

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Board will not reopen the matter for additional evidence or argument. The action of the Provost will be final.

Independent Study Policy and Procedure

In special circumstances, the Reiss-Davis Graduate School may allow a student to register for an Independent Study class. Such consideration is made on a case-by-case basis. Requirements for class hours and documentation must be met.

Special scheduling conditions or life circumstances may cause a student to withdraw from a class. In general, Independent Study arrangements are discouraged; however, when a student cannot wait to take the course at the time it is offered again because of course sequencing, or if the course is no longer offered, the student may contact the Registrar and request to complete the course with the course Instructor through an Independent Study arrangement. Once the Dean approves the request and the Instructor agrees to work with the student, the student should complete an Independent Study Contract form and obtain the Instructor's signature prior to beginning the Independent Study. A syllabus is to be attached to the Independent Study Contract. The same credit hour policy applies to the Independent Study as it applies to other RDGS courses.

The student will work with the instructor over a period of one term to complete the course requirement. The student is expected to submit final work to the Instructor on or before the due date for the Independent Study. When enrolled in an Independent Study, a student will be billed a per unit tuition charge for the course(s). A student is considered to be enrolled while taking a course as an Independent Study. A student is allowed a maximum of four courses as Independent Studies during the entire coursework. Independent Studies may not be undertaken following degree completion.

Leave of Absence Policy and Procedure

A Leave of Absence (LOA) is a planned leave available to students who find it necessary to interrupt their studies at RDGS. Students must be enrolled and have completed one term of study prior to the application.

Students requesting a LOA must submit a completed LOA Form to the Registrar's Office. Students are encouraged to discuss their plans with the Dean before requesting a LOA. Reasons for requiring a leave often include bereavement, illness, care-giving, maternity, paternity, and call to active military duty. All requests must be submitted in advance of the anticipated leave.

The duration of a LOA is one academic year. Due to the sequential structure of RDGS course requirements, students who elect to take a LOA must remain on leave for one full year. As the LOA expires after a year, a student with extenuating circumstances should discuss the need for extension to the time limit with the Dean.

Taking a Leave of Absence does not extend the program time limits of eight years for completion for students in the doctoral program. A student may not be actively working towards completion of degree requirements, including completing coursework, conducting research, preparing for or taking a comprehensive exam, or working on a dissertation. Students on leave may complete course work for which an 'Incomplete' grade was awarded in a prior term and are expected to complete the coursework within one term.

The last date of attendance in the program will be the date the Registrar receives the signed Leave of Absence form. The Registrar will send written verification confirming to the student that the Leave of Absence is official. Calculating the percentage of the refund depends on the effective date of the official leave and will consider if the leave begins prior to or after a quarter term has begun. If the student chooses to begin a leave while coursework is in progress, the student is subject to course completion requirements.

If a student takes a Leave of Absence after the quarter term has begun, the date on which the Registrar's Office receives the Leave of Absence form constitutes the effective date of the leave. When a student is granted an official LOA after the beginning of the term, courses in which the student was enrolled appear on the student's transcript and show the symbol 'W' (Withdrawal).

To resume enrollment following an approved LOA, students must submit a Request for Re-Enrollment form to the Registrar's Office at least six (6) weeks prior to the intended term of re-enrollment.

Students who do not attend class and have not filed for a Leave of Absence will be placed on inactive status and are subject to administrative withdrawal from the institution (see [Withdrawal Policy](#)).

Name Change Policy

RDGS will accept name changes from students who are currently enrolled and for previous students whose records are maintained in the student database starting from the year 2008. RDGS requires legal documentation *or* proof of usage of the student's new name.

A copy of a court order, certificate of naturalization, certificate of marriage, or some other form of positive identification reflecting the new name in full is the primary document required. This document needs to be accompanied with a valid ID and completed [Name Change Form](#).

1. Students may change their middle name(s) to an initial or vice versa without documentation. Documentation is required if a student is adding or deleting a middle name.
2. Once a name change has been recorded, students who have a degree from the University may wish to order a new diploma. Please send a request to the Registrar at registrar@reissdavis.org.

Preferred First Name

The RDGS recognizes that students may wish to use a preferred first name rather than their legal first name to identify themselves. The Graduate School supports students in this choice. Any student may designate a preferred first name regardless of whether a legal change of name has occurred. If a student wishes to change, add and/or delete a preferred name please send a request to the Registrar at registrar@reissdavis.org.

The full name and preferred first name, if there is a preferred first name on record, will be displayed on the profile in Populi. The legal last name will remain unchanged and will be included in the preferred name.

Use of Legal or Preferred First Name

Preferred First Name: Places where preferred first name can be used include:

- Online directory
- Campus management system (Populi)

Legal Name: Places where legal name will be used include:

- Student accounts and bills
- Financial aid documents and refund checks
- Enrollment and degree verification certificates
- Official transcripts

Legal Name or Preferred First Name: Places where either preferred first name or legal name can be used are:

- The Reiss-Davis E-mail Address
- ID Cards

A name change request, with documentation, may be provided either in person at the Registrar's Office, electronically via e-mail to registrar@reissdavis.org, or through the regular mail to The Reiss-Davis Graduate School, Office of the Registrar, 3200 Motor Ave, Los Angeles, California 90034.

Satisfactory Academic Policy (SAP)

The Financial Aid Office evaluates SAP annually, at the end of the academic year, after summer grades are posted by the Registrar's Office. Students must meet all three standards to remain eligible for Title IV assistance (see [Federal Financial Aid - Title IV Funds \(R2T4\)](#)).

- **Qualitative** — requires a cumulative 3.0 grade point average (GPA) as calculated by the Registrar's Office.
- **Quantitative** — requires a minimum overall completion rate of 67% (rounded to nearest 1%). Passing grades for this purpose are letter grades of A, A-, B+, B, B-, CR, C+, C, C-, D, or P. Completion rate is calculated by dividing the total units completed/passed divided by total attempted.
- **Maximum Timeframe** — requires completion of program requirements within 150% maximum attempted credits. For example, the program requires successful completion of 104 credits to graduate, students may receive federal funding for up to a maximum of 156 attempted credits.

Students enrolled in dissertation completion courses are enrolled half-time. The dissertation completion courses are considered to be in progress and counted as attempted credits and will not receive a grade until the dissertation is complete. Students may receive federal funding during year 4 dissertation courses for up to four terms. Progress will be evaluated annually at the end of summer term. Students who need additional time to complete the dissertation phase of the program (year 5) must appeal for continued eligibility (see appeal section for more information). Federal financial aid is generally not available beyond year 5 dissertation extension period.

Grades of F, I, W, WF, NC, and NP indicate unsatisfactory completion of courses for financial aid purposes. Failure to satisfactorily complete the required percentage of credits will result in the suspension of financial aid.

Satisfactory academic progress must be maintained and is reviewed even during periods in which aid is not received.

Academic Disqualification, Dismissal or Removal from Program will result in immediate loss of aid.

SAP Terms and Definitions

- **Incomplete Grades:** Incomplete courses will not be considered complete until official grades are posted by the Registrar's Office. Incomplete grades are not included in the calculation of grade point average and are not counted as passed/completed in the completion rate. Incomplete grades are included as attempted units in the completion rate calculation. Incomplete grades change to F grades if not completed within the required timeframe.

- **Transfer Courses:** All units transferred will be included in the calculation of Completion Rate and Maximum Time Frame as attempted and completed units. Grades for transfer credit are not included in GPA calculation.
- **Repeat Courses:** Students may receive financial aid funding for repeating a previously passed course one time; a failed course may be repeated until it is passed.
- **Telecourses and Distance Delivered Courses:** These courses count toward the credit hour load and may be used to fulfill credit hour requirements for financial aid if the courses are required for a student's degree program. Note: Students are still required to complete these classes within the term that they enroll.
- **Withdrawals:** Students who totally withdraw from the institution, after receiving financial aid, may be liable for refunds and/or return of Title IV funds. Course withdrawals are included in the completion rate and maximum timeframe standards.
- **Institutional Funds:** Students receiving most scholarships, grants, or tuition waivers from The Reiss-Davis Graduate School are expected to meet the satisfactory academic progress requirements. Please be advised, however, that some scholarships and waivers require a higher GPA for continued eligibility.
- **Notification:** Notifications regarding lack of satisfactory academic progress and appeal decisions will be e-mailed to the student to the student's RDGS e-mail address. It is the student's responsibility to monitor student e-mail for all financial aid notifications and communications.
- **Financial Aid Suspension:** Students are not eligible for federal financial aid during financial aid suspension. Financial aid suspension will result from:
 - Failure to meet minimum cumulative GPA or completion rate requirements,
 - Academic Disqualification, Dismissal, or removal from program as defined by the academic catalog,
 - Exceeding 150% of the maximum number of credits required for graduation from the student's program,
 - Failure to meet dissertation milestones and complete dissertation at the end of year 4,
 - Failure to meet the requirements of an appeal approval (Corrective Action Plan or Dissertation Completion Plan)
- **Appeals:** Students have the right to appeal financial aid suspension if extenuating circumstances hindered academic performance. Students must submit the appeal to the financial aid office within two weeks of the suspension e-mail notification.

Submission of an appeal is not a guarantee of approval. Appeals may not be reviewed prior to the start of the fall term. Therefore, students should be prepared to pay out of pocket (payment plans are available).

To appeal, within two weeks of suspension notification, the student must submit the following to the Financial Aid Office:

1. A detailed (typed) personal statement describing the basis for the appeal: the death of a relative, an injury, or illness of the student, or other special circumstances. The statement should include an explanation as to what has changed that would allow the student to demonstrate SAP at the next evaluation.
2. A copy of supporting documentation. For example, records that demonstrate the extenuating circumstances (letter from physician, counselor, social worker, pastor, etc.).
3. A Corrective Action Plan (CAP) or Dissertation Completion Plan (DCP).

- a. Students who fail to meet the 3.0 cumulative GPA and/or 67% completion rate standards are required to meet with a faculty advisor to develop a CAP that outlines how and when deficiencies will be resolved. The CAP must be included with the personal statement and supporting documentation.
- b. Students who appeal the 150% maximum timeframe must meet with their dissertation chairperson and develop a Dissertation Completion Plan (DCP) that outlines the remaining milestones and completion timeline. The DCP must be included with the personal statement and supporting documentation.

The financial aid committee will review appeals in the order received. Students should allow up to two weeks for review and follow up. Students will be notified by e-mail of the outcome of their appeal. The decision of the committee is final and may not be appealed.

- **Financial Aid Probation:** If a student's appeal is granted, they will be placed on Financial Aid Probation and their financial aid eligibility will be reinstated for up to a maximum of four quarter terms depending on the Corrective Action Plan (CAP) or Dissertation Completion Plan (DCP). If a student does not meet the conditions of the CAP or DCP during the probationary period, eligibility is terminated.
- **Financial Aid Termination:** If the student's appeal is denied, or if the student fails to meet the conditions specified in their CAP/DCP during the Financial Aid Probation period, they will be placed on Financial Aid Termination. Students placed on Financial Aid Termination may not appeal for reinstatement of eligibility.
- **Reinstatement:** A student who cannot or does not want to appeal, or whose appeal has been denied may regain eligibility by attending course(s) without financial aid. The student's eligibility will be reinstated once the 67% cumulative completion rate and minimum cumulative GPA requirements have been reached, and the student is within the 150% timeframe and is in good academic standing.
- **Disbursements:** Appeals may be approved for current or future terms only and cannot be approved for a prior term. Funds cannot be disbursed for prior terms when a student has failed to maintain satisfactory academic progress.
- **Calculating GPA**

$$\text{GPA} = \text{Quality Points} \div \text{GPA Hours}$$

The SAP calculation for GPA is calculated using the cumulative GPA of all classes taken at The Reiss-Davis Graduate School.

- Transfer Credits are not included in the GPA calculation.
- The Reiss-Davis Graduate School utilizes a 4.0 GPA system.
- If a class has been retaken for a new grade, the most recent grade will be applied, and the previous grade will be considered an unsuccessful attempt; no GPA hours or Quality points are associated with the prior attempt.

GPA Hours: Total credits countable in the GPA calculation (all graded coursework F or above, excluding repeated courses and Pass/No Pass courses).

- **Calculating Cumulative Completion Rate**

$$\text{Completion Rate} = \text{passed/earned credits} \div \text{attempted credits}.$$

The cumulative completion rate calculation includes all credits taken at The Reiss-Davis Graduate School as well as any credits from other institutions accepted for credit at The Reiss-Davis Graduate School. Please note that not all credits may be accepted for transfer. It is important to note the following:

- Transfer credits are listed as both attempted and earned credits equally.

- Repeated coursework (for those courses that are not repeatable for credit) will count as attempted every time but earned only once.
- Courses that receive grades of F, I, WF, W, NC, and NP indicate unsatisfactory completion of courses for financial aid purposes and will be counted as attempted but not earned.
- Quality Points: GPA Hours x Grade value (based on a 4.0 scale)

As an example; if a student is enrolled in 12 credits, but got an F and only completed 9 credits, the completion rate is 75%. This rate is cumulative and will change each term as the student continues to enroll in coursework. If the same student enrolls in another 12 credits the next term but withdraws from all classes, then the attempted credits is 24 but student only earned 9. The completion rate will have fallen and is now below the minimum 67% required (9 credits earned / 24 attempted = 38% completion rate).

- **Calculating Maximum Timeframe:** The 150% rule specifies the maximum allowable timeframe for students receiving financial aid is equal to 150% of the length of their program.

To calculate the student's proximity to the maximum 150% timeframe, add all attempted and transferred credits and then compare to the student's current primary program level. Once students exceed the 150% maximum timeframe for their program, they are no longer eligible for financial aid. The 150% maximum timeframe is not cumulative. If the student is enrolled in multiple programs it is compared against the student's primary degree program only.

- **Attempted Credits:** All credits for courses the student was formally enrolled in as of the end of or after the add/drop period. All credits transferred to The Reiss-Davis Graduate School. All credits accepted by The Reiss-Davis Graduate School that are earned through examination, testing or other means.

It is important to note this includes all credits, regardless of whether they were successful or not, whether they were withdrawn from, changed to audit, failed, repeated for a better grade, or incomplete.

- **Earned/Passed Credits:** All credits completed with grades of 'D' or better, including credits completed with a 'P' passing grade, and excluding credits for repeated coursework. All credits transferred to The Reiss-Davis Graduate School. All credits accepted by The Reiss-Davis Graduate School that are earned through examination, testing, or other means.

Exception: If the class description clearly states that the course is repeatable for credit, then a retaken course will be counted as earned up to the allowable limit.

Student Behavior Expectations

Civility Statement

The RDGS mission and values provide the foundation for student academic learning and attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct while at the Reiss-Davis Graduate School. The Reiss-Davis Graduate School expects all students to be professional and respectful in their dealings with colleagues, faculty, staff, and clients and to demonstrate the values of excellence, compassion, inclusion, and integrity.

Fundamental Principles of Civility

The Reiss-Davis Graduate School encourages students to adopt an interpersonal stance demonstrating the values in a way that is curious, tolerant, and flexible, and reflects a mix of doubt vs. certainty.

- **Curiosity**

The Reiss-Davis Graduate School encourages a self-reflective approach to human life. This approach includes emphasis on the fact that many unconscious and sometimes irrational factors contribute to what we see as visible behavior, including our decision making, judgment, core principles, and interpersonal style. Indeed, psychodynamic psychology encourages focus on becoming aware of these dynamic, unconscious forces before we make decisions based on them. The self-reflective approach encourages an evenhanded, emotionally honest willingness to encounter all kinds of different thoughts, opinions, feelings, projections, and emotions in ourselves and in others. An attitude of curiosity suggests that we are receptive to these different forces in ourselves and others and that we have a healthy respect for the broad range of things they might mean. Expressing curiosity about another person's experience or truth encourages dignity and respect and minimizes the chance for misunderstandings that could breed conflict.

- **Tolerance and Compassion**

Curiosity, as defined above, breeds tolerance. In fact, one could say that tolerance is curiosity in action. An attitude of tolerance allows us to communicate across different points of view, value systems, cultural backgrounds, and other differences of perspective. Tolerance expresses a willingness to truly experience the truths of another person while holding judgment in abeyance. To practice tolerance requires us to avoid pretending that we know what we do not know. While we cannot heedlessly express tolerance for all kinds of behavior, we can practice tolerance for all kinds of feelings, thoughts, opinions, and perspectives. Even as we all agree upon formal codes of behavior and that certain lines are not crossed when it comes to what we actually do or say, we can and should allow others and ourselves the necessary time, space, respect, and sometimes assistance to develop compassion for multiple and complex perspectives.

- **Flexibility**

There is an old story about a traveler in New England asking a farmer for directions, who laconically replies, "You can't get there from here." The expression is supposed to be humorous because conventional wisdom dictates you can get anywhere from anywhere, if you can find the right pathway. Flexibility means just that. No matter how intensely you feel you disagree with someone (or even some unwanted part of yourself), practice mental flexibility by finding a way to that place you cannot agree with.

Be curious about the circumstances, conditions, and environments that may have contributed to another person having a different point of view than you do. Be tolerant of the fact that this other person may look upon the same situations or experiences that you do, yet draws very different conclusions. Flexibility would be required, for example, for a very politically liberal person to have a conversation with a very politically conservative person about politics over lunch while remaining open, respectful, and courteous—and still accepting each other's differences at the end.

- **Doubt vs. Certainty**

At first glance, it may seem best to be as confident as possible at all times. Confidence suggests the conviction of being in the right, and a certain amount of power flows from this; however, being confident of one's own point of view can also get in the way of curiosity, tolerance, and flexibility. Being supremely confident in all things suggests that one has learned all that there is to know or that one is so assured of the moral correctness of his or her position that all the other points of view must be wrong.

Instead, the Reiss-Davis Graduate School encourages the peculiar kind of emotional courage that comes with a healthy blend of doubt and certainty. Successful professional life requires not blind or heedless confidence, but rather an ability to carry on with one's principles even in the absence of certainty about the right thing to do. A successful blend of doubt and certainty requires remaining centered and poised even while acknowledging a clear-eyed awareness of the complexity and sometimes moral ambiguity of human life.

Expectations for Civil Behavior

As a student and as a professional, you are encouraged to find your own ways to embody these ideals. To the extent that there are rules-of-thumb that spring from these principles, here are some more specific expectations:

- Use courteous speech at all times
- Cherish differences
- Resist assumptions
- Attend all class sessions, arriving on time and remaining until dismissed
- Notify the Instructor in advance of anticipated absences, late arrivals, or early departures
- Refrain from class or meeting disturbances
- Turn off and store away cell phones and all electronic devices unless permission has been otherwise granted
- If using a laptop computer in class to take notes, refrain from checking e-mail or social media websites as a courtesy to your classmates and instructor
- Prepare fully for each class
- Participate in all classes and allow others to participate
- Respect fellow classmates and the instructor
- Complete all assignments and exams honestly, punctually, and to the best of your ability
- Refrain from giving or receiving inappropriate assistance
- Treat fellow students, faculty, staff, and administrators fairly and impartially
- Make every effort to prevent discrimination and harassment
- Be constructive and fair in your consideration of administrators, faculty, staff, and fellow students
- Treat the Reiss-Davis Graduate School staff with respect and appreciation
- When dealing with conflictual issues, use "I statements" in order to avoid blaming
- Stick to describing the situation and refrain from commenting on the character or competence of the person involved
- Be equally civil in e-mail and other virtual communication as you would be in person

Ethical Code of Conduct

The Reiss-Davis Graduate School expects all students to conduct themselves in a manner congruent with graduate level academic endeavors. Students are expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities; demeaning or dismissive verbal comments; physical displays of anger or aggressiveness; threatening gestures or comments; violence or harassment; insubordination or persistent, disrespectful arguing with instructors, dissertation committee members and/or students; or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

Repeated tardiness, leaving before class dismissal, excessive arguing with faculty and/or students during class, violent outbursts, and similar disruptive behavior are potential grounds for discipline, including academic probation and dismissal from the Reiss-Davis Graduate School. Students are expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of Reiss-Davis Graduate School documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to the Reiss-Davis Graduate School.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of the Reiss-Davis Graduate School.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on Reiss-Davis Graduate School property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of Reiss-Davis Graduate School activities, or interfering with the freedom of movement of any member or guest of the Reiss-Davis Graduate School community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Reiss-Davis Graduate School community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Reiss-Davis Graduate School.
- Physical abuse, threatening acts, or harassment toward others.

The Reiss-Davis Graduate School students, faculty, and staff are encouraged not to reply to rude or abusive communication, other than to encourage rephrasing in a more professional and civil behavior. Students who violate the Reiss-Davis Graduate School's Ethical Code of Conduct are subject to sanctions up to and including dismissal.

Misconduct and Harassment Policy

The Reiss-Davis Graduate School is committed to providing an environment that is free of harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting unlawful harassment, including any form of harassment on the basis of race, religious creed, color, age, sex, sexual orientation, gender identity, national origin, religion, marital status, medical condition, disability, military service, pregnancy, perceived pregnancy, childbirth and related medical conditions, or any other classification protected by federal, state, or local laws and ordinances. This includes verbal, physical, visual, and electronic harassment.

Harassment as defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, offensive, or hostile environment that interferes with performance. Harassment can be verbal, (including slurs, jokes, insults, epithets, gestures or teasing), graphic (including offensive posters, symbols, cartoons, drawings, computer displays, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion towards an individual because of any protected characteristics. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, people are expected to behave at all times in a professional and respectful manner.

Sexual harassment by any member of the campus community (student, faculty, or staff) is defined as unwelcome conduct based on a person's sex, which interferes with the person's ability to learn, instruct, or do his or her job. Sexual harassment may include, but is not limited to, verbal harassment (such as offensive sexual flirtations, advances, propositions, comments, jokes, verbal abuse of sexual nature or based on gender), physical harassment (such as unwelcome physical contact or touching of sexual nature), visual harassment (such as sexually suggestive pictures or objects put on display or making sexual gestures), sexual advances/favors, and gender-based hostility. The various forms of sexual harassment listed above are merely examples of conduct that violates the Reiss-Davis Graduate School's policies and is not exhaustive.

Any person (student, faculty, or staff member) who believes he or she has been harassed should promptly report the facts of the incident or incidents and name(s) of the individual(s) involved to the Dean who will immediately inform the Provost and the two of them will initiate an investigation of the claims and ensure proper action is taken. Measures may include but are not limited to, counseling, suspension, or immediate dismissal.

All harassment and discrimination is unacceptable on campus or in other settings.

Violence on Campus

Reiss-Davis Graduate School is committed to providing a safe, violence-free environment. In this regard, the Reiss-Davis Graduate School strictly prohibits any person on campus from behaving in a violent or threatening manner. Moreover, as part of this policy, the Reiss-Davis Graduate School seeks to prevent campus violence before it begins and reserves the right to deal with behavior that suggests a propensity toward violence even prior to any violent behavior occurring.

Reviewing Conduct Issues

The Reiss-Davis faculty and administrators are committed to reviewing and addressing student issues. In cases in which the Reiss-Davis Graduate School faculty or administrators identify a need for remediation of student behavior, the Dean will review the situation. In cases of minor concerns, the Dean may discuss concerns about the student's conduct with the student informally to assist the student improve his or her conduct. In other cases, the Dean may forward a recommendation to the Faculty Council for specific remediation, suspension, academic probation, and/or disqualification. The Dean may elect to ask the Reiss-Davis Graduate School's Provost to assist in addressing the issue with the student. Decisions from the Provost are final.

Withdrawal Policies

Withdrawal from a Course

Due to a sequential nature of RDGS curriculum students are discouraged to withdraw from courses. If withdrawal from the course cannot be avoided, a student needs to either retake the class once it is available with the next Cohort or to take an Independent Study to complete the course. The Independent Study must be completed by the end of the next quarter term.

A student who does not attend class and has not been approved for a Leave of Absence, will be placed on inactive status and will be subject to administrative withdrawal from the program.

The percentage of the refund depends on the effective date of the withdrawal.

Withdrawal from the Program

A student who wishes to withdraw from the RDGS program is strongly advised to speak with the Dean, as well as staff in Academic Affairs or Registrar's Office. A student wanting to voluntarily withdraw from the RDGS program must complete the *Withdrawal from the Program Request* form and submit it to the Registrar's Office. The withdrawal request is reviewed by the Dean, and if approved, the academic record will show the date of withdrawal and a standing of "W" will be recorded in all courses not completed on that date. The academic record will indicate "Voluntary Withdrawal".

Students who fail to withdraw but stop attending class are considered unofficial withdraws and are assigned a grade of 'WF'.

A voluntary withdrawal cannot be retroactive. The effective date entered into the student's record by the Registrar's Office is the date of approval. The student will remain financially and academically responsible for any courses enrolled in until the date of withdrawal. The student is responsible for returning all library books and other borrowed materials. The student will no longer have access to electronic resources, including the school e-mail account.

Students who have been withdrawn must apply for readmission through the Admission's Office in order to re-enter the program. If they are readmitted, students will be subject to the degree requirements and catalog policies, including tuition and fees, in effect at the time of their readmission.

The percentage of the refund depends on the effective date of the withdrawal.

Student Accounts

Tuition and Fees Payments

Current Schedule of Student Charges: Cohort G-2019/2020

Tuition and Fees are reviewed annually and may be adjusted

Application Fee	60.00	Not refundable
Registration Fee due at time of acceptance	250.00	Not refundable
Student Tuition Recovery Fund Fee (per year)	0.00	Not refundable
Tuition 2019/2020 (Year 1 of Program)	19,680.00	Refund pro-rated
Tuition Years Two through Three	42,368.00	Refund pro-rated
Dissertation Advisement Fee – Year Three	3,200.00	Refund pro-rated
Dissertation Completion Tuition	10,848.00	Refund pro-rated
Dissertation Editor Estimate; Student will seek individual editor	150.00	
Dissertation Binding Estimate; Student will arrange for binding of three dissertation copies	500.00	
Books and supplies	2,000.00	
Graduation Processing and Diploma Fee	250.00	Not refundable
Total Fees	79,306.00	

TOTAL CHARGES DUE UPON ENROLLMENT

Registration Fee	\$250.00
STRF Fee to be paid at time of first payment of tuition	\$0.00
Total	\$250.00

- Non-refundable application fee (\$60).
- Non-refundable registration fee (\$250) due at time of acceptance.
- First Year Tuition \$19,680.00 (Cost per unit: \$615). Tuition is billed on a quarterly basis unless a student is on a payment plan. Tuition Fees may be adjusted annually.
- Student Tuition Recovery Fund Fee. This fee is mandated by the State of California and collected from the student. A student is not required to pay this fee if their tuition is funded by a third-party payer such as an employer or if a student is not a California resident. At the current period, the State of California is not collecting the STRF Fund Fee from students.
- The Dissertation Completion Tuition will be paid on an annual basis and cover the following fees:
 - The dissertation advisement fee for work with your dissertation chair, internal and external reader for one year. The number of hours required is individually determined based on your progress through the dissertation writing process.
 - A continuous enrollment fee will be applied for year 4 of student enrollment.
 - A Dissertation Seminar, which will be mandatory on a quarterly basis and will be available to students in year four.
- Enrollment in the Dissertation Extension will be charged the current Dissertation Completion Tuition per year.
- Graduation processing and diploma fee (\$250) due at time of graduation.
- Transcript fee (\$10) (you will receive one certified copy of your transcript at graduation).
- Late tuition payment fee (10 days late) (\$100).
- *Estimated* textbook and supplies expense \$2,000.

Please note that there are no charges for equipment, housing, transportation, or shop fees, as the Graduate School does not provide these services. The student will need to purchase some books during the program (estimated at \$2,000). Beyond those provided on this schedule, there are no other expenses.

Schedule of Payments

For year one of the Reiss-Davis Graduate School, the student will be billed on a quarterly basis unless directed otherwise by the student payment plan option (monthly: \$1,640; quarterly: \$4,920; bi-annually: \$9,840; and annually: \$19,680). Finance Fees apply for monthly payment plan option.* In no instance will the student be billed before the student has signed an enrollment agreement which discloses the date of the first class session. A late fee of \$100 may be billed for payments more than 10 days late. Payments may be made through the Populi Finance Portal and are due the first of the month. Students should contact the Graduate School Finance office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate School are met.

Dissertation Committee Fee

Dissertation advisement fee for work with Dissertation Chair, Faculty Reader and Outside reader will be managed by the institution when the student enrolls in Year 3 Dissertation Development and Year 4 Dissertation Completion. Students are advised that the time required to complete the Psy.D. Dissertation will vary based on individual progress. As stated above, Tuition and Fees are reviewed annually and may be adjusted.

Financial Assistance

The Reiss-Davis Graduate School has established the Lear Family Foundation Scholarship to assist student with tuition on annual basis. Students must apply each year for available funds. For 2019/2020, The Chancellor's Scholarship is available to provide additional tuition assistance.

The Reiss-Davis Graduate School does not offer student loans at this time. A student enrolled in an institution that is not accredited by the WASC Senior College and University Commission is not eligible for federal financial aid programs. The Reiss-Davis Graduate School does not participate in federal and state financial aid programs and does not offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs – 94909(a)(10) for Title IV schools.

If you obtain a loan to pay for the program, you are responsible for repaying the full loan amount plus any interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of the monies not paid from federal student financial aid program funds.

Cancellation and Refund Policy

Students have the right to cancel their agreement for a program of instruction, without any financial penalty or obligations, ten working days prior to the beginning of the second residential session in the first quarter term of the first academic year. Cancellation may occur when the student provides a written notice of cancellation. This can be done by mail or by hand delivery or by e-mail to the Registrar at Registrar@reissdavis.org. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage or confirmed by e-mail to the Registrar. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

After the end of this cancellation period, the student also has the right to *withdraw* from the program at any time. Should a student withdraw from the program, he or she will not be charged for future quarters. The percentage of the refund depends on the effective date of the withdrawal.

Federal Financial Aid - Title IV Funds (R2T4)

Return of Title IV Funds

The U.S. Department of Education requires institutions to apply the Return to Title IV Funds policy for students withdrawing from an institution who receive Title IV financial aid. The Title IV financial aid programs include: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct Plus Loans and Federal Supplemental Educational Opportunity Grants (FSEOGs). At the Reiss-Davis Graduate School (RDGS), this policy applies to Federal Direct Loans.

The Return of Title IV Funds (R2T4) regulations do not dictate an institutional refund policy. Instead, a school is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

Students earn Title IV financial aid through attendance. The percentage of aid earned is equal to the percentage of the term completed. After the 60% point in the term, a student has earned 100% of scheduled Title IV financial aid funds.

A student who withdraws after the 60% point of a term is entitled to keep all Title IV financial aid for that term. However, if the student withdraws prior to the 60% point, all **unearned** Title IV aid, as determined by the federal R2T4 calculation, must be returned to the federal financial aid program.

If the school has disbursed more aid than the student has earned, money is returned to the programs. The return of federal financial aid could result in the student owing the institution and/or the U.S. Department of Education the unearned portion that was returned. If the school has disbursed less aid than the student has earned, a post-withdrawal disbursement will be calculated.

Post Withdrawal Disbursement

If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. The Reiss-Davis Graduate School may automatically use all or a portion of the post-withdrawal disbursement for outstanding tuition and fees charges. Permission is required to use the post-withdrawal grant disbursement for all other school charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination. The school must return the Title IV funds to the Department of Education within 45 days of the date the school determines the student withdrew.

Documenting Attendance for Financial Aid

Although Reiss-Davis Graduate School is not required to take attendance by state, federal, or regional accrediting agencies, active participation in online assignments during the first week and attendance at the first residential session each term is required to establish eligibility for financial aid each quarter term prior to disbursement. Students enrolled in Dissertation Completion courses must show active participation in online assignments during the first week of the term to establish eligibility for financial aid prior to disbursement.

Determining Earned Aid

Although aid is posted to the student account at the start of each quarter term after attendance is confirmed, students earn the financial aid funds based on the date of withdrawal, the calendar days completed in the term, and the number of calendar days in the term. The Return of Title IV Funds will be calculated based on the date official written notification of withdrawal is received by the Registrar's Office, the last date of documented attendance or for an unofficial withdrawal, the mid-point of the term or the last date of academic related activity.

If the date a student withdraws from The Reiss-Davis Graduate School is prior to or on the 60% point of the quarter term, RDGS is required to determine the portion of the aid disbursed that was "earned" by the student before the withdrawal date. The "unearned" Title IV funds must be returned to the respective federal aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned based on attendance in the enrollment period. Any unearned financial aid returned to the Department of Education may result in a balance due to the institution.

For example: If \$1000 in federal aid is disbursed, and the student withdraws at the 30% point of the term, \$700 of the aid is unearned and needs to be returned to the identified aid program.*

The following formula is used to determine the percentage of unearned aid that has to be returned to the Department of Education:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The payment period is the entire quarter term. For students enrolled in modules (courses which are not scheduled for the entire term), the payment period only includes those days for the modules(s) in which the student is registered.
- The percent unearned is equal to 100% minus the percent earned.

Order of Aid to be Returned

In accordance with federal regulations and The Reiss-Davis Graduate School policy, if a Title IV aid recipient is eligible for a refund for the term, the refund will be returned to the student aid programs. Returned Title IV Funds are allocated in the following order:

- Direct Unsubsidized Loans
- Direct Loans (subsidized)
- Direct PLUS Loans (Graduate student)
- Other Federal Sources of aid
- Other State, Private and Institutional Aid.

Notification to Student

Once the Return to Title IV Funds calculation has occurred, the Financial Aid Office will notify the student via RDGS student e-mail of the results of the calculation and the amount of aid that was returned. The Business Office will notify the student of any outstanding balance now due to the institution.

Unofficial withdrawals

Students who fail to withdraw but stop attending class are considered unofficial withdrawals and are assigned a grade of 'WF'. Title IV recipients who receive all 'WF' grades or a combination of 'W' and 'WF' grades will be considered unofficial withdrawals. The Return to Title IV Funds policy requires The Reiss-Davis Graduate School to calculate the "earned" amount of financial aid based on the mid-point (50%) of the term or the last day of academic related activity. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds. Unofficial withdrawals are processed within 30 days of determining the student was an unofficial withdrawal.

**Further examples of R2T4 are available upon student request.*

Policy on Carrying Balances

The Reiss-Davis Graduate School does not allow students to carry a balance from one quarter term to the next. However, should the student have signed up for a Reiss-Davis Graduate School payment plan with the Vista Del Mar Finance Department, then they may pay their tuition on a quarter or annual term. By enrolling at the Graduate School, the student is entering a financial contract with the Finance Division. Not making payments according to a chosen payment plan may result in the cancelation of registration, a hold on grades, transcripts, diplomas, or degrees, denied participation in payment plans in the future, and may impact students' credit. Student will also be charged a \$100 late fee if their tuition is not received on time.

Prior to beginning a new quarter term, students should work with the Graduate School to pay any outstanding balances from any preceding quarter terms. Students who fail to pay these balances or fail to enter into a payment agreement, may be de-registered from the Graduate School.

Student Tuition Recovery Fund (STRF)

California law requires that upon enrollment, a fee be assessed in relation to the cost of tuition (California Education Code 94944). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

Effective January 1, 2010, California Education Code Section 94945 requires the educational institution to collect a fee from every new student to be remitted into the California Student Tuition Recovery Fund (STRF), which is administered by the Bureau for Private Postsecondary Education of the State of California. The amount of the fee in the past has been \$0.50 per \$1,000 of tuition paid rounded to the nearest \$1,000. However, based on state feedback, no STRF fee will be collected as of January, 2015.

If it is to be imposed, the assessment is to be collected from each student at the time the educational institution collects the first payment from or on behalf of the student at or after enrollment. The assessment is collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments.

(a) A qualifying institution shall include the following statement on both its enrollment agreement for an educational program and its current schedule of student charges:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.

Student Life

Diversity Statement

Diversity in the student body, faculty, staff, board, and administration is an essential component of the learning experience at the Reiss-Davis Graduate School and nourishes an atmosphere that promotes, respects, and encourages diversity in its fullest sense. In order to achieve greater diversity, concerted effort made in recruitment and retention. To build an atmosphere of hospitality toward differences, the program encourages cross-cultural dialogue, reviews the curriculum regularly with regard to issues of diversity, and explores pedagogies that enlist awareness of diversity in the learning process.

Appreciation for diversity begins with thoughts and attitudes that support multicultural environments. The Reiss-Davis Graduate School engages in a process of self-evaluation regarding institutional, collective, and individual racism, and other bias in order to work toward a more inclusive learning environment. To this end, the program encourages regular dialogue on issues of diversity among the staff, faculty, and student body. Psychodynamic psychology is an historical, philosophical, and practical conversation of diverse voices with multiple, yet related, points of view on interiority, culture, context, the unconscious, imagination, dialogue, transformation, symbol, symptom, and healing.

The Reiss-Davis Graduate School promotes the growth and development of professionals in the field of child and adolescent mental health. Moreover, the program acknowledges that opportunities for highly educated mental health professionals in the Los Angeles area and beyond should reflect a population diverse in background, gender, age, religious belief, sexual orientation, socioeconomic status, race, ethnicity, disability, and life experiences.

The Reiss-Davis Graduate School administration, faculty, and staff are intentional in their efforts to foster an inclusive environment that respects the individuality of all communities. To this end, there is an institutional commitment to the promotion of a diverse and quality student body through recruitment of students from underrepresented groups as well as initiatives regarding student academic support, safe and inclusive classrooms, and retention policies to ensure the success of a diverse student body.

There is a designated office at RDGS charged with working on initiatives and processes to increase the number of underrepresented minorities among faculty, students, and staff. They are also responsible for maintenance of data on institutional culture, accountability (diversity numbers) and review of outreach efforts.

Housing

The Reiss-Davis Graduate School does not maintain any dormitory facilities, and is not responsible to find or assist a student in finding housing. However, the typical availability and cost of housing located reasonably near our institution in (prices are as of July 2019) is as such:

- A 1-bedroom apartment averages \$2,678 per month
- For local hotels in nearby Culver City, the daily rate is around \$165 for Travelodge and Doubletree and \$145 for Extended Stay America LAX

Placement/Employment

The Reiss-Davis Graduate School does not provide placement services for its students or graduates. While the Reiss-Davis Graduate School does not represent that its course of study leads to employment in a particular field, historically many of our graduates have successfully continued in or advanced in careers in child and adolescent mental health.

Accommodations

Americans with Disabilities Act – As Amended (ADAAA) Policy

The Reiss-Davis Graduate School recognizes and accepts its obligations under Title III of the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act (ADAAA) of 2009, and the Rehabilitation Act of 1973, to make provisions to qualified students with disabilities. No student shall, based on his/her disability, be excluded from participation in the PsyD program, unless it is demonstrated that providing accommodations would result in a fundamental alternation to the program. The Graduate School is committed to providing accommodations to qualified disabled students in the PsyD program.

The Reiss-Davis Graduate School ensures equal access to instruction through collaboration between students with disabilities, faculty, and the Inclusion Office. A student with a disability requiring reasonable accommodations should inform an on-ground RDGS staff or faculty member, who will introduce the student to the Inclusion Director, beginning the Accommodations process. Please visit the Inclusion Office for more information at: <http://www.reissdavis.org/disability>.

Reasonable accommodations do **not include fundamental alterations of academic standards, attendance waivers, or retroactive modifications.*

Disability Services

The Inclusion Director in the Inclusion Office coordinates all communication with students, faculty, and administrative staff and is responsible for reviewing student accommodations.

Accommodations Process

A disability is defined as a physical or mental impairment that causes a limitation to one or more major life activities. Documentation of the disability is required from a qualified/certified diagnosing professional.

The accommodations process begins when a student contacts an on-ground RDGS staff or faculty member to request an accommodation. The RDGS representative will communicate the student's request to [the Inclusion Director](#) and introduce the student to the Director to begin the accommodations process. Students are required to complete the Reiss-Davis Graduate School Disability Accommodation Application and provide current documentation about the disability.

The [Inclusion Director](#) will review the application with the student and will coordinate all communication with students, faculty, and administrative staff to determine if eligibility requirements are met, and then to determine the services available. Academic accommodations as a result of the accommodation request application are determined based on disability and individual need.

An academic adjustment may be requested at any time. It is best to apply as early as possible so that the request can be reviewed and implemented in a timely fashion. The Reiss-Davis Graduate School asks that requests be submitted a **minimum of six weeks** prior to the start of the term for which the accommodation is being requested. Note that accommodations are not retroactive and will not begin until the student has completed the entire accommodations process.

Temporary/Sudden Onset Need for Accommodations

The Reiss-Davis Graduate School recognizes that, similar to students with permanent disabilities, individuals may experience temporary injuries or short-term medical conditions that require accommodations as well. To request an accommodation for a temporary/sudden onset disability, please follow the process for requesting accommodations and submit the application as soon as the need occurs, preferably within 48 hours of the occurrence.

As with permanent disability accommodation needs, temporary/sudden onset needs for accommodations are not retroactive and will not begin until the student has completed the entire accommodations process. Because temporary accommodation needs can be urgent and documentation can come in various forms, students should contact the Inclusion Office with questions and/or urgent needs.

Process for Disability Accommodation(s):

- **Step 1 - Self-Disclosure** – An accommodation process is initiated by completion of a Reiss-Davis Disability Accommodation Application, which can be found on the Inclusion Office website. E-mail the completed application to the Inclusion Director.
- **Step 2 - Documentation** – Documentation that is dated to no more than three years prior to the class start date is required from a qualified/certified diagnosing professional. If the documentation is older than three years, the student should consult with the Inclusion Director.
- **Step 3 - Accommodation Negotiation** – The Graduate School is committed to providing equal access to the doctoral program; however, access does not assume equal result. Once the documentation is received, the Inclusion Director will discuss the request with the student in person or by telephone. Be aware that requests for modifications to the academic environment may not fundamentally alter an educational program.
- **Step 4 - Communication** – Faculty member(s) and the student will be notified of the agreed upon accommodation(s) in writing.
- **Step 5 - Complaints/Grievances** – If there is a problem with (1) the requested accommodation(s); (2) obtaining the agreed upon accommodation(s); (3) the classroom environment; or (4) other difficulties, the student should consult with the Inclusion Director.

NOTE: Information regarding your disability and resulting accommodation(s) is confidential and released strictly on a need to know basis to those providing accommodations.

Non-Disability Related Accommodations

In the extraordinary event that precludes a student from being able to physically attend class(es) on campus due to unforeseeable circumstances unrelated to health disability accommodations, and the student does not want to take a leave of absence, the student may request an Extenuating Circumstances Accommodation Form from the Dean. This form should be completed and returned to the Dean who will advise the student on next steps. The Provost will make the final decision about granting specific accommodations.

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Note to All Prospective Students

Representation of Accuracy and Reservation of Rights

As of the date of publication, the contents of this handbook are an actual reflection of the current program, policies, rules, and regulations of the Reiss-Davis Graduate School. The various laws and regulations governing education in California change from time to time. Experience and changing conditions at the Reiss-Davis Graduate School also may dictate curriculum changes from time to time. Consequently, the Reiss-Davis Graduate School reserves the right to make such changes as it deems necessary to maintain a sound educational program and to ensure compliance with current laws and regulations.

The Reiss-Davis Graduate School is a private, nonprofit educational institution of higher learning. It is approved to operate by the Bureau for Private Postsecondary Education of the State of California, 94909(a)(2). Approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (Ed. Code).

- A. Any questions a student may have regarding this handbook that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education

Physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818

Phone: (916) 431-6959 Toll Free: (888) 3707589 Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894 Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: www.bppe.ca.gov E-mail: bppe@dca.ca.gov

Our e-mail address is GraduateSchool@ReissDavis.org.

- B. As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.
- C. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the bureau's web site www.bppe.ca.gov.

Prospective students should be aware that as graduates of an unaccredited school of psychology you may face restrictions that could include difficulty in obtaining licensing in a state outside of California and difficulty in obtaining a teaching job or appointment at an accredited college or university. It may also be difficult to work as a psychologist for some federal government or other public agencies, or to be appointed to the medical staff of a hospital. Some major managed care organizations, insurance companies, or preferred provider organizations may not reimburse individuals whose degrees are from unaccredited schools. Graduates of unaccredited schools may also face limitations in their abilities to be listed in the "National Register of Health Service Providers" or to hold memberships in other organizations of psychologists. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Bankruptcy

The Reiss-Davis Graduate School is not operating as a debtor in possession, has never filed for bankruptcy petition, and has never had a petition of bankruptcy filed against it under Federal law.



For more information, please visit our website:

www.reissdavis.org