The graduate program in psychology is a 30-credit course of study leading to the master of arts degree. The program combines rigorous academic classes with an opportunity for individually supervised research apprenticeships. In keeping with the goals of the field’s two major professional organizations—the American Psychological Association and the Association for Psychological Science—the program emphasizes scientific research methods that can be used to assist in the solution of real-world problems. The program focuses on basic and applied research and does not offer training or clinical licensing in psychological assessment, counseling, or therapy.

The program is designed for two types of students: those who wish to prepare for admission to a doctoral program, and those interested in conducting research (e.g., marketing or pharmaceutical research). To accommodate students who work during the day, many classes are held in the evening.

ADMISSIONS REQUIREMENTS

• Online application (gradstudy.rutgers.edu/apply/overview)
• A bachelor’s degree with at least a 3.0 GPA from a recognized college or university, (undergraduate courses in statistics and research methodology are recommended)
• Official transcripts of all undergraduate and graduate coursework
• GRE scores
• Three letters of recommendation addressing your potential for graduate study in psychology. Preferably the letters should come from college professors who are familiar with your work, but if you have been out of school for some years, letters from non-academic professionals such as work supervisors may be acceptable
• A statement about your personal and professional goals (including which psychology department faculty members you might be interested in working with, and in what areas of research, if answers to these questions are known)
• A writing sample (e.g., a research paper written as part of undergraduate psychology course)

FUNDING OPPORTUNITIES

The Graduate School offers competitive funding opportunities in the form of fellowships, scholarships, and tuition remission awards. These awards are determined by the graduate department’s admissions committee and do not require an additional application. The psychology program awards several teaching assistant positions each year, and awards are determined by the department’s admissions committee. No additional application is necessary to be considered for these positions.

DEGREE REQUIREMENTS

30 total credits

• Complete ten three-credit courses, for a total of 30 credits, with a minimum GPA of 3.0, including:
  › Three research courses
  › Two independent study courses
  › Three core content classes
  › Two (thesis track) or four (content track) elective courses
• Thesis Track: Complete an independent research project and present it as a master’s thesis.
• Content Track: Pass a written qualifying exam demonstrating competency in content areas studied in the program.

FACULTY AND RESEARCH AREA

• Sarah Allred (Ph.D., University of Washington) assistant professor | visual perception and memory, color, computational modeling of perceptual processes
• Kristin August (Ph.D., University of California, Irvine) assistant professor | interpersonal processes and health in later life and among diverse populations
• Mary Bravo (Ph.D., Northwestern University) associate professor | the relationship between object memory and visual search
• Courtenay Cavanaugh (Ph.D., Alliant International University) assistant professor | violence against women, psychopathology, risky sex, and infectious diseases
• Wayne Chan (Ph.D., University of California, Berkley) assistant professor | stigma and prejudice, intergroup person perception, personality across culture and age
• J.J. Cutuli (Ph.D., University of Minnesota) assistant professor | developmental psychopathology
• Sean Duffy (Ph.D., University of Chicago) associate professor; graduate program director | intersection of culture, cognition and development, memory, judgment and decision making
• Daniel Hart (Ed.D., Harvard University) professor II; director, Institute for Effective Education | cognitive, civic, moral, and personality development in childhood and adolescence
• Charlotte Markey (Ph.D., University of California, Riverside) associate professor; department chair | eating, body image, dieting, and obesity risk, romantic partners’ influence on health
• Naomi Marmorstein (Ph.D., University of Minnesota) professor | co-occurrence of internalizing disorders (depression and anxiety) and substance use among youth
• Chris Nave (Ph.D., University of California, Riverside) assistant professor | associations between personality, health, and behavior across the lifespan, situational assessment
• Ira Roseman (Ph.D., Yale University) professor | emotions (causes, responses, disorders), political psychology, belief systems, motivation, culture
• Robrecht van der Wel (Ph.D., Pennsylvania State University) assistant professor | psychological mechanisms underlying everyday physical action
• Bill Whitlow (Ph.D., Yale University) professor | theories and computational models of learning and memory; science education

Website: psychology.camden.rutgers.edu/graduate

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