SCHOOL PSYCHOLOGY PROGRAM

Ed.M. STUDENT HANDBOOK

Teachers College

Columbia University

2024-2025

(https://www.tc.columbia.edu/health-studies-applied-educational-psychology/school-psychology/)

Updated 9-10-24

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INTRODUCTION

This handbook is intended as an introduction to the Ed.M. (Master of Education) Program in School Psychology at Teachers College, Columbia University (TC) for prospective and currently enrolled students. Within this handbook are the policies and expectations of the Program and the College, including information regarding the program philosophy and goals, doctoral requirements, and program faculty.

Enrolled students should refer to this handbook for degree planning and required activities. This handbook does not constitute a legal contract. This document is subject to annual change; students should refer to the handbook of their entering year for information most relevant to them, while also reviewing updated clarifications and TC guidance as appropriate. Students are also responsible for ensuring that they have the most up-to-date version of the handbook as well as remaining abreast of program changes via meetings and emails. **Students are expected to comply with all program policies put forth in this document, and must read the applicable sections of this document in its entirety.**

In addition to this handbook, enrolled students are also responsible for reading and adhering to the *Teachers College Catalog*. Information regarding degree requirements, student responsibilities, and course descriptions are included therein. In particular, students should be familiar with the *Teachers College Student Conduct Code* and *Academic Standards for Students*.

Should you have additional questions about the program requirements and expectations for student success not addressed in the program or department handbooks, please contact your advisor or the Director of the Ed.M. program.

Kaitlin Gould, Ph.D., BCBA-D, Ed.M. Program Director, kmg2237@tc.columbia.edu

Note - The School Psychology Ed.M. Handbook was revised and expanded in the summer of 2024. Thank you to faculty, staff, alumni, and students who contributed to its development, particularly Tess Schaberg, Thea Bucherbeam, and Dr. Collier-Meek. Thank you also to the School Psychology Programs at the University of Minnesota and the University of Massachusetts Boston for specific language and guidance reflected in the handbook structure and content.

SECTION I: PROGRAM OVERVIEW

Program Philosophy and Goals

The Ed.M. in School Psychology Program is housed in TC's Department of Health Studies and Applied Educational Psychology. The Program is accredited by National Association of School Psychologists (NASP). Members of the program community are scientist-practitioners who have complementary expertise and experiences, engage in meaningful partnerships with urban schools and community agencies, and contribute to the school psychology field. The Program is committed to social justice and seeks to facilitate systems change to support historically marginalized students, families, and communities through connections and advocacy in the field.

The Program aims to promote awareness and sensitivity to the individual differences and diverse backgrounds of children, youth, families, and educators who are recipients of school psychological services. The goal of the Program is to prepare psychologists to engage in socially-just, culturally-responsive, research-based and trauma-informed practice through program experiences and faculty mentoring. Specifically, program graduates are expected demonstrate the following competencies as part of their training:

Program Goals and Competencies

Goal Area	Related Competencies
Assessment and Intervention	● Use of knowledge of measurement and psychological and educational assessment for identifying strengths and needs, developing effective services and program, and measuring progress and outcomes ● Use of knowledge of evidence-based practices and strategies to develop, implement, and evaluate effective services for children and adolescents
Consultation	● Use of knowledge of varied methods of consultation, collaboration, and communication with teachers, families, and other professionals for designing, implementing, and evaluating services and programs
Individual and Cultural Diversity	● Demonstrate an understanding of individual and cultural differences and provide services that promote effective functioning for individuals, families, and school with diverse characteristics and across multiple contexts
Research	● Demonstrate a sound theoretical foundation in psychological science and a basic understanding of statistics, measurement, and research design ● Evaluate and apply psychological and educational research as a foundation for service delivery
Ethical and Legal Standards	● Provide services consistent with ethical, legal, and professional standards and demonstrate essential characteristics related to professional identity and effective practice as school psychologists

Program Statement on Diversity and Inclusion[1]

The program faculty and students continually work to demonstrate respect for diversity and are committed to fostering an inclusive climate for people from all backgrounds and perspectives. This respect and commitment are reflected in ongoing program efforts to improve (a) policies aimed to prevent discrimination in the recruitment and retention of faculty and students, (b) course work (including practica, fieldwork, and internships), (c) research requirements and activities, and (d) student advisement. The Program seeks to avoid actions that would restrict access or completion on grounds that are irrelevant to success in graduate training or to the profession. The Program works to meet the needs of all students. This includes those who are especially likely to be marginalized on the basis of features such as age, disability, ethnicity, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status or other characteristics reflecting diversity. To this end, faculty are committed

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[1] The Program is involved in ongoing collaboration with members of the School Psychology Advocacy Collective for [Racial/Social] Equity for continued revision of this statement.

to engaging in ongoing professional development, assessment of program climate, and working with students on ongoing problem-solving and continual improvement.

The Program is committed to dismantling opportunity gaps and ineffective, inequitable systems that reproduce and maintain marginalization and oppression. The mission of the Program is to prepare school psychologists to be leaders in the field who support socially-just, contextually-responsive, research-based practice and organizational change. This training and mission is aligned with the standards of NASP, as well as the *Teachers College Diversity Mission.*

Teachers College School Psychology Advocating for Anti-Racism Practices Executive Summary

The following Executive Summary was written by TC SPACE members. It is reproduced here to highlight the ongoing engagement and collaboration between student and faculty, but the opinions reflected do not necessarily reflect the program as a whole at this time.

Executive Summary

George Floyd, Breonna Taylor, and Tony McDade, among many other Black and Brown individuals, have been murdered as a result of racial bias and police brutality in the United States. In solidarity with the Black Lives Matter movement, students in the Teachers College School Psychology program have been spurred to increase their own education of anti-racism practices, examine the systems in which they participate, unlearn implicit biases, and inspire change. This process requires the collaboration of students, faculty, alumni, and the Teachers College institution for critical reflection, meaningful conversations, consistent action and advocacy.

From June 2020 to September 2020, students and alumni ($n = 25$) within the Teachers College (TC) School Psychology program partnered to write an "Advocating for Anti-Racism Practices" proposal to their faculty in response to the Black Lives Matter movement and the School Psychology Unified Anti-Racism Statement and Call to Action. Anti-racism is defined as the work of actively opposing racism by advocating in opposition to individual racist behaviors and impacts (Race Forward, 2015). The purpose of the proposal is to make recommendations for how the TC School Psychology program can further (1) train graduate students through a racial and social justice lens, (2) incorporate the narratives and experiences of Black, Indigenous, and People of Color (BIPOC) researchers, practitioners, graduate students, and children and families we serve as their voices are underrepresented in the fields of education and psychology, and (3) dismantle systems of oppression and white supremacy in the field of school psychology. The following five initiatives are presented in the proposal:

Initiatives & Recommended Goals

1. *Diversity Committee*
The mission of the Diversity, Equity, and Inclusion (Diversity) Committee is to address issues of diversity within counseling, assessment, consultation, school climate, and the training of school psychologists. For the purpose of this proposal, diversity is defined as all aspects of one's identity

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including internal dimensions; external dimensions; life experience dimensions; and the intersectionality of all dimensions as they apply to the students in our program, faculty, and the communities we serve. Having a Diversity Committee may help BIPOC students feel safe and welcomed within our program, which, in turn, can promote their overall wellbeing (Grapin et al., 2015). The Diversity Committee will rely on strategy and implementation principles outlined by Leon and Williams (2016).

The main task of the Diversity Committee will be to hold students and faculty accountable to the goals of the proposal and track progress on the recommendations outlined in the proposal.

The key recommended goals for the Diversity Committee include:
1) Developing a formal system to report instances of bias, microaggressions, and inequity within the program;
2) Offering discussions, workshops, and learning opportunities as outlined by the Faculty and Student Educational Opportunities initiative;
3) Establishing funding opportunities for training and scholarships;
4) Reviewing syllabi on a regular basis and,
5) Forming and maintaining relationships with diversity-related groups at TC and in the field of school psychology as outlined in the Outreach and Community Engagement initiative.

2. *Faculty & Student Educational Opportunities*

The purpose of the Faculty & Student Educational Opportunities initiative is to provide opportunities for both students and faculty to effectively learn and improve upon anti-racist practices in assessment, counseling, consultation, and intervention. A wide variety of training opportunities which address topics related to anti-racism are offered at no cost by the Multicultural Affairs Office at Columbia College, TC's Diversity and Community Affairs, Columbia's Center for Teaching and Learning (CLT) Office, the Edmund W Gordon Lecture series, and many others.

The key recommended goals for Faculty & Student Educational Opportunities include:
1) Offering additional educational and training opportunities on anti-racism to students and faculty through TC and community partners and organizations;
2) Fostering regular discussion outside of the classroom about issues of racial justice;
3) Developing a book club centering BIPOC voices for faculty and students;
4) Offering diversity training opportunities for all supervising faculty and Graduate Assistants (GAs); and,
5) Implementing program-wide opportunities for attending workshops, panels, webinars, online courses, or other training pertaining to anti-Blackness in education and psychology.

3. *Curriculum Enhancement*

The purpose of the Curriculum Enhancement initiative is to incorporate additional content related to racial justice and social justice, such that our curriculum shifts from centering the experience of White/European American students to centering the unique intersectional identities and experiences of every student. Research supports the inclusion of a specific multicultural course, as well as the infusion of topics, such as racial justice, systems of oppression, white supremacy, social justice, etc., throughout

the curriculum (Newell et al., 2010; Vega, 2005). By embedding these topics in all courses, students will learn that it is necessary to practice school psychology through a racial and social justice lens ("Advocating for Advocacy," 2016).

The key recommended goals for Curriculum Enhancement include:
1) Incorporating content and discussions addressing anti-racism, white supremacy, and systemic racism as it applies to the topic of each course within our program;
2) Incorporating content and discussions addressing social justice issues (e.g., intersectionality, gender identity, sexual orientation, immigration status, language, socioeconomic status, refugee status, etc.) as it applies to the topic of each course within our program;
3) Incorporating more literature and academic research by BIPOC scholars in each course within our program; and,
4) Requiring all Graduate Assistants (GAs) to attend training in multicultural issues.

4. *Admissions Process*
Given the lack of diversity within the field of school psychology, and by virtue the program, the purpose of the admissions process initiative is to identify barriers in the current admissions process and present specific recommendations and goals to address these barriers. Based on current student data, admission decision survey results, and existing literature, the barriers identified for recruiting and retaining BIPOC students to the program include financial barriers, the interview process, and recruitment and retention efforts.

The key recommended goals for the Admissions Process include:
1) Assisting with financial barriers (i.e., GRE & application fees, attending interviews, costs of attendance, program-specific costs, and transportation);
2) Improving the interview process (i.e., virtual interviews, update the faculty presentation, update student interview questions, student interviewer training); and,
3) Diversifying admitted students through active recruitment and retention strategies (e.g., emphasize a holistic selection process, improve the program's virtual presence, collaborate with local organizations and communities to actively recruit BIPOC individuals, incorporate inclusive and equitable language in the handbook and website, etc.).

5. *Outreach & Community Engagement*
The purpose of the Outreach and Community Engagement initiative is to acknowledge Columbia's long, well-documented legacy of tension (i.e., racism, elitism, segregation, gentrification, etc.) with the surrounding community and take steps to correct it through improved community engagement.

The key recommended goals for Outreach & Community Engagement include:
1) Developing and facilitating stronger relationships with the program's alumni network;
2) Emphasize the importance of establishing healthy community relationships by having students complete "volunteer hours" with community-based organizations as an extension of TC's commitment to social justice.;

3) Creating service-oriented partnerships with existing organizations at Columbia University and Teachers College;
4) Conducting fundraising to increase student engagement within neighboring communities; and,
5) Orienting incoming students to promote the support of Black-owned businesses and increase general engagement with the neighborhood institutions.

Evaluation & Accountability
The Diversity Committee will lead current and future TC school psychology students, alumni, and faculty to continue to engage in critical dialogue, partnership, and action resulting in long-term implementation of racial and social justice practices. The fidelity and progress of each proposed initiative will be monitored and reviewed by the Diversity Committee at the beginning and end of each semester, based on predetermined goals and target completion dates, in collaboration with the TC school psychology faculty team. With effective systems and plans in place to ensure accountability of all stakeholders, the TC School Psychology program's reputation in training culturally competent, anti-racist, and social justice-oriented school psychologists will remain a legacy of the program and university in the long term. As an esteemed program that prides itself on its commitment to proactively addressing student feedback through the content and scope of training students receive, TC school psychology students are confident that this proposal will be another way to extend this value.

Degree Tracks and Coursework

The Master of Education School Psychology Program offers two master degrees through Teachers College: the Master of Education in Applied Developmental and Learning Psychology: School Psychology (Ed.M.) and an *en route* Master of Arts in Educational Psychology: School Psychology (M.A.). Attainment of the Ed.M. prepares students for certification as a state-level and Nationally Certified School Psychologist (N.C.S.P). In addition to the certificates and degrees mentioned above, students may opt to pursue the Board Certified Behavioral Analysis (B.C.B.A.) certificate and Licensed Behavior Analyst (L.B.A.) through additional course credits and the accrual of 2,000 additional practicum hours. Students may also pursue a School Psychology Certification with Bilingual Extension. Requirements for these degrees and certifications are outlined in Section VII below.

The Teachers College Ed.M. Program in School Psychology involves the application of psychological science to the promotion of educational and psychological development among youth in schools and other educational contexts. Coursework provides students with a strong foundation in theory and research in core areas of psychology. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. In particular, students learn to provide a comprehensive range of direct and indirect psychological services to youth, families, and educators in practicum settings such as the Dean-Hope Center for Educational and Psychological Services, collaborating local schools, and formal internship sites.

SECTION II: PROGRAM ORGANIZATION AND POLICY

Program Leadership and Governance

The program faculty are responsible for implementing and overseeing student education, monitoring student process, and defining those sequences of specialized knowledge and skills that are necessary for competence in school psychology. Decisions concerning the governance and administration of the Program are made at regularly scheduled faculty meetings. Representatives from the School Psychology Committee (SPC) attend select meetings on a monthly basis to contribute student input.

Additionally, all program faculty are available to be of assistance to students and maintain regular office hours. Appointments outside of posted office hours may be arranged for further assistance as necessary.

Program and Department Faculty

Core faculty members are those who work full-time and who play active roles in the administration of the School Psychology Program. They supervise research teams, serve as mentors and advisors to students, contribute to the admissions process, and conduct program reviews. All core faculty hold doctorates in school psychology, have substantive research and/or clinical experience, and are active members of professional psychology organizations at the state, national, and international level. In addition to core faculty, the Program has several adjunct faculty who contribute to the learning experiences of students through lecture and supervision.

Core and Adjunct Faculty Contact Information

Name	Role	Email	Faculty Profile
School Psychology Core Faculty			
Prerna Arora, Ph.D., Licensed Psychologist	Associate Professor of Psychology and Education	arora23@tc.columbia.edu	https://www.tc.columbia.edu/faculty/pa2542/
Melissa Collier-Meek, Ph.D., BCBA, Licensed Psychologist	Associate Professor of Psychology and Education	mc5256@tc.columbia.edu	https://www.tc.columbia.edu/faculty/mc5256/
Benjamin J. Lovett, Ph.D., Licensed Psychologist	Professor of Psychology and Education; Director of Clinical Training (DCT) and Ph.D. Program	bl2799@tc.columbia.edu	https://www.tc.columbia.edu/faculty/bl2799/

Rosanne Gotterbarn, Ph.D., Licensed Psychologist	Lecturer	Gotterbarn@tc.columbia.edu	https://www.tc.columbia.edu/faculty/rcg2139/
Kaitlin Gould, Ph.D., BCBA-D, Licensed Psychologist	Lecturer; Director of EdM Program	kmg2237@tc.columbia.edu	[faculty page coming soon!]
School Psychology Adjunct Faculty			
Angela Dewey, Ph.D.	Adjust Assistant Professor	amd2277@tc.columbia.edu	https://www.tc.columbia.edu/faculty/amd2277/
Kristene Doyle, Ph.D.	Adjunct Full Professor	kad2217@tc.columbia.edu	https://www.tc.columbia.edu/faculty/kad2217/
Katherine Durham, Ph.D.	Adjunct Full Professor	kld2133@tc.columbia.edu	https://www.tc.columbia.edu/faculty/kld2133/
Michael Hickey, Ph.D.	Adjunct Assistant Professor	mlh2243@tc.columbia.edu	https://www.tc.columbia.edu/faculty/mlh2243/
Jennifer Hope, Ph.D.	Adjunct Assistant Professor	jh313@tc.columbia.edu	https://www.tc.columbia.edu/faculty/jh313/
Kamauru Johnson, Ph.D.	Adjunct Assistant Professor	krj2103@tc.columbia.edu	https://www.tc.columbia.edu/faculty/krj2103/
Michael Koski, Ph.D.	Adjunct Assistant Professor	mjk38@tc.columbia.edu	https://www.tc.columbia.edu/faculty/mjk38/
Leah McGuire, Ph.D.	Adjunct Assistant Professor	law2132@tc.columbia.edu	https://www.tc.columbia.edu/faculty/law2132/
William Sperduto, Ph.D.	Adjunct Assistant Professor	doctorwilliamsperduto@gmail.com	https://www.tc.columbia.edu/faculty/was2140/
Helen Stevens, Ph.D.	Adjunct Full Professor	Stevens3@tc.columbia.edu	https://www.tc.columbia.edu/faculty/hs2834/

Several staff within the Health Studies and Applied Educational Psychology Department contribute to the operation and oversight of the School Psychology Program. In particular, Maeve O'Grady, the Program Secretary, is a primary contact for all school psychology program questions, including all course registration and documentation issues.

Administrative Staff Contact Information

Name	Role	Email	Reason for Contact
Laudan Jahromi, Ph.D.	Department Chair	jahromi@tc.columbia.edu	Issues unresolved after communication with admin, advisor, and program director
Atapon Savitz	Director of Academic Administration	Savitz@tc.columbia.edu	Issues related to setting up GA positions, payment for hourly positions, etc.
Amanda Boyles-Gerhard	Assistant to Director of Academic Administration	amb2502@tc.columbia.edu	N/A – Assists Atapon Savitz and Dr. Jahromi
Maeve O'Grady	School Psychology Program Academic Secretary	ogrady@tc.columbia.edu	Starting point for all school psychology questions Course registration and documentation issues

Advising

Students are assigned an advisor upon admission to the Program. All doctoral students are advised by one of the core school psychology faculty, which allows for close collaboration as it relates to program planning. The advisor serves as the primary point of contact between the student and the Program. The advisor, Ed.M. Program Director, and the Program Secretary monitor student progress and completion of degree requirements. While each student will be assigned one formal advisor, they are encouraged to cultivate relationships with multiple members of the program facility to enrich their educational and training experience.

The Advisor's Role

The advisor plays a crucial role in the professional development of their advisees through the following responsibilities:
- The advisor monitors the student's progress towards their degree completion, supervises research requirements and related activities, evaluates overall professional development, and provides academic guidance regarding program planning and course selection.
- The advisor will assist students in identifying self-study tasks to facilitate scholarly development and preparation for the pursuit of research and academic activities.
- The advisor will monitor the student's professional development, recommend areas for improvement or supplemental learning, provide notice of foreseeable challenges, and provide constructive feedback on the student's written work.
- The advisor, with fellow faculty, will communicate written annual feedback to summarize students' progress in the program.

Expectations for Advisees

The nature of the advisor-advisee relationship requires the advisee to engage in professional behavior and adhere to the following expectations:

- Students will meet as needed with their advisors, taking responsibility for scheduling meetings as needed. Failure to engage regularly with one's advisor may result in delayed completion of program requirements and insufficient professional development.
- Students will come to meetings prepared with an agenda and any documents for review/signing. Students are responsible for completing paperwork aligned with program milestones.
- Students will take notes during advisory meetings and follow through with identified tasks in a timely manner.
- Students will cancel meetings in a timely manner when unable to attend as scheduled.
- Students will engage in proactive problem solving, attempting to find answers and solutions independently prior to contacting their advisor. Students will ask questions and request assistance from their advisor when needed.
- Students will consult their advisors (and Ed.M. Program Director, as appropriate) before deviating from the recommended course and milestone sequence. Students are ultimately responsible for meeting all degree and program requirements, but advisors assist them in understanding alternatives.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program.

Advisor Assignment and Changes

Initial advisor assignment is made upon program entry. If a student wishes to change advisors after the first year, the student can request another advisor if that faculty member is available and agrees to accept the student. Generally, the student should initiate this process by meeting with the Ed.M. Program Director. Students are discouraged from seeking an advisor change after initiating a research project, as this may delay progress toward the completion of research requirements.

Student Conduct

All students enrolled in the Ed.M. Program in School Psychology at Teachers College are bound by the following codes and expectations:

Code of Ethical Conduct and Academic Integrity

Students are expected to comply with law, state, and national practice standards. Students will conduct themselves in a manner consistent with the standards and principles articulated in the American Psychological Association (APA) and NASP ethics codes. Ethical conduct is expected in all coursework, fieldwork, research, and other professional interactions both within and outside of the Program. Failure to comply with the aforementioned policies may result in dismissal from the program.

Students are expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question their academic and/or professional probity. The Student Conduct Code considers "the uncited use of generative artificial intelligence" to be a form of plagiarism. Students who use AI should therefore make clear exactly what the AI software was used for, and any text generated by AI should be put in quotation marks. In addition, school psychology

instructors may have more specific policies. Students are cautioned that using artificial intelligence (AI) tools when doing any type of clinical work can violate confidentiality if identifying information (e.g., client names) are fed into AI software.

Decisions regarding academic evaluation in all aspects of students' work at the college, including coursework, certification examinations, clinical and/or field experiences, are within the sole jurisdiction of the faculty concerned, including, as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Associate Vice President, the Chief Student Affairs Officer, and the Committee on Student Conduct.

General Expectations for Student Success

In addition to the expectations set forth in the ethics and student conduct codes, the Program has the following expectations for all students:

Professional Attitudes and Approaches:
- Students will respect fundamental rights, dignity, and worth of all people and contribute to a climate that honors and acknowledges all individuals. The Program promotes cultural sensitivity and self-reflection, and encourages students to seek education regarding topics of diversity. Diversity is an evolving concept including but not limited to differences based on the following: ability (cognitive, social-emotional, and physical), age, language, socioeconomic status, gender (expression, identity, roles), sexual orientation, ethnicity, race, religion, political ideology, marital status, cultural values and beliefs, personal values, and cultural background.
- Students will embrace the scientist-practitioner orientation of the Program. Students are expected to be open-minded, inquisitive, and to employ critical thinking skills. Students will immerse themselves in developing not only practical knowledge and skills, but also knowledge of theory and methodology to prepare for future roles as consumers of research.
- Students will demonstrate professionalism in all training and university-affiliated activities.
- Enrollment in the Program is a full-time commitment and should be treated as such. Consistent active engagement in program requirements – courses, research, and field, should take priority over extracurricular activities. The timely completion of the master's degree will necessitate work outside of traditional business hours consistent throughout the calendar year.

Participation and Engagement
- Students will familiarize themselves with College, Department, and Program policies and requirements. Students are expected to thoroughly read this handbook and consult program resources prior to querying faculty or staff about procedure, paperwork, or requirements.

- Students will consistently attend all classes, fieldwork, supervision, and regularly-scheduled meetings. Barring extenuating circumstances (e.g., personal, family illness or emergencies), the appropriate party should be notified in advance of any absences.
- Students will engage fully in all courses, completing assigned readings, participating actively and respectful in class, and maintaining appropriate on-task behavior.
- Students will arrive promptly to classes and meetings, demonstrate respect for speakers and guests, and complete assigned tasks on time and in adherence with any verbal or written instructions provided by faculty and instructors.
- Class will be prioritized and should not be missed for assistantship activities, fieldwork, or extracurricular activities. Absences for research or professional development (e.g., conferences, workshops) must be approved in advance. When a student is absent, it is their responsibility to find out what makeup work is required and to submit it in a timely manner.
- Most school psychology courses meet in-person, as our program is registered with New York State as an in-person program. Per TC Policy, remote attendance is not permitted. However, illness and religious observances would certainly count as excused absences.
- Students are encouraged to engage not only with required course materials, but also with broader school psychology literature and the school psychology profession (e.g., reading journals and research articles, membership in professional associations, participation in professional conferences).

Research and Practice

- Students will obtain advisor approval for all research activities, including any proposals for presentations and manuscripts, as the student completes such professional efforts as an affiliate of the College and the Program.
- Before engaging in research subject to oversight by the College's Institutional Review Board (IRB), including as a collaborator, students will complete necessary training as specified by the IRB. Prior to submitting a research protocol to the IRB, the student will send the work to their advisor for review and obtain consent for submission. IRB approval is required before initiating research projects involving human participants (including the recruitment of participants).
- Students will learn and master current APA style. All required research manuscripts and, unless otherwise specified, class assignments, should be submitted in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, unbiased language, mechanics, tables and figures, and citations and references.
- No unlicensed graduate student in the program will engage in the unsupervised practice of psychology, including but not limited to: counseling, psychotherapy, school consultation, teaching, or psychological evaluation. Exceptions to this regulation may be made only by the advisor with the concurrence of the Ed.M. Program Director, and only if the student by other training or experience has qualifications meeting existing professional standards in a specified domain of program (e.g., holding a proper license or certificate if charging a service fee).
- Students interested in engaging in volunteer activities that are psychological in nature should consult their advisor and receive approval from the Ed.M. Program Director.

Students may not make an oral or written commitment to provide services without prior approval. Once approval is obtained, students are ethically obligated to follow through with their commitment barring extenuating circumstances, which should be discussed with the advisor and Ed.M. Program Director.

- No student should engage in paid or unpaid work for faculty or faculty family members that is not directly affiliated with the College. Such work represents a conflict of interest given faculty's oversight, evaluative, and professional responsibilities and places students in an inappropriate and vulnerable position. This expectation is consistent with the APA Ethics Code regarding multiple relationships.

Communication and Interactions

- All students are assigned a Teachers College email account upon enrollment. Students will check their Teachers College email regularly, as this is the primary mode of communication for the Program, the Department, and the College. Students can generally expect responses from core faculty within 2 business days about time-sensitive matters, and students should feel free to follow up to (politely) check in if they do not hear back.
- Students' verbal and written communication (e.g., emails) will reflect appropriate academic etiquette that is consistent with semi-formal behavior in a professional work environment. Students will be mindful of the tone of email communications, as these exchanges should convey respect and professionalism. As such, students should be appropriately courteous and solicitous of staff and faculty (e.g., politely request rather than demand), and employ complete sentences with correct grammar, spelling, and punctuation. All emails should contain a brief descriptive subject line, greeting (e.g., Hi Dr…, Dear …, Good morning…), a concise body, and closing.

Professional Behavioral Assessment

Professional behaviors are assessed via ongoing student evaluation using information collected from supervisors, faculty, and TAs. If concerns arise regarding a student's knowledge, skills, or professional behaviors, relevant faculty and supervisors will meet with the student and attempt to resolve the issue. If concerns persist, the Ed.M. Program Director will be notified and work with the student and the student's advisor(s) to develop a remediation plan. Given the importance of appropriate knowledge, skills, and professionalism in effective psychological practice, extreme or unresolvable concerns may result in dismissal from the program. Please refer to Section V: Student Evaluation for further detail.

Working Through Issues in an Ethical Manner

Students are expected to approach any concerns or issues that arise in an ethical manner, consistent with APA guidelines. Many issues may be resolved informally through conversation with the parties involved. This conversation should be aligned with a problem-solving approach and demonstrate professionalism. Students may also consider developing a proposed plan of action, while maintaining an open mind towards other alternatives. If students encounter a problem that cannot be resolved through discussion or is not appropriate to discuss with the involved parties, the program recommends the following courses of action:

- Students may approach their advisor if they are not directly involved, as they might offer helpful advice based on their past experiences. The advisor may, in particular, provide guidance on how to address the issue while maintaining professionalism and whether another member of the program might be better suited to advise the student.
- If a concern is limited to a particular fieldwork site, students should speak to the program fieldwork supervisor. They may have additional knowledge about the site to contextualize the problem and arrive at solutions. The fieldwork supervisor may also advocate on behalf of the student as part of their responsibilities, given that the site is in contract with the College to provide a positive training experience for students.
- Students are encouraged to speak with the Ed.M. Program Director when concerns intersect with program issues, such as unresolved conflicts with advisors.

Program Organizations

The School Psychology Program at Teachers College invites students to collaborate with faculty and their peers to advance initiatives and achieve goals through group organization. Two such organizations are described below:

School Psychology Committee (SPC)

The SPC is an organization of second-year students that coordinates several aspects of the school psychology program, with emphasis on student representation and involvement. Elections are held each spring in advance of the upcoming academic year. Additional information regarding the election process can be acquired by contacting current members of the SPC at tcschoolpsychcommittee@gmail.com. Students are encouraged to self-nominate and participate in these annual elections facilitated by their peers for the following positions:
- **President (1)**: The SPC President contributes to the organizational structure of the committee, communicates with faculty on behalf of the organization as needed, monitors the committee budget, and supports committee chairs in their positions.
- **Vice President (1)**: The Vice President assists with presidential responsibilities and attends select meetings as a student representative as needed.
- **Secretary (1)**: The Secretary organizes the School Psychology Program calendar, including the scheduling of program events and important due dates across first- and second-year coursework. The Secretary is also responsible for taking notes during committee meetings.
- **NASP Representative (1):** The NASP Representative provides information regarding NASP and NYSAP news and events via committee newsletters. The NASP representative also leads the coordination of events during the NASP School Psychology Awareness Week in November.
- **Cohort Representative (1-2):** Cohort Representatives serve as liaisons between students and faculty, raising questions and concerns during monthly faculty meetings open to students. Notes from these meetings are compiled and disseminated as part of the SPC newsletter.
- **Mentor Committee (1-2)**: Members of the Mentor Committee seek to establish meaningful mentor/mentee relationships between first- and second-year students by providing necessary resources and guidance to both parties.
- **Social Chairs (1-2):** Committee Social Chairs coordinate social events for students and faculty and run the TC School Psychology social media accounts.

- **Diversity Chair (1-3):** Diversity Chairs serve as liaisons between Diversity, Equity, and Inclusion Collectives and students and provide resources, updates, and information on the goals and happenings of the School Psychology Advocacy Collective for [Racial/Social] Equity (SPACE).

School Psychology Advocacy Collective for [Racial/Social] Equity (SPACE)[2]

The School Psychology Advocacy Collective for [Racial/Social] Equity (SPACE) is a student-led group that aims to address issues of diversity within counseling, assessment, consultation, school climate, and the training of school psychologists. SPACE leads current and future TC School Psychology students, alumni, and faculty to continue to engage in critical dialogue, partnership, and action resulting in long-term implementation of racial and social justice practices. Current members of SPACE can be contacted via email at space@tc.columbia.edu.

As a program that prides itself on its commitment to proactively addressing student feedback through the content and scope of training students receive, TC School Psychology students are confident that SPACE will be another way to extend this value.

[SPACE] defines diversity as: all aspects of one's identity including internal dimensions (i.e., gender, age, race, language, ethnicity, sexual orientation, and ability); external dimensions (i.e., historical and current events, various living or employment situations); and the intersectionality of all dimensions as they apply to the students in our program, faculty, and the communities we served.

The committee is dedicated to:
- Anti-racism
- Accountability
- Advocating for culturally and linguistically diverse graduate students and the communities that we serve
- Community building, engagement, and inclusivity
- Cultural competency
- Dismantling systems of oppression
- Creating safe space for communicating ideas and issues
- Recruitment, retention, and support for culturally and linguistically diverse graduate students

SPACE is currently shifting the culture of the School Psychology community by doing the following:
- Drafting admissions recommendations that allow for an equitable evaluation process and a more diverse student body
- Engaging in critical dialogue around how [the] school psychology program can shift curriculum and program structure to center BIPOC experiences and knowledge
- Offering additional training and professional development opportunities
- Building relationships within the community and program
- Meeting biweekly to provide a safe space for advocating for anti-racism within our program and discussing current student experiences

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[2] Taken from https://www.tc.columbia.edu/health-studies-applied-educational-psychology/school-psychology/space/

Program Facilities

The School Psychology Program is located on the fifth floor of Building #528. Offices of the core program faculty and department administration can be found on this floor. Please see individual profiles for specific locations.

Dean-Hope Center for Educational and Psychological Services

The Dean-Hope Center (often referred to as CEPS) is the College training clinic and serves as the practicum agency for students across several programs at Teachers College. The Center publishes a Student Manual each year that governs the function of the clinic. The Center is directed by Dr. Dinelia Rosa. A student lounge is available for student use as well as spaces for psychological services upon reservation.

Testing Materials

An extensive test collection is housed in the Test Library located in the Dean-Hope Center for Educational and Psychological Services on the sixth floor of Building #528. The School Psychology and Reading Specialist programs have combined their collections of materials with those of the Special Education and Clinical Psychology programs, allowing students access to a wide variety of testing materials. Students should refer to the Dean-Hope Student Manual and the testing room supervisor for specific procedures, as these may be subject to change. It is the student's responsibility to 1) make sure materials are returned promptly in good condition and ready for use by another student, and 2) inform the testing room supervisor when materials are damaged or incomplete. The order of new materials requires two to three weeks for processing and delivery. Testing room materials are maintained through student course material fees and faculty contributions.

Mailboxes and Bulletin Boards

Student mailboxes are located on the fifth floor of Building #528. *Confidential information should not be placed in these mailboxes.* Information notices are posted along the hallway on the fifth floor.

All first-year students and supervising advanced students also have mailboxes in the Dean-Hope Center. *Confidential information may be placed in these mailboxes as they are located in a secure area within the Center. Please see the Dean-Hope Center Student Handbook for more information.*

SECTION III: ED.M.

Master's Program Curriculum and Academic Requirements

The Master of Education (Ed.M) program is accredited by the National Association of School Psychologists (NASP). Attainment of the Ed.M. degree prepares students for certification as a school psychologist at the state level and nationally with the National Certified School Psychologist (N.C.S.P.). For questions regarding the program, contact the Director of the Ed.M. program:

Kaitlin Gould, Ph.D., BCBA-D

Box 120
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
212-678-7454
kmg2237@tc.columbia.edu

For questions regarding the accreditation of the program by NASP, contact:

National Association of School Psychologists
4340 East West Highway
Suite 402
Bethesda, MD 20814
301-657-4155
http://www.nasponline.org

Overview of Curriculum

Students are exposed to theory, research, and practice throughout their training and meet the necessary requirements for school psychologist certification laid out by NASP and the New York State Department of Education. The Ed.M. Program in School Psychology is designed as a minimum three-year program of full-time study that requires the completion of 69 semester credits. The first two years are devoted primarily to the completion of coursework, while the third year focuses on the completion of internship. Students must maintain good academic standing and satisfy annual review requirements (discussed below in subheading entitled "*Student Evaluation*"). See the table in the Appendix for a suggested course sequence for the three-year track.

Prerequisites

An undergraduate degree in psychology is preferred but not required. If a student does not have an undergraduate degree in psychology they must take an undergraduate- or graduate-level course in cognitive development or developmental psychology before they can graduate; HUDK 5023: Cognitive Development may be used to fulfill this requirement.

Continuous Registration

All students must be continuously registered. If a student needs to leave the program for health or personal reasons, the student *must* file a leave of absence (personal or medical) through the Teachers College Office of the Registrar. Failure to do so can put the student's status with the College and their eligibility for federal loans in jeopardy.

Relatedly, students may not have more than one incomplete at any given time. Students are required to resolve the incomplete in the following term. Multiple active incompletes on a student's record will preclude them from applying to Internship.

SECTION IV: RESEARCH EXPERIENCES

All students in the Ed.M. program must participate in 40 hours of research-related experience. Students can satisfy this requirement by:

- Working with a TC professor who is doing research. Contact Dr. Arora, Dr. Collier Meek, and Dr. Lovett to learn about current projects. Research with TC faculty outside of the program is also viable to satisfy this requirement.
- Working on a research project outside of Teachers College.
- Working on a project embedded in a school psychology course where the instructor has designated the project as counting for research.
- Working as a "GAA" helping with the training of assessment skills of first-year students (this would be done in the second year of the program).

Students must complete this requirement within the first 2 years of the program (if they are full-time). Documentation of participation must be uploaded to Canvas.

SECTION V: FIELD EXPERIENCES

The Teachers College School Psychology Program aims to offer a balance of theory and practical application of skills. All students engage in practicum, fieldwork, and internship experiences. These placements are essential learning experiences for students to apply the knowledge that they have learned in their classes and practica into a genuine school or clinical setting under the supervision of on-site supervisors and TC faculty. The following table lists field experiences, accompanying courses, and application guidelines by year in the program:

Field Experiences Sequential Order

Field Experience	Courses, Duration, and Application Process
Practicum (Year 1)	- Register for HBSK 6380 (3 credits) - Spring semester only - Dean-Hope Center; supervisor will be assigned
Fieldwork (Year 2)	- Register for HBSK 5280 (3 credits) - Full academic year - School placement will be assigned based on submitted student preferences
Internship (Year 3)	- Register for HBSK 5480 - Full academic year - School placement; apply directly to school sites

Foundational Expectations and Information

In general, students should expect their field experiences to encompass a wide range of age groups, potentially encompassing Preschool to adult. It is recommended that students aim to establish competencies at the elementary, middle, and high school levels throughout their placements, although it is not a guarantee that each student will have the opportunity to work with every age group. Field experiences should provide opportunities to work with typically developing children and adolescents as

well as those with disabilities. School psychology students also should have opportunities to work with students from diverse cultural, ethnic, racial, socio-economic, and religious backgrounds. Students are also expected to be exposed to working with children and adolescents who are at risk of behavioral, academic, or social-emotional problems, bilingual or English Language Learners, and those eligible for services under either Section 504 or IDEIA. Furthermore, at least 600 clock hours of school psychology students' internships must be in a school setting for eligibility to be certified as a Nationally Certified School Psychologist (NCSP).

Ethical Guidelines

All students completing field placements must be familiar with, and are held accountable to all existing rules, requirements, and regulations of the site to which they are assigned. Students are also expected to be familiar with and follow NASP's Professional Standards and APA's Ethics Code. Fieldwork and internship students have obligated duties as New York State Mandated Reporters to report suspected child abuse and neglect, and will be provided with Mandated Reporter training before beginning their fieldwork placement. If students come across any major issues during their field placements that they are unsure of how to handle, it is always best to contact their on-site supervisor, then their TC supervisor, as soon as possible. Students are encouraged to bring issues to supervision to discuss with their supervisor(s) and fellow students.

Attendance

Attendance at fieldwork and externship placements is mandatory, with the understanding that planned and unplanned absences occur throughout the year. Students are expected to notify their on-site supervisor as far in advance as possible of an absence. The working hours are determined by the on-site supervisor; in general, students should expect to be at the site for the same hours as other full-time professionals (i.e., teachers, administrators, counselors, therapists, etc.). Students follow their field placement's calendar, not the TC calendar, for the duration of their placement. This means that students will take breaks from field placements only when the site is on break (holiday, parent conference day, etc.). Students may be asked to attend staff training, professional developments, and didactics throughout the year, and are expected to do so unless they directly conflict with a class. Acting as a responsible staff member in the field placement is an essential aspect of creating positive learning outcomes for the student as well as representing the TC School Psychology program and encouraging on-site supervisors to invite future TC students back.

Liability Insurance

All students working in field placements are required to have professional liability insurance. These plans are relatively inexpensive, and will provide coverage for one year before needing renewal. For fieldwork, students are required to have liability insurance between $1-$3 million in coverage. Individual externship placements may have different requirements for liability insurance, and students should inquire about this from their externship supervisor. The following organizations offer liability coverage:
- A plan endorsed by NASP is available from Forrest T. Jones & Co. and can be found online (~$30/year)

- A plan endorsed by APA through the American Professional Agency is available from the American Psychological Association Insurance Trust

Fingerprinting

Students who work in NYC DOE schools, and those who work at certain externship/internship sites, may need to be fingerprinted. The cost of fingerprinting is incurred by the student. Students will receive advance notice from their site supervisor in the case that they need to be fingerprinted.

Hour Logs

Students will keep track of their own records of practicum. During fieldwork and internship, students will record their hours using Time2Track, a website that is designed to streamline the process of loffing clinical hours in the necessary categories for virtual supervisor approval.

Practicum (Year 1)

The first-year practicum experience occurs in the spring semester only. Students will be assigned to one psychoeducational assessment case through the Dean Hope Center for Educational and Psychological Services (DHCEPS), a clinic on the TC campus that offers reduced-rate psychological services. Working with a Teachers College supervisor and an advanced-level graduate Teaching Assistant, students will conduct a full intake interview with the client and/or parent(s), administer a full battery of cognitive, academic, behavioral, and social-emotional assessments, write a comprehensive assessment report, and conduct a feedback session. Students will be prepared for this experience through the accompanying testing courses that they take in the Fall and Spring semesters, HBSK 5320, HBSK 5321, and HBSK 5378.

Fieldwork (Year 2)

All Ed.M. and Ph.D. students will complete a school-based fieldwork practicum in their second year. This is a learning experience and the position is *unpaid.* The fieldwork experience is designed to provide students with experiences in school settings that focus on the development of culturally competent school psychology skills and practices in four primary areas: counseling, assessment, intervention, and consultation. The purpose of fieldwork is to build on skills during the first-year practicum course, develop competency in counseling and intervention, learn about the day-to-day responsibilities of a school psychologist, and provide ethical and culturally competent services to students, teachers, families, and other school staff.

Fieldwork students will be placed in a school setting for one academic year (two semesters), and complete 16 hours (2 days) per week at their site, to meet the minimum requirement of 450 hours for the school year.

There is no application process for fieldwork; students will be asked to fill out a survey of their preferences and they will be assigned to a site. Students will be assigned sites in the Spring or Summer before their placement.

Students will receive weekly supervision from an on-site supervisor (such as a school psychologist, counselor, social worker, or principal). Fieldwork students will be concurrently enrolled in the Fieldwork Practicum course (HBSK 5280), taught by Dr. Kaitlin Gould. Dr. Gould will conduct weekly small-group supervision meetings, where fieldwork students will share and discuss pertinent information about their current cases. Over the course of the academic year, students will complete two full psychoeducational assessments, one behavioral/academic intervention, and maintain a caseload of four individual counseling cases. In conjunction with Consultation (HBSK 6584), students will conduct at least one consultation case with a teacher or parent. In conjunction with Group Work (HBSK 6362), students will conduct at least eight group counseling sessions. Students will receive supervision for consultation and group counseling in these classes, respectively.

Internship (Year 3)

All Ed.M. students are required to complete a full-time internship in their final year of the program. Students must locate a school setting with a school psychologist holding three or more years of experience to act as their supervisor. Students must also register for and receive internship supervision (HBSK 5480) at Teachers College or another NASP approved university-based school psychology program. Once a student accepts an internship offer either verbally or in writing, they may not turn down the internship for another placement. If this occurs, the student may be dismissed from the program. Interns who complete the minimum 1,200 training hours are expected to continue working at their training site until the last day of their contractual agreement.

International students must also note that in addition to state requirements, internships may be subject to federal regulations regarding employment of non-U.S. citizens. International students are encouraged to seek guidance from the TC Office of International Students and Scholars (linked in Section VIII) well in advance of the internship application process.

The majority of school-based internships in the greater New York City metropolitan area (including outlying suburbs in New York, Connecticut, and New Jersey) are unpaid. Opportunities for paid internships are more accessible via two avenues. First, students may apply to the Psychologist-in-Training Program sponsored by the New York City Department of Education. Historically, students must be bilingual and must complete two years of service in NYC Public Schools in exchange for payment. Students have also been previously successful securing paid internships in other parts of New York State or States beyond the tri-state area.

Students who wish to complete an internship outside of the New York metropolitan area must check the internship requirements of the state(s) wherein they will be working and follow the procedures outlined in the Teachers College Internship Manual. Students interested in applying for an internship in another part of the country must consult the (a) Teachers College Internship Director, (b) State Department of Education Websites for information on regulations regarding the training and certification of school psychologists in the states of interest, (c) local school districts for the availability of internships (make sure you ask the TC school psychology faculty for information on alumni or contacts connected to the area of interest), and (d) the proximity of NASP approved training programs to internships for university-based supervision.

Students supervised at other universities must enroll in the host university's internship course *for credit.* Supervisor must be provided by faculty associated with the host university and complete the tasks outlined in the university's internship course syllabus. In this scenario, students must (a) also register for the internship course at Teachers College (HBSK 5480) for 0 credits each semester, (b) transfer the course taken for the fall and spring semesters at the host university to Teachers College once they are completed, and (c) get a letter or email from the host university internship director stating that they have successfully completed the course at the end of the spring term. *Before registering at another university, students must request permission to dual register at TC and another university simultaneously. The registrar must grant the request before the student can accept an internship offer involving another host university.* If a university internship course is scored on a Pass/Fail basis, students must obtain a statement stating what the grade would have been had a letter grade had been assigned. Students are obligated to pay the Teachers College Registration fee.

Detailed information regarding internships may be found in the Teachers College Internship Manual.

SECTION VI: STUDENT EVALUATION

The faculty provide continual and timely appraisal of students based on faculty and field supervisor observations, assignments completed by students, and grades in courses and on assignments. In addition to the below assessments, faculty meet at least once monthly to discuss any student issues and/or concerns raised by members of the Program.

Annual and Bi-annual Assessment

All faculty and supervisors meet formally at the end of each academic year to discuss student progress. Students will receive a letter indicating their standing within the program based on this evaluation, which is based on general feedback from faculty and supervisors as well as the following evaluations completed each semester:

Supervisor Evaluations

Students will be evaluated by their supervisors each semester of their fieldwork experience. This includes first-year practicum (HBSK 6380), fieldwork in school psychological services (HSBK 5280), and internship (HBSK 5480). The table below outlines the competency criteria for each experience.

Fieldwork Supervisor Evaluations

Fieldwork Experience	Competencies
Practicum Evaluation (HBSK 6380)	● Administration, recording, scoring, and interpretation of measures frequently used by school psychologists to assess academic functioning (NASP II & IV.1). ● Evaluation of basic psychometric, qualitative, and theoretical characteristics of standardized measures (NASP II). ● Supervised academic assessment of a client and production of a written

	report, complete with recommendations, to communicate the findings (NASP II).
	● Development of report-writing, record keeping, and file management skills (NASP VIII.2).
	● Development of professional competencies in terms of interacting with parents, clients, and other individuals involved in the client's education (e.g., teacher) (NASP II).
	● Understanding of ethical guidelines, standard of conduct, and administrative considerations as outlined by the Dean-Hope Center for Educational and Psychological Services (NASP VIII.2).
	● Ability to describe the difference between testing and assessment (NASP II).
	● Ability to describe the relationship between cognitive and academic abilities (NASP IV.1).
	● Ability to describe how specific variables (e.g., culture, language, SES) influence the development of academic skills and inform intervention planning (NASP VII).
	● Ability to describe the functions of error analysis, work sample, and record reviews in the context of their DHCEPS assessment case (NASP II).
Fieldwork in School Psychological Services (HBSK 5280)	● Knowledge of diagnostic categories and criteria.
	● Identification of referral concern and selects appropriate assessment tools.
	● Effective interviewing skills.
	● Effective behavioral assessment skills.
	● Accurate administration and scoring of psychological tests.
	● Accurate interpretation of psychological tests and assessment data.
	● Use of multiple sources of information during the assessment process.
	● Presentation of overall conceptualization of a case based on assessment results.
	● Generation of appropriate recommendations for interventions.
	● Generation of coherent, focused, well-organized reports.
	● Development of initial intervention plans (individual counseling and consultation).
	● Development of a good working alliance with clients (student, family, parent, teacher).
	● Effective individual and group counseling skills.
	● Competence in the appropriate application of evidence-based academic interventions in reading, writing, and mathematics.
	● Evaluation of effectiveness of behavioral and academic interventions and modification of intervention plan utilizing outcome measures of progress, as appropriate.
	● Development and implementation of a behavioral modification project using single case research design to evaluate effectiveness.
	● Development of good working relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, other supervisees, and those receiving professional services (families/parents/school staff).
	● Understanding of how one's own personal/cultural history, attitudes,

	and biases may affect how one understands and interacts with individuals different from oneself. ● Consultation with other professionals and demonstration of knowledge and respect for the roles and perspectives of other professionals relevant to the case/setting (e.g., administrators, speech pathologists, social workers, occupational therapists, etc.). ● Utilization of resources within and outside of the school, including technology. ● Knowledge of and attendance to appropriate self-care. ● Appropriate response to suggestions/supervision. ● Initiative and resourcefulness. ● Responsible work habits (punctuality, personal appearance, etc.) and maintenance of schedules/completion of responsibilities on time. ● Production and comprehension of oral, non-verbal, and written communications; demonstration of thorough grapes or professional language and concepts, as well as an awareness of non-verbal behaviors. ● Sensitivity and skills needed to work with diverse clients. ● Protection and maintenance of confidentiality of case materials. ● Ethical behavior. ● Recognition of ethical dilemmas as they arise, and application of ethical decision-making processes in order to resolve the dilemmas.
Internship (HBSK 5480)	● Knowledge of varied models and methods of assessment (including testing, observation, and interviews, etc.). ● Assessment and diagnosis of student cognitive functioning and learning problems and strengths. ● Assessment and diagnosis of student behavioral and social-emotional problems and strengths (including functional analysis of behavior). ● Accurate administration, scoring, and interpretation of psychoeducational instruments. ● Use of unbiased methods in assessing students from different cultural and/or linguistic backgrounds. ● Use of multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods). ● Integration of relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process. ● Generation of cognitively and developmentally appropriate recommendations based on the assessment results. ● Inclusion of recommendations that enhance social developmental and life-related skills. ● Use of assessment data to make decisions at the classroom, school, or school district level. ● Writing of coherent, focused, well-organized psychoeducational reports. ● Planning of instructional, behavioral, or mental health consultation with school personnel and/or parents. ● Implementation of instructional, behavioral, and mental health consultation with school personnel and/or parents. ● Collaboration with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels. ● Sensitivity to student and family diversity in selecting and implementing

	consultation strategies. ● Collaboration with other professionals to create linkages between schools, families, and the community. ● Understanding of schools and families as systems; assessment of system resources to address student needs. ● Provision of informative and well-organized in-service presentation to school personnel, teachers, administrators, and/or parents. ● Association of consultation work with positive behavioral and mental health outcomes. ● Understanding of cognitive and developmental psychology related to student learning and mental health. ● Understanding of reading, writing, and math curricula related to student learning. ● Understanding of study skills, reading comprehension, and time management interventions. ● Understanding of state and federal laws/regulations affecting services to students and families. ● Understanding of laws and procedures for handling crises (including assessment for suicidal ideation/threats and child abuse and neglect). ● Development of behavioral and/or cognitive behavioral interventions based on the assessment data. ● Sensitivity to student and family diversity in selecting and implementing intervention strategies. ● Appropriate use of school/community resources for clients and families; knowledge of public and private agencies. ● Implementation of interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills. ● Evaluation of interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills. ● Contribution to prevention and intervention programs that promote mental health. ● Crisis intervention assistance when needed/requested. ● Intervention work associated with positive academic, behavioral, and mental health outcomes. ● Supportive counseling that targets student academic, behavioral, and emotional problems. ● Management of relationships with students/clients in an emotional, social, and ethically competent way. ● Sensitivity and skill when working with culturally and linguistically diverse students/clients. ● Management of relationships with school/internship site personnel and parents in an emotional, social, and ethically competent way. ● Management of relationships with Site Supervisor in an emotional, social, and ethically competent way. ● Communication of options and data to all appropriate parties in a supportive, problem-solving fashion. ● Association of counseling with positive academic, behavioral, and mental health outcomes. ● Initiative and appropriate level of independence in performing responsibilities.

	● Recognition of their limitations and assumed responsibilities that reflect training and knowledge. ● Appropriate response to supervision and implementation of recommendations for service delivery improvements. ● Knowledge and skills needed to acquire career-long professional development. ● Observation of schedules/deadlines and maintenance of appointments. ● Completion of all required reports, forms, and logs in a timely manner. ● Adherence to ethical and legal standards of professional practice; safeguarding of client's confidentiality. ● Provision of services that have a measurable positive influence on students, families, and/or teachers. ● Appropriate use of information technology to enhance quality of services (including adaptive technology, presentation, statistics, and word processing packages, etc.).

Monitoring Progress

Progress of students, as indicated above, is monitored throughout the course of study. Students must:

- Purchase liability insurance in the first semester of the first year of the program and maintain coverage through completion of Internship;
- Become a student member of NASP and/or its state affiliate;
- Receive a grade of B or higher for the following courses: HBSK 5050, HBSK 5320-21, HBSK 5378, HBSK 6382, HBSK 5280, HBSK 6380, HBSK 5480. If a student earns less than a B in these courses, they will be required to retake the course before enrolling in courses for which the problematic course is a prerequisite. In addition, all other courses require a grade of B or higher (consistent with NYS requirements for graduate students in certification programs). If a student receives a grade lower than a B- in any course, they will have to retake the course and will not be allowed to enroll in any course for which the course in question is a prerequisite. If a student receives a grade of C+ or less in any course, the status of the student in the program will be reviewed by the faculty and the student will have to retake the course. In such cases, the student may be placed on probation. If a student receives a grade of F in any course, the student will be terminated from the program.
- Have no more than one active incomplete. Any incomplete must be finished by the term subsequent to the term during which it was obtained. A student will not be approved for Internship if there are any active incompletes on the student's record;
- Demonstrate satisfactory performance in all practica and fieldwork placements (overall rating, domain ratings, and items ratings from that spring as "adequate" or higher).
- Participate in program activities;
- Adhere to all ethical and professional standards for the practice of psychology, as outlined by the APA and NASP Ethics Codes (see Section II: Program Organization and Policy; Student Conduct).
- Meet all academic, research, and fieldwork requirements outlined in the sections above.

Program Student Grievance Policy and Procedure

As outlined in the sections above, student progress and conduct are continually assessed through faculty and instructor feedback and formal evaluation. If concerns rise during the annual evaluation or throughout the academic year, the Ed.M. Program Director will send additional inquiries to each of the student's instructors to see how they are performing and then report to faculty at the regularly-scheduled faculty meetings.

Two faculty members will be appointed to meet with the student to provide feedback and inquire about perceived barriers to success. Notes from this meeting will be taken and integrated as part of the student's file.

Subsequently, a letter will be sent to the student providing a detailed explanation of the skills that require attention. If applicable, this letter will also include a remedial plan that provides a detailed description of the targeted skills/behaviors and a timeline for the completion of the plan's goals. Based on student and faculty feedback, a decision will be made as to whether the plan will be implemented. If accepted by all parties, the plan may be modified by the student and faculty as needed. One faculty member will be selected to supervise the student and will write a letter to the student containing the final remedial plan. All correspondence will be kept as part of the student's file. Once the time frame for completion of the plan has ended, the faculty will meet to discuss the outcome(s). If a student has successfully completed the plan, the student will be informed verbally and in writing to be documented as part of the student's file. If the plan is not satisfactorily completed, a decision will be made as to whether further remediation (with a final remedial plan) or termination is appropriate.

Concerns deemed especially egregious by faculty will result in termination of the student. The student will have the right to appeal this decision to the faculty. Students must submit appeals within two weeks of the decision, and faculty must make a final determination within two weeks of the appeal submission. If the initial determination is held, the student may request a student conduct hearing, which is binding. Should the student's behavior be waived based on the initial appeal or student conduct hearing, the student will be placed on probation for monitoring. Again, all decisions will be communicated verbally and in written form and will be documented as part of the student's file.

SECTION VII: MASTER'S DEGREES AND CERTIFICATIONS

Master of Arts (M.A.)

Students are eligible to receive their M.A. in Education Psychology: Schooling after completion of the requirements in the following table.

Requirements for the M.A. Degree

32 Credits	- This is the minimum credit requirement for an MA degree at TC, and is typically completed after the second year of the program. - Students should consult their advisor and their MA Degree Audit (detailed below) to ensure they are on-track to complete

	all required courses for the MA. The 32 credits are specified courses.
	○ *Note:* There will be a new online Degree Audit system beginning in September 2024. Students should take time to complete the online training before auditing degrees in Spring 2025.
	● The MA degree is only conferred by TC in October, February, or May, so the student should plan accordingly that their requirements are complete well before their intended degree conferral date.
Praxis Exam	● Students will need to register for and complete the Praxis Exam in School Psychology 5403. ● Note that the registration fee for the Praxis is $156. ● After receiving a passing score report (155 or greater), the student should upload it to their Canvas page.
NYSED Workshops	● Students will need to register for and complete the following three workshops, which can all be found on the TC Continuing Professional Studies website. Students should check the upcoming workshop dates well in advance of when they will need the requirement, as these workshops are only offered on specific dates. ○ Dignity for All Students Act (DASA) ($75 registration fee) ○ Child Abuse Identification & Reporting ($35 registration fee) ○ School Violence Prevention & Intervention ($35 registration fee)
MA Degree Audit	● Students can access their Degree Audit through MyTC >> Student Resources >> Degree Audit. ● Questions about missing items on the degree audit should be sent to Russ Gulizia (gulizia@tc.columbia.edu) or Noemi Garibay (ng2833@tc.columbia.edu) of ODS. ● After the student has a complete Degree Audit, they must complete an application for their MA degree.

Master of Education (Ed.M.)

Students are eligible to receive their Ed.M in School Psychology: Applied Development and Learning Psychology after completion of the requirements in the following table.

Requirements for the Ed.M Degree

| 69 Credits | ● As for the MA degree, students should check their Ed.M degree audit to ensure that they have completed the necessary number of credits for the degree. |
| 4 Semesters of Supervised | ● Students will need to complete their internship in order to be |

Externship (HBSK 5271)	eligible for the Ed.M. ● Students take HBSK 5480 in conjunction with their internship.
Ed.D. Portfolio	● Students will submit a comprehensive portfolio to Canvas that includes the following documentation: ○ The student's current Curriculum Vitae (CV) ○ Behavioral modification intervention summaries (minimum 2) ○ Counseling case summaries (minimum 2) ○ De-identified psychoeducational evaluation reports (minimum 4) ○ Consultation summary reports (minimum 2) ○ In-service presentation (include PPT and handouts) ○ Audience rating forms for in-service presentations ○ Book reviews (2) ○ Daily hour logs ○ Proof of registration fee payment of attendance at a national conference or convention (e.g., NASP, NYASP, APA) ○ Certificates of completion of the NYSED workshops, as referenced above in the MA degree requirements
Ed.M Degree Audit	● As for the MA degree, students will need to have a complete Ed.M degree audit and complete their application for the Ed.M degree.

Board Certified Behavioral Analyst (B.C.B.A.) and Licensed Behavior Analyst (L.B.A.)

Students enrolled in programs leading to a Masters degree in school psychology are eligible for the Advanced Certificate in Applied Behavioral Analysis. Those who complete the advanced certificate are allowed to sit for licensure in New York State as a Licensed Behavior Analyst (LBA) as well as completing the requirements for certification as a Board Certified Behavior Analyst (BCBA). School psychology students who wish to obtain these certificates must take additional credits and accrue 2,000 additional practicum hours. See Dr. Jessica Dudek (js408@tc.columbia.edu) for more information.

School Psychology Certification with Bilingual Extension

Students who are proficient in a language other than English can receive the New York State Bilingual Extension to their certification as a School Psychologist through the steps in the following table.

Requirements for New York State Bilingual Extension

Pass proficiency exams in English and non-English language	● Requirements for the exams can be found at the NYS Teacher Examinations website under "Bilingual Education Assessments" ● Note that these exams have a registration fee of $65.

Take an additional class focused on services for bilingual students	● This requirement can be fulfilled by taking BBSQ 5120 (Communication Disorders in Bilingual/Bicultural Children) or another course that is approved by the student's advisor.
Bilingual Internship	● This means that the internship experience is supervised by a bilingual supervisor. For more information on how to request a bilingual internship option, contact Dr. Gotterbarn (gotterbarn@tc.columbia.edu), who conducts Ed.M. Internship supervision.

National Certification as a School Psychologist (NCSP)

After completion of the Ed.M. and internship, students are eligible to apply for National Certification as a School Psychologist (NCSP) through the steps in the following table.

Requirements for NCSP

All Ed.M Coursework Completed	● Students must complete the full 69 credits and all other requirements for the Ed.M (see Ed.M requirements table above).
1,200 Internship Hours	● Students must complete a total of 1,200 internship (or externship) hours, at least 600 of which must be in a school setting.
Praxis Exam	● As for the MA degree, students must have a passing score (155 or higher) for the Praxis Exam in School Psychology 5403.
NCSP Application	● Once all requirements are met, students can fill out the NCSP application on the NASP website. ● Note that TC is a NASP approved/accredited program.

New York State Provisional School Psychologist Certification

Students who have completed the Ed.M. degree are eligible to apply for Provisional Certification as a NY State School Psychologist. The requirements for this certification are on the following table. Note that this certification is provisional until the student has worked as a school psychologist for two years within a five-year period; as such, it is not recommended that PhD students apply for this certification unless they plan to immediately begin working as a school psychologist in the state of New York. If students would like to be certified school psychologists, they can apply for licensure in states that do not have a provisional period, such as New Jersey or Maryland.

Requirements for New York State Provisional School Psychologist Certification

Completion of a registered program	● Note that TC's School Psychology program is a registered program with NYSED; completion of the Ed.M. degree satisfies

	this requirement.
Institutional Recommendation	● This is an online statement from TC recommending the student as a candidate for certification. ● Contact TC's Office of Teacher Education (OTE) for the online recommendation as well as provision of the necessary application forms.
DASA Workshop	● Note that the DASA workshop should already have been completed for the M.A. degree; a certificate of completion will be required.
Fingerprint Clearance	● All candidates for NY Provisional School Psychologist certification must be fingerprinted. ● Information about the fingerprinting process can be found at the NYSED Fingerprinting Webpage.

SECTION VIII: GENERAL INFORMATION

Internal Applications

Each year, our PhD program has taken a number of students from the EdM program. The general process is as follows: in the fall of their second year, EdM students are invited to apply for the PhD program. *Applications from first-year Ed.M. students are strongly discouraged.* Internal applications are due on the same date (December 1) as external applications, and applicants must pay an application fee, as they did with their Ed.M. application. However, many of the documents uploaded for the Ed.M. application will be reused for the Ph.D. application. (Students are asked to submit an updated CV, an updated personal statement, and a TC graduate transcript.) Decisions will be communicated by the end of the fall semester, so that students can plan accordingly. Note that because internal applicants may not have begun research training upon entry to the Ed.M. program, they may be more likely to need 6 years (rather than 5 years) total to complete the Ph.D. program.

More information will come each fall from the director of the PhD program, Dr. Ben Lovett, but feel free to contact him at any point with questions.

College Policies

Services for Students with Disabilities

The college will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. Services are available only to students who are registered and submit appropriate documentation. The faculty encourage students with recognized disability conditions to register with OASID. Accommodations are not generally retroactive, so registering *after* difficulties occur in a class or program is not as helpful.

Statement on Academic Conduct

     A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, purchasing, or generating documents using artificial intelligence submitted for academic evaluation, that calls into question their academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course-work, certification exams, clinical and/or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned. This will include, as appropriate, departments and/or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns

     Any student who has a concern regarding an academic matter may seek assistance. Resolution of student concerns is a progressive, step-wise process (as needed) outlined in the table below. The procedure for resolving academic program concerns (see grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator. If the student is not satisfied with the resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombuds, who are charged with attempting to informally resolve student dissatisfaction of an academic nature on a confidential basis, or the director of the Office of Community and Diversity who is also the College's Title IX coordinator.

Procedure for Resolution of Student Academic Program Concerns

Level 1	Students may speak with the r**elevant faculty member** and/or their **advisor.**
Level 2	If the response is unsatisfactory or speaking with the faculty member presents a conflict of interest, the student should proceed to speak with the **Program Coordinator.** In the case of Ph.D. students in school psychology, this would be the Director of Clinical Training.
Level 3	If the response is unsatisfactory or if speaking with the Program Coordinator presents a conflict of interest, the student should proceed to speak with the **Department Chair** of the relevant academic department.
Level 4	If the response is unsatisfactory or if speaking with the Department Chair presents a conflict of interest, the student should proceed to speak with the **Office of the Vice Provost.**

Grade Correction Procedure

     The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless they indicate to the registrar that an error was made in the original grade transmitted. If a

student believes that an error has been made, they must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may appeal to the Chair of the department offering the course. If resolution cannot be attained through appeal, the student may appeal next to the Vice Provost. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Office of the College Ombuds.

Incompletes (IN)

The grade of "Incomplete" will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, certain course assignments are outstanding and the granting of a final grade has been postponed. If the outstanding assignments are completed and the final grade is submitted within one calendar year from the close of term in which the grade of Incomplete was received, the final grade will replace the grade of "Incomplete" on the permanent transcript with a notation indicating the date of revision.

If outstanding work is not completed within one calendar year from the date of the close of term in which the grade of "Incomplete" was received, the grade will convert to an F. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

Columbia University Network ID (UNI)

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the College (e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc.) will be sent to the student's Columbia email account, students are responsible for either reading email in their Columbia account or for utilizing the mail-forwarding option to forward mail from their Columbia account to an email address which they will monitor.

Religious Observance

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days where class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying academic requirements involved. If a suitable arrangement cannot be devised between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Sexual Harassment and Violence Reporting

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and federal and state regulations, instructors are required to report information regarding sexual harassment of gender-based misconduct involving the campus community to the Title IX Coordinator within the Office of the Vice President for Diversity and Community Affairs. Confidentiality will be maintained; follow up and possible investigation will be necessary.

The Ombuds Officer is a confidential resource available for students, staff, and faculty, including matters concerning "Gender-based Misconduct." "Gender-based misconduct includes but is not limited to sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment.

For more information, please see https://sexualrespect.columbia.edu/

College Resources

Division of Student Affairs[3]

TC student affairs is composed of four key offices and is nestled within the Division of Enrollment & Student Success. Key offices include: Student Affairs Administration, Graduate Student Life & Development (GSLD), Student Support & Advocacy (SSA), and TC NEXT (Career Services).

[TC Student Affairs] aims to support and empower students throughout their graduate studies and life experiences at TC, in New York City, and beyond. [The] primary focus is grounded in career education and exploration, belonging/support and student advocacy, academic support services, such as writing resources, and much more.

Office of the Vice President for Diversity and Community Affairs[4]

The Office of the Vice President for Diversity and Community Affairs leads the President's and College's initiatives concerning community, diversity, civility, equity, and anti-discrimination. The Office, working with others in the College, addresses issues from faculty, staff, students, and alumni. These concerns mya overlap with equity, anti-discrimination, retaliation, and due process concerns, sexual assault, and other gender-based misconduct concerns. The philosophy is to encourage the College community to listen, learn, educate, and work together in positive ways. At the same time, the Office focuses on issues by addressing policy. As of the writing of this handbook, the Vice President for Diversity and Community Affairs is also the Teachers College Title IX Coordinator.

Graduate Writing Center[5]

The mission of the Teachers College Graduate Writing Center is to provide a range of services designed to support all members of the TC community as writers and graduate students. As a school of

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[3] Taken from https://www.tc.columbia.edu/student-affairs/
[4] Taken from https://www.tc.columbia.edu/diversity/
[5] Taken from https://www.tc.columbia.edu/graduate-writing-center/

practitioners, [Teachers College] believe[s] that writing is a tool that can help students connect theory and practice. While ensuring that students have access to the norms of academic English, [the] staff also believes that language expectations should be fluid, and [the] staff values the notion that effective writing utilizes multiple forms of communication. As graduate students from a variety of disciplines, [the Center] work[s] with writers to adopt multiple paths to clarity. Writing Fellows work to help students understand writing as a process and facilitate students in navigating this process on their own. To advance these goals, [the Center] provide[s] the following services:

- One-to-one writing consultations for generating ideas, probing academic papers, or provisioning constructive feedback. Writing support is offered for all academic work, not career documents. Proofreading, formatting, and editing services are not offered.
- Monthly workshops on a variety of academic and professional topics.
- Periodic write-ins to provide a collaborative space for writing.
- Writing retreats for masters and doctoral students during College breaks.
- Small, responsive mini workshops generated from writing fellows' data and client feedback.

Office of Access & Services for Individuals with Disabilities (OASID)[6]

Teachers College is committed to providing education and professional opportunities for all individuals and assisting them in making their experience at Teachers College successful and positive. OASID works with all academic departments, faculty members, and administrative offices in an attempt to ensure that individuals with disabilities can participate fully and equally in the Teachers College community. OASID's primary areas of focus include:

- Providing reasonable accommodations.
- Removing physical and attitudinal barriers.
- Facilitating participation in college activities.
- Advocating for the rights of individuals with disabilities.

Division of Academic Planning and Global Affairs[7]

As one of the College's main operation hubs, the Division of Academic Planning and Global Affairs is composed of six administrative offices dedicated to carrying out strategic institutional priorities and strengthening TC's position as a global leader in the teaching and practice of education, health, and psychology. The six offices are as follows:

- Office of Academic Affairs Compliance
- Office of Accreditation & Assessment
- Office of Global Engagement
- Office of International Students & Scholars
- Office of Academic Planning

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[6] Taken from https://www.tc.columbia.edu/oasid/about-us/
[7] Taken from https://www.tc.columbia.edu/division-academic-planning/

Office of the Ombuds[8]

The [College Ombuds](#) is a confidential and independent resource available to students, faculty, and staff for resolving problems and conflicts. Members of the college community can use the services of the Ombuds Office when they need assistance or advice, or after other efforts have not succeeded.

The office provides information and explains options for resolving a wide range of problems and rectifying many situations affecting the academic or work life of members of the College community. The Ombuds respond to all concerns and continually work for a satisfactory outcome for all parties involved in a situation.

Office of Teacher Education (OTE)[9]

Through a collaborative, team-oriented approach, the [Office of Teacher Education](#) aims to provide a high level of support and quality service to faculty, students, alumni, and the educational community engaged in programs leading to initial and professional certification.

Teachers College Information Technology (TCIT)[10]

[Teachers College Information Technology (TCIT)](#) is committed to providing effective technology support to the Teachers College community. Core services include:
- Technology support via the Service Desk.
- Classroom technology, video, and event support via Media Services.
- Information Security to monitor, assess, and respond to threats against the college.
- Enterprise Application management for the development, testing, support, and operations of TC's application architecture.
- Network Infrastructure Management to support the storage, computing, server, cloud, and WiFi needs of the college.
- IT Project Management to provide staff, structure, and oversight to ensure projects are successful.

Office of the Registrar

The [Office of the Registrar](#) provides a variety of services to support the scholarship of prospective and current students, faculty, staff, and alumni. Student-related services include information regarding course registration, grades, and tuition and fees.

Tuition, Fees, and Financial Assistance

In order to view the current cost of tuition credits, visit the [TC Tuition & Fees](#) website. Students have the option of applying to live in TC student housing, located close to campus. Current housing fees are available at the [TC Student Housing](#) website. For more information about financial aid options, visit the [TC Financial Aid](#) website.

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[8] Taken from https://www.tc.columbia.edu/ombuds/
[9] Taken from https://www.tc.columbia.edu/office-of-teacher-education/
[10] Taken from https://www.tc.columbia.edu/tcit/about/

> ****Important Note About Financial Aid**** Students should fill out the [Free Application for Federal Student Aid](#) (FAFSA) at the beginning of every academic year in order to be eligible for student loans (Federal Direct Unsubsidized and Grad Plus loans) as well as additional financial aid through Teachers College.

Tuition and Financial Assistance

Ed.M. students in the regular School Psychology Track take 69 credits. Students should assume that they will take 24-30 points each academic year (September-May) and 6-9 points during the first summer. Students in the School Psychology/ABA track take at least 78 credits. Ed.M. students are not typically given financial aid by the program but they may be given financial aid by the College in their first year but not subsequent years. You will need to consult with the Student Aid Office to obtain information regarding these resources. The current sources of financial aid are as follows:

Federal Work-Study. Students are eligible for work study positions at Teachers College based on their FAFSA applications. Students may receive up to $9,000 per academic year in Federal Work-Study funds. All opportunities pay $18/hour. For more information, visit the [Teachers College Federal Work-Study](#) webpage. Note that students cannot earn work study funds during the semester when they are a TA or RA.

Administrative Assistantships. Students are eligible to obtain administrative assistantships, where they perform administrative work for faculty members. These assistantships are paid, and count towards the maximum of 20 hours per week that doctoral students are eligible to work. For more information on assistantships, visit the [TC Assistantships](#) webpage.

The Miller Family Scholarship and the Brenner Family Endowed Scholarship. The school psychology program has a limited amount of endowed (invested) funds through these programs, which can be awarded to students.

Grant Support. There are some grants available through Teachers College that students can apply for to support their academic endeavors. Information about grants can be found at the [TC Financial Aid](#) website.

APPENDIX – SAMPLE COURSE SEQUENCE

69 Credits Total are Required for the Ed.M. Degree

		Course Number	Course Name	Credits
First Year	**Fall**	HBSK 5320	Individual Psychological Testing I	3
		HBSK 4030	Multicultural Issues in School Psychology	3
		HBSK 4073	Childhood Disorders	3
		HBSK 5321	Individual Psychological Testing II	3
	Spring	HBSK 5378	Psychoeducational Assessment of School Subject Differences	3
		HBSK 6380	Practicum: Psychoeducational Assessment of Culturally Diverse Students	3
		HBSK 5050	Evidence-Based Interventions for Youth and Adolescents I	3
		HBSE 4015	Applied Behavior Analysis I	3
	Summer Session A	HUDM 4122	Probability and Statistical Inference	3
	Summer Session A	HBSS 6100	Measurement and Program Evaluation	3
Second Year	**Fall**	HBSK5280	Fieldwork in School Psychological Services	4
		HBSK6584	Seminar: School Psychology Consultation	3
		HBSK6382	Evidence-Based Interventions for Youth and Adolescents II	3
		HBSK 4199	Academic Skill Interventions	3
			Elective	3

	Spring	HBSK5280	Fieldwork in School Psychological Services	4
		HBSK 4025	Professional and Ethical Functions of School Psychologists	3
		HBSK 5031	Consultation II: Families, Systems, Partnerships, and Advocacy	3
			Elective	3
	Summer Session B	BBS 5069	Brain and Behavior 1 & 2 (combined class)	3
Third Year	**Fall**	HBSK 5480	Internship Supervision	2
	Spring	HBSK 5480	Internship Supervision	2