

SCHOOL PSYCHOLOGY PROGRAM

Ed.M. STUDENT HANDBOOK

Teachers College

Columbia University

2026-2027

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

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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.

Mykelle S. Coleman, PhD, NCSP. Program Director, mse2258@tc.columbia.edu

Thank you 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 programs, 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 Inclusion¹

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

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.

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 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 of 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 masters 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.

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/
Mykelle S. Coleman, Licensed Psychologist, Ph.D., NCSP	Assistant Professor of Teaching; Director of EdM Program	msc2258@tc.columbia.edu	https://www.tc.columbia.edu/faculty/msc2258/
Kaitlin Gould, Ph.D., BCBA-D, Licensed Psychologist	Assistant Professor of Teaching; Director of PhD Program	kmg2237@tc.columbia.edu	https://www.tc.columbia.edu/faculty/kmg2237/

Benjamin J. Lovett, Ph.D., Licensed Psychologist	Professor of Psychology and Education	bl2799@tc.columbia.edu	https://www.tc.columbia.edu/faculty/bl2799/
School Psychology Adjunct Faculty			
Kamauru Johnson, Ph.D.	Adjunct Assistant Professor	krj2103@tc.columbia.edu	https://www.tc.columbia.edu/faculty/krj2103/
Leah McGuire, Ph.D.	Adjunct Assistant Professor	law2132@tc.columbia.edu	https://www.tc.columbia.edu/faculty/law2132/
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, Emily Greenberg, the Program Manager, is a primary contact for school psychology program questions including all course registration and documentation issues.

Administrative Staff Contact Information

Name	Role	Email	Reason for Contact
Pamela Ann Koch, Ph.D.	Department Chair	pak14@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. Koch
Emily Greenberg	School Psychology Program Manager	ecg2166@tc.columbia.edu	Starting point for all program questions

Advising

Students are assigned an advisor upon admission to the Program. The advisor, Ed.M. Program Director, and the Program Manager 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 faculty 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 to ensure adequate supervision.

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.

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 that should be followed. 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 respectfully 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 Dr. ..., 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.

Professional Behavior Expectations:

To help create clear expectations, faculty have broken down the professional skills that each student is expected to develop over the course of the program. Professionalism is a critical part of training and is reflected in annual student evaluations.

- **Communication:** Trainees should use a respectful oral, nonverbal, and written communication style appropriate to the setting and audience.
 - Example: Write emails with proper greetings (i.e., begin emails with "Dear Professor") and sign endings with their name.
 - Example: Trainees review emails and respond in a time-sensitive manner (24-48 hours during the business day)
 - Example: Trainees use language that is appropriate for children and workplace colleagues when on site.
- **Confidentiality:** Trainees should maintain confidentiality of records, correspondence, and conversations
 - Example: Trainees keep testing protocols private and confidential, even among colleagues and peers.
 - Example: Trainees should say "student" or "client" rather than their client's actual name in a classroom discussion.
 - Example: **Trainees should not include any identifying information in email.**
- **Technology:** Demonstrates appropriate use of technology both in and out of the classroom
 - Example: Trainees keep smartphones in bags during class time. If there is an emergent issue to need one's phone during class time, please consult with your professor so they are aware.
 - Example: Trainees avoid off-task websites during class time. If a trainee has difficulty remaining on task, consider taking notes on paper and not using a laptop.
 - Example: Trainees do not upload assessment or case information to AI websites.
 - Example: Follow course policy regarding responsible use of AI.
- **Attendance/Punctuality:** Demonstrates consistency in work habits of punctuality, attendance, and work completion
 - Example: Trainees respond to emails within one to two business days. If you do not have an answer yet, respond to the individual acknowledging their email and let them know when they can expect a response.
 - Example: Trainees communicate with professors or colleagues if they encounter a situation that may make them late to a class. Please note: It is not appropriate to be late to a class because of another training related issue.
 - Example: Trainees do not miss classes due to other academic opportunities.
 - Example: Trainees attend class in person unless they have an accommodation that has been communicated with the professor beforehand.

- Example: Trainees communicate with professors or advisors to proactively problem-solve issues, if they arise.
- **Recognizes the impact of decisions on others:** Understand how their actions impact students and communities and account for this in their behavior.
 - Example: Trainees intentionally build rapport with colleagues, peers, and clients.
 - Example: Trainees independently acknowledge mistakes by apologizing directly to the person who was impacted
- **Provides, receives, uses, and solicits constructive feedback and performs self-reflection independently and accurately**
 - Example: Trainees engage in self reflection through journaling, mentorship, and supervision in order to identify strengths and areas of growth.
 - Example: Trainees reflect on privileged identities that may necessitate additional learning and growth to build culturally responsive practice.
- **Demonstrates integrity and honesty to build and maintain relationships and confidentiality in professional settings**
 - Example: Trainees directly address colleagues with concerns to avoid gossip.
 - Example: Trainees proactively interrupt conversations in public spaces (like the CEPS lobby, TC coffee shop) when student-sensitive information is being shared inappropriately.
 - Example: During a multidisciplinary team meeting, a trainee admits, "I am not familiar with that specific intervention; let me research it and get back to the team," instead of providing potentially inaccurate information.
- **Demonstrates adaptability and appropriate emotional self-regulation to be able to show up as a helper and learner**
 - Example: Trainees internally regulate their initial emotional reaction to the feedback, take time to process and reflect, and respond with a plan for how they will apply that feedback moving forward.
 - Example: Trainees use emotional regulation skills to be present and engaged during difficult conversations.

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 with second year student leadership that coordinates several aspects of student life within the School Psychology program. Events emphasize student representation, connection, and involvement with the overall mission to build a strong sense of community within the program. Events are open to all students, both within the School Psychology program and other Teachers College programs. 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. First-year 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 advisors on behalf of the organization as needed, and faculty when appropriate, monitors the committee budget, facilitates GSLD communication, and supports committee chairs in their positions.
- **Vice President (1):** The Vice President assists with presidential responsibilities, specifically supporting communication between SPC and faculty and GSLD, as well as budgetary tracking.
- **Secretary (1):** The Secretary organizes the School Psychology Committee calendar and Google Drive. The Secretary is also responsible for taking notes during committee meetings.
- **Mentor/Mentee Chairs (1-2):** Mentor/Mentee Chairs seek to establish meaningful mentor/mentee relationships between first- and second-year students by providing necessary resources and guidance to both parties. They facilitate the match process and ongoing connection opportunities for pairings and groups.
- **Social Chairs (1-2):** Social Chairs coordinate social events for students (and optionally can invite faculty) and run the TC School Psychology social media accounts (currently an Instagram page).
- **SPACE Chairs (1-3):** SPACE Chairs organize events and facilitate learning opportunities with prominent focuses on diversity, equity, and inclusion. They also provide resources, updates, and information on the goals and happenings of the School Psychology Advocacy Collective for [Racial/Social] Equity (SPACE). SPACE Chairs also have the opportunity to receive advising from EdM Director who serves as the SPACE Advisor. SPACE Chairs are encouraged to attend all SPC and SPACE meetings when they are able.
- **ABA Chair (1):** The ABA Chair serves as a resource for School Psychology students who are interested in completing the ABA track within the program. They provide perspective on their

experiences with coursework, fieldwork, and other ABA-related opportunities, and share relevant resources.

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

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.

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:

Mykelle S. Coleman, PhD, NCSP
Box 120
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
212-678-3871
msc2258@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.

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: 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 & Costs
Practicum (Year 1)	● Register for HBSK 6380 (3 credits) – \$150 course fees ● Spring semester only ● Dean-Hope Center; supervisor will be assigned
Fieldwork (Year 2)	● Register for HBSK 5280 (3 credits) – \$115 course fees

	• Full academic year • School placement will be assigned based on submitted student preferences
Internship (Year 3)	• Register for HBSK 5480 (3 credits) • 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 (N.C.S.P.).

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 placements may have different requirements for liability insurance, and students should inquire about this from their 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

All 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 logging 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 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 500 hours for the school year.

Students will receive weekly supervision from an on-site supervisor (such as a school psychologist, counselor, or social worker). Fieldwork students will be concurrently enrolled in the Fieldwork Practicum course (HBSK 5280). In this course, the instructor 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 and receive supervision for consultation.

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 Appendix A: EdM Internship Guidelines. 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, and (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).

SECTION V: 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 (HBSK 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 Domain 1). • Evaluation of basic psychometric, qualitative, and theoretical characteristics of standardized measures (NASP Domain 1 & 9). • Supervised academic assessment of a client and production of a written report, complete with recommendations, to communicate the findings (NASP Domain 1). • Development of report-writing, record keeping, and file management skills (NASP Domain 10). • Development of professional competencies in terms of interacting with parents, clients, and other individuals involved in the client's education (e.g., teacher) (NASP Domain 2). • Understanding of ethical guidelines, standard of conduct, and administrative considerations as outlined by the Dean-Hope Center for Educational and Psychological Services (NASP Domain 10) . • Ability to describe the difference between testing and assessment (NASP Domain 1). • Ability to describe the relationship between cognitive and academic abilities (NASP Domain 3). • Ability to describe how specific variables (e.g., culture, language, SES)

	influence the development of academic skills and inform intervention planning (NASP Domain 3). • Ability to describe the functions of error analysis, work sample, and record reviews in the context of their DHCEPS assessment case (NASP Domain 1 & 9)
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 grasp of 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.).
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Monitoring Progress

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

- Purchase liability insurance in the second 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. This includes but is not limited to: breach of confidentiality, plagiarism, breach of academic code of conduct, and unethical behavior in professional settings (e.g., fieldwork/internship). 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 VI: MASTER'S DEGREES AND CERTIFICATIONS

Master of Arts (M.A.)

Students are eligible to receive their M.A. in Education Psychology: School Psychology 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. - The MA degree is only conferred by TC in September, 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 Records 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 should access their Degree Audit through the TC Student Portal. ● Questions about missing items on the degree audit should be sent to Emily Greenberg (ecg2166@tc.columbia.edu) ● 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	● Students should check their Ed.M Degree Audit to ensure that they have completed the necessary number of credits for the degree. Degree Audit is available through the Student Portal.
4 Semesters of Supervised Fieldwork and Internship	● Students will need to complete their internship in order to be eligible for the Ed.M. ● Students take HBSK 5480 in conjunction with their internship.
Ed.M. 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) ○ Daily hour logs via Time2Track ○ 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	Students will need to have a complete Ed.M degree audit and complete their application for the Ed.M degree through the Student Portal.
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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. Daniel Fienup (df2675@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.
Bilingual Internship	The internship experience must be supervised by a bilingual supervisor. For more information on how to request a bilingual internship option, contact the Ed.M. Program Director.

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 hours, at least 600 of which must be in a school setting.

Praxis Exam	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 VII: 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.

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 Director. If the student is not satisfied with the resolution achieved through the Program Director, 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 or the College's Title IX coordinator.

Procedure for Resolution of Student Academic Program Concerns

Level 1	Students may speak with the relevant faculty member and/or their advisor .
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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 Director . 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 Director 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 Director 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 Affairs³

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.

³ Taken from <https://www.tc.columbia.edu/student-affairs/>

Office of the Vice President for Diversity and Community Affairs⁴

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 may 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.

Graduate Writing Center⁵

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 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.

⁴ Taken from <https://www.tc.columbia.edu/diversity/>

⁵ Taken from <https://www.tc.columbia.edu/graduate-writing-center/>

⁶ Taken from <https://www.tc.columbia.edu/oasid/about-us/>

Division of Academic Planning and Global Affairs⁷

As one of the College's main operation hubs, the Division of Academic Planning and Global Affairs is composed of five 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 five 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](#)

Office of the Ombuds⁸

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.

⁷ Taken from <https://www.tc.columbia.edu/division-academic-planning/>

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/>

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.

*****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 A: EdM Internship Guidelines

Eligibility for Internship

To apply for an internship, all students must demonstrate the following:

1. Successful completion of the following courses with a grade B or above for EdM students; B+ or above for PhD students in HBSK 5050, HBSK 5320-21, HBSK 5378, HBSK 6382, HBSK 5280, HBSK 6380, HBSK 5480. They must have no evidence of incompletes on student records.

2. Proof of Liability Insurance. Interns must provide evidence at the time of registration for the internship (in the form of a photocopied contract) that the intern has obtained professional liability insurance for the internship period. This insurance must provide \$1,000,000 worth of coverage or more. Within this context, students who are preparing an internship proposal should state “A copy of my professional liability insurance policy will be submitted to the Internship Director before I register for the internship.”

3. Registration for HBSK 5480. Those who are directly supervised by the Teachers College Internship Director (i.e., students who attend supervision at Teachers College or who receive supervision at another university but do not register for credit there and are completing Teachers College requirements) are to register for HBSK 5480.001 for 3 credits per semester. Those who are not supervised by the Internship Director (i.e., students who register for credit for supervision at another university) must register for HBSK 5480.002 for zero credits because they are paying tuition to the host university.

Requirements for Ed.M. Internships Within the Metropolitan Area

Whereas internships are highly individualized with respect to the type of population that may be served as well as the nature of the services that are to be provided, a number of service delivery requirements apply to all internships. Throughout the internship, interns must document their activities and maintain records of the supervision that they receive. All daily logs, psycho-educational evaluations, behavior modification reports, consultation summaries, and counseling summaries, **MUST** be signed by the site supervisor.

The following activities are required of all internships.

1. Logs. Interns must maintain a log of hours through Time2Track that describes all the activities that they perform throughout their internship. At the end of the week, the interns will submit their activities to the site supervisor for their review and approval.

2. Psycho-Educational Evaluations. The Proposal should state that the interns will conduct evaluations that assess and diagnose student learning, behavioral, and social-emotional problems and strengths. They may also generate recommendations that are cognitively and developmentally appropriate given the ages, mental abilities, and the behavioral deficits or excesses of students. Interns are expected to use standardized norm-referenced measures of intellectual functioning, academic achievement, personality, and in vivo behavioral observations. In addition, they are required to administer parent/teacher rating scales and prepare typed reports. Students may also use other assessment tools such as RTI.

The Proposal should specify that each semester the interns will provide the Internship Director with at least two psycho-educational reports based on the work performed at the internship site. The field supervisor will sign the reports before they are presented to the Teachers College Internship Director. It is expected that these reports will be reviewed and returned by the Internship Director with recommendations for correction on an as needed basis and that interns might have to revise and resubmit reports until the reports meet with the approval of the Internship Director.

3. Behavior Modification and Academic Intervention Project. Interns must implement a behavioral and academic intervention project that targets student educational or behavioral problems. Proposals should indicate that at least one project per semester will be submitted involving the use of evidence-based operant procedures or academic interventions to address an academic or behavioral problem. It is anticipated that both projects will involve a single student using a single-subject research design and both should use a reversal or pre-test/post-test design. If a reversal design is employed, interns must employ at least one reversal (ABA).

Projects should specify in operational terms the target behavior(s) and the procedure(s) that were used. The single-case reports must include clearly denoted data points as based on in vivo observations. The reports that involve a group intervention should highlight the data with the use of graphs that reflect pre- and post-intervention indices for individuals. To determine if the participants and members of their community are satisfied with the treatment goals, methods, and outcomes, interns will construct and administer social validity questionnaires before, during, and after the interventions. These questionnaires will be shared with the site supervisor and Internship Director and attached with the behavior modification report. Refer to Appendix E and F.

4. Consultation. Interns must implement consultation with school personnel and/or parents relative to children's instruction and learning, mental health, and behavior. Prospective interns should state that they will work collaboratively with a teacher or parent (consultees) to solve a problem for an individual child or group of children. They are expected to: (a) meet with the consultee to identify the consultation referral problem(s), (b) design a detailed assessment plan to answer the consultation questions with emphasis on the use of informal assessment measures, (c) collect informal assessment data with the consultee (e.g., examine student records, observe classroom, assess students individually), (d) implement an intervention plan with the consultee, and (e) evaluate the effectiveness of the intervention with the consultee by comparing pre- and post-consultation measures. The interns are required to complete a minimum of one consultation per semester and a summary of the case is submitted to the Internship Director. To the best degree possible, one consultation should involve working with a teacher and the other should involve working with a parent. In addition, one of the consultations should address an academic problem and the other should deal with a mental health issue.

5. Supportive Counseling. Interns are required to provide supportive individual or group counseling and psycho-educational groups throughout the internship year. Primary focus of the treatment will be on the application of behavioral and cognitive-behavioral principles and techniques to the treatment of child and adolescent emotional and behavioral problems as evidenced in the school setting. Through the supportive counseling of one or more students per semester, interns will help students express their thoughts, feelings, and concerns over multiple sessions or on an as needed basis. All cases should include the appropriate assessment of treatment efficacy relative to baselines (i.e., pre- and post-counseling measures should be administered to evaluate the efficacy of these efforts if multiple counseling sessions take place). Interns are required to submit one counseling case write-up per semester to the Internship Director.

6. Continued Professional Development. During the course of internship, all interns are required to attend the annual meeting of one of the following organizations: (a) National Association of School Psychologists (NASP) or a state affiliate (such as NYASP), (b) Association for Behavioral and Cognitive Therapies (ABCT), (c) American Psychological Association (APA) or a state affiliate, or a nationally or internationally recognized psychological association. Requests for organization meetings other than those specified should be directed to the Internship Director. A receipt of conference registration, attendance badge, and/or brief write-ups of each session attended will be submitted to the Internship Director. Interns must receive a **minimum of 5 hours of professional development** training over the course of the internship, which may include conference attendance. The internship setting should provide release time for attendance at professional development trainings and conferences. Proof of attendance is required. Interns should submit a statement from the presenter or agency with the date, name of the presentation/activity, and a signature of the presenter or agency official (electronic is acceptable). Lastly, in addition to the workshops on Violence Prevention and Child Abuse Prevention and Identification taken prior to the start of internship, it is required that all students complete a Harassment, Bullying, Cyberbullying, And Discrimination in Schools Prevention and Intervention (otherwise referred to as the DASA training) workshop within the first month of internship. Information about approved providers of this training may be found at <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>. Teachers College is a NYSED-approved provider and offers a number of DASA trainings. Information about these trainings may be found by going to www.tc.edu/ote and clicking on 'Events & Workshops' in the Office of Teacher Education drop down menu. Note: If you attend these workshops through TC, certificates of completion will automatically be entered on your Audit. If you take these workshops elsewhere, you will have to send proof of completion to the Office of Teacher Certification.

7. Intern's Evaluation of the Internship Experience. Interns will complete the Intern's Evaluation of the Internship Form (Appendix G) at the end of the first semester and the Teachers College School Psychology Internship Exit Interview Form (Appendix H) upon the completion of the internship.

8. Portfolio. Ed.M. and Ph.D. students who wish to complete a school-based internship that is administered by our program are required to compile an Internship Portfolio in accordance with the guidelines presented in Appendix D. Internship proposals should indicate that the Internship Director will review student portfolios using the Internship Portfolio Rating Form (Appendix D). Proposals must also indicate that the portfolio will be completed prior to graduation. If a student wishes to graduate in May of the third year in the program, the portfolio must be submitted to the Internship Director before April 15. Failure to submit the portfolio by this time may result in an October graduation.

9. Certificate of Completion. Upon successful completion of the internship, the Internship Director will provide interns with a Teachers College Statement of Internship Completion (Appendix I). This statement will include: (a) the aggregate number of hours of work that were performed during the internship, (b) name and location of the site where the internship occurred, (c) the dates of initiation and completion, (d) the name of the site supervisor, (e) the state in which the site supervisor holds certification, (f) the name and state of certification of the university supervisor, (g) indicate that two or more hours of on-site supervision and one or more hours of off-site supervision occurred during each week of the internship, and (h) indicate that the intern completed the terms of their contract and behaved in an ethical and professional way. Interns must also turn in a Site Statement of Internship Completion (Appendix J) on school letterhead and signed by their site supervisor. It is very important to note that predated Site Statements of Internship Completion are not accepted. Also, internships are regarded as being complete based on the 1200-hour minimum requirement and the end date of the contract. Early completion and leaving the site before the contractual date is not acceptable.

Proposals for Ed.M. Internships within the Metropolitan Area

In preparing an Internship Proposal (Appendix B) , all the following must be addressed:

- 1. School Setting.** The Proposal must indicate that the internship will occur in a school that provides services to both general and special education students. The name and address of the school should be stated. Internship may be completed on a full-time basis over one year or on a half-time basis over two consecutive years. The Proposal must indicate when the internship will start and when it will end. Ed.M. internships must consist of at least 1,200 clock hours of supervised training and Ph.D. internships of at least 1,750 clock hours of supervised training. Proposals should also include reference to the age range of the students and the number of teachers, certified school psychologists, licensed psychologists, counselors, and social workers at the school, and the ratio of regular to special education students.
- 2. Safe and Secure Work Environment.** The Proposal should describe the office where the intern will be working and describe the safety provisions that exist to protect faculty, staff, and students. The Proposal should also describe how records and test protocols will be stored and the measures that will be in place to protect the files.
- 3. Schedule of Appointments.** The Proposal should state that the intern will be assigned to the same work schedule, virtual and in-person according to District policies, and calendar time as is other school psychology staff employed by the local educational agency. The interns are expected to participate in the activities and experiences (e.g., in-service presentations and conference attendance) designed for the local educational agency school psychologists.
- 4. Teachers College Supervision.** The Proposal must state that the intern will receive 3 hours of group supervision every month from the Teachers College Internship Director. For students who are applying for internships within the metropolitan or suburban area, a statement indicating that they will personally attend supervision sessions at Teachers College must be included. Interns are expected to make a case presentation based on an actual case seen at the internship site. The interns will also share their experiences and bring up issues of relevance to the practice of school psychology during meetings. The Proposal should make a statement to the effect that the intern will offer constructive comments or suggestions to facilitate the professional progress of their classmates during supervision.

The Proposal should indicate that the Internship Director will review and offer comments about, on an as needed basis, the activities described in the Daily Logs via Time2Track, in-service presentation materials, behavioral interventions, psychological reports, consultation and counseling summaries, intern participation in the group process, and/or any internship relevant topics. The Internship Director will review the Intern Performance Rating Form completed by the site supervisor once per semester. The Proposal must indicate that the site supervisor's ratings and comments, information relative to the intern's progress, and any concerns regarding an individual intern's performance may be discussed during private meetings or by email. The Internship Director will make a minimum of one telephone call or email to the site supervisor per semester to discuss the quality of the intern's work and the level of adherence to the internship proposal, recent reports prepared by the intern, and intern's strengths and weaknesses. It should be specified that the Internship Director is solely responsible for the assignment of academic credit grades for the internship experience.

5. On-Site Supervision. The Proposal must state that the internship experience will be supervised by a school psychologist who is employed by the site, is certified by the state where the internship takes place and has had full-time employment as a certified school psychologist for at least three years in any state. In addition to this requirement, doctoral interns must be supervised by a doctoral-level licensed psychologist who is employed by the site and has a minimum of two years of work experience as a licensed psychologist.

The Proposal must state that Ed.M. interns will receive at least two hours of weekly individual supervision. All proposals must state that during the supervisory meetings, the site supervisor will review the experiences that occurred and provide qualitative feedback and/or recommendations about the services delivered. It should also be stated that the site supervisor will review, sign, and date the Daily Log via Time2Track once per week throughout the designated internship period. Proposals must also indicate that the site supervisor will complete and sign the Teachers College Intern Performance Rating Form (Appendix C) once per semester. In addition, all proposals should state that the site supervisor will show and discuss performance ratings with the intern and provide recommendations on an as needed basis. The Intern Performance Rating Form should be completed by the site supervisor and submitted to the Internship Director no later than the last day of class for the fall and spring semesters.

The Proposal must state that the site supervisor will be available to receive at least one telephone call or email message per semester from the Internship Director during which the site supervisor is expected to advise the Internship Director about the quality of the intern's work.

6. Compliance with Supervision. The interns are expected to conscientiously and promptly implement recommendations for service delivery improvements that are made by the site supervisor and Internship Director.

7. Title. Prospective applicants must indicate that they will employ the title "School Psychology Intern" during the internship period. No other title may be used.

8. Compensation. For paid internships, the Proposal must specify the actual salary and additional compensation such as the provision of medical insurance. The beginning and ending dates of service should be specified. Doctoral students must be paid for their work as interns.

9. Travel Expenses. The provision of appropriate internship experiences often requires job-related travel. When such exists, the Proposal should indicate that the intern will receive reimbursement that is consistent with policies of the local educational agency.

10. Due Process. The Proposal must indicate, "All matters involving due process will be dealt with as indicated in the Teachers College School Psychology's Student Handbook."

11. Ethical and Legal Conduct. Prospective interns must state that they will abide by the ethical standards of the National Association of School Psychologists, the American Psychological Association and the laws of the State of New York or the state where the internship occurs. They must further acknowledge that particular care will be afforded to safeguarding client confidentiality. They must immediately contact the site supervisor and Teachers College Internship Director if potential ethical or legal problems are perceived.

12. Professional Conduct and Socialization. The interns are required to manage relationships with clients, parents, teachers, administrators, other interns, the site supervisor, and the Internship Director in an emotionally, socially, and ethically competent way.

13. Students Presenting Threats to Self or Others. Prospective interns should state in the Proposal that they will make every effort to protect students from harming themselves or others. If it is determined that a student presents a risk to themselves or others, the interns must stay with the student and notify the site supervisor, agency administration, and/or Internship Director about the situation. If none of these people can be found, interns must call 911.

Internships Outside the Metropolitan Area

Generally, non-paid, school-based internships are easy to obtain in the greater New York City metropolitan area (including outlying suburbs in New York, New Jersey and Connecticut). Paid internships however are rare in this area. The one consistent exception is the Psychologist-in-Training Program sponsored by the New York City Department of Education; however, applicants must be bilingual (English-Spanish preferably) to be eligible for this internship, and two years of service in the NYC public schools is required in exchange for payment. Most students who want a paid internship complete them in other parts of New York State (e.g., Syracuse) or other parts of the country (e.g., California, Virginia, Maryland, Illinois). Exceptions include Greenwich, CT, Collingswood, NJ, and Ossining, NY, all of which offer internship stipends.

If you are interested in applying for an internship in another part of the state or country, you should consult (a) the 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 you are interested in going to, and (c) local school districts for the availability of internships (make sure you ask the TC school psychology faculty for information on students who may be living and working in the area(s) you want to move to).

Ed.M. students must locate a school setting and a certified school psychologist who works at the school who is willing to supervise them. All students must prepare an Internship Proposal that is acceptable to the school administration, site supervisor, and NASP-approved program where they will enroll. Proposals must indicate when the internship will start and when it will end. Ed.M. students must expressly indicate that at least 1,200 clock hours of supervised training will take place. Prospective interns must submit a copy of the proposal bearing their signature, the signature of the site supervisor, and the signature of the NASP-approved university supervisor to the Teachers College School Psychology Internship Director.

NCSP forms will not be signed by the Ed.M. Program Director until all grades have been reported and the internship has been completed.

Internship Supervision at Other Universities

All students should plan to enroll in the internship supervision course through Teachers College. However, some states (i.e., Ohio, California) require that students enroll in a supervision course at a program within that state. EdM students who receive supervision at another university, must enroll in the host university's internship course for credit. They receive supervision by faculty associated with the university and complete the tasks outlined in the university's internship course syllabus. In this scenario, students must:

- (a) write the TC Registrar in the summer before internship to request permission to "dual register" for the fall term
- (b) register for the internship course at Teachers College (HBSK 5480.002) for 0 credits each semester
- (c) register for internship credit at another university
- (d) submit a letter from the host university to the Teachers College Internship Director indicating that they have permission to register for the internship supervision course (or have the supervisor send the TC Internship Director an email)
- (e) transfer the course from the host university to Teachers College at the end of both the fall and spring semesters by submitting to the TC Registrar an official transcript and a letter requesting the transfer of credit/grade,
- (f) have the university internship supervisor send a letter or email to the TC Internship Director at the end of the Fall term describing your progress to date and at the end of the Spring term stating that you have successfully completed the internship course (if your university internship course is Pass/Fail, we also need a statement indicating what the grade would have been had you been assigned a grade), and
- (g) submit to the Ed.M. Program Director and the Internship Director a Site Statement of Internship Completion printed on your internship site's letterhead and signed by your site supervisor.

Students must receive passing grades from their NASP-approved university supervisors. Students must also send a copy of any evaluations (mid-year and end-of-year) that they receive from their site and/or university supervisor to the Teachers College Internship Director. Students will have to pay the Teachers College Registration fee. All program requirements, with the exception of the completion of the remainder of the internship, must be submitted by the end of the spring semester. Failure to complete all requirements by this date may result in an October graduation.

A Certificate of Equivalency is not required to maintain a student's full-time status in the program unless the student is not an American citizen.

Grading and Timeline for Internship Work Completion

Grades are based on the quality and timeliness of the intern's work. Quality indicators include written work provided to the Internship Director, participation in supervision meetings, and feedback provided by the site supervisor on the intern's performance. Deadlines for assignments will be provided by the Internship Director, and failure to consistently abide by these deadlines will result in a lowered grade.

Appendix B: Internship Proposal/Contract

Teachers College, Columbia University
Department of Health Studies & Applied Educational Psychology
Program in School Psychology
Proposal for a School Psychology
Masters-Specialist Internship Placement

This proposal is for a 1200-hour masters-specialist internship placement in school psychology for the 2026-2027 academic year. The internship will be completed at the _____ school, with five full days per week spent at the site and no more than 300 hours spent in off-site activities. The internship will commence on _____ and continue until _____.

1. Description of Site:

Location of district, size of district (# of schools, size of schools, number of support staff, type of support staff, who is in charge of support staff, etc.), ethnicity of district, number of special education students (% classified, ED, LD, OHI etc.), type of classes offered (i.e., self-contained 15:1; 12:1:1; 8:1; inclusion), etc.

Name, level, address, and organization of school (s) in which you will be interning (age range served, number and type of students (e.g., developmentally delayed), number of teachers/support staff (i.e., how many interns, resource room, psychologists, speech/lang, etc.).

Description of intern work space (own office? phone? computer?) and ability to network with other in-district psychologists (monthly psychology meetings?). Safety provisions that exist to protect faculty, staff, and students. How records and test protocols will be stored and the measures that will be in place to protect the files.

Any other unique characteristics of the district or the school. Special programs? Activities? Parental involvement (SEPTA, PTA, Parents' center? English instruction for parents?)

2. Intern Responsibilities: Include the following statements, where indicated, include an estimate of the weekly hours expected to be devoted to the activity – these hours should add up to a 30–35-hour work week (approximately):

A. I will conduct two or more behavior modification interventions and submit written reports involving these interventions.

B. I will conduct one or more consultations per semester and prepare written reports of one consultation per semester.

- C. I will provide supportive counseling and submit a written summary of one or more cases per semester.
- D. I will make one in-service PowerPoint presentation and submit the PowerPoint slides/handouts.
- E. I will conduct psychoeducational evaluations and write comprehensive reports based upon those evaluations. I will submit two psycho-educational reports per semester.
- F. I will conduct classroom observations and integrate written summaries of those observations in the psychoeducational reports.
- G. I will participate in meetings such as Student Study Teams, Instructional Support Teams and/or CSE meetings.
- H. I will maintain a daily log of activities performed throughout the internship and the amount of time that was spent on these activities via Time2Track.
- I. During Teachers College supervision, I will make one case presentation per semester based on an actual case seen at the internship site. I will offer constructive comments or suggestions to facilitate the professional progress of my classmates during supervision.
- J. I will complete **a minimum of 5 hours** of professional development training during the nine-month internship. Professional development training may occur at national, state, or local conferences, or at the actual internship site.
- K. I will attend the annual meeting of one of the following organizations: a) National Association of School Psychologists or a state affiliate, b) Association for Behavior and Cognitive Therapy (ABCT), or c) American Psychological Association.
- L. I will complete the following workshops by the **end of September** of internship year:
- DASA (Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention)
 - School Violence Prevention and Intervention
 - Identification and Reporting of Child Abuse Maltreatment
- M. I will complete the Intern's Evaluation of the Internship Form at the end of the first semester and the Teachers College School Psychology Internship Exit Interview Form upon the completion of the internship.
- N. In addition to the **two or more hours of weekly individual supervision** that I will receive in the field, I will also attend at **least three hours of group supervision per month at Teachers College**. I will conscientiously and promptly implement recommendations for service delivery improvements that are made by the site supervisor and Internship Director. I will be

assigned to the same work schedule and calendar time as is other school psychology staff employed by the local educational agency.

Additional activities should be clearly described and the amount of time that will be devoted to these additional activities per week must be stated. You should have at least a total of 30 hours per week. Examples of additional activities may include school psychology related services such as research, program development, and or participating in department/team meetings

3. Supervisor Responsibilities:

A. **(Supervisor name and degree)** is a certified school psychologist **(if licensed, also state licensed psychologist)** who was never denied a certificate in the State of New York or any other state and has been employed as a certified school psychologist in any state for at least three years.

B. **(Supervisor name & degree)** % of time on-site **(cannot be less than 50%)**.

C. **(Supervisor name and degree)** will provide the intern, _____**(your name)**, with at least two hours of face-to-face supervision per week for the duration of the internship during which the site supervisor will review the experiences that occurred and provide qualitative feedback and/or recommendations about the services delivered. For Ph.D. students, there must be two additional hours of supervision which may be group supervision.

D. **(Supervisor name and degree)** agrees to limit direct supervision to no more than two interns per academic year.

E. **(Supervisor name and degree)** agrees to receive at least one telephone call, email, and/or site visit from the Teachers College Internship Director per semester. The site supervisor's ratings and comments, information relative to the intern's progress, and any concerns regarding an individual intern's performance may be discussed during private meetings.

F. **(Supervisor name and degree)** will contact the Internship Director immediately by phone and/or email if there is a breach of this contract or any significant problems arise related to the intern's fulfillment of duties described above (including issues related to attendance).

G. **(Supervisor name and degree)** will review and sign the daily log on a weekly basis, review and sign all reports and assignments to be submitted to the Internship Director, and complete one Intern Performance Rating Form each semester. The site supervisor will show and discuss performance ratings with the intern and provide recommendations on an as needed basis.

4. Title:

(State): I will have the title of School Psychology Intern for the duration of the internship. (Any other title such as “Assistant School Psychologist” may not be used).

5. Compensation:

(State the salary and fringe benefits (e.g., medical insurance) if any, that you will receive for your services as an intern. Also, state: I will receive reimbursement for travel required by the internship site that is consistent with the policies of the local educational agency.

6. Insurance:

(State): A copy of my professional liability insurance for the designated internship period will be submitted to the Internship Director prior to registration. This insurance will provide \$1,000,000 worth of coverage or more. **(Students who do not provide a copy of their insurance policy at the start of the semester will not be allowed to begin or continue internship)**

7. Due Process:

All matters involving due process will be dealt with as indicated in the Teachers College School Psychology’s Student Handbook. If issues are communicated by the site supervisor to the Internship Director about the intern’s performance, the Internship Director will speak to the intern and an appropriate plan of action will be developed between the Internship Director, the site supervisor, and the intern. If necessary, this may entail a revision of the intern’s proposal to reflect new terms of the internship or the intern’s responsibilities or a withdrawal from the internship.

8. Ethics & Professional Conduct:

(State): In all instances, I will abide by the ethical standards of the National Association of School Psychologists, the American Psychological Association and the laws of the State of New York (or the state where the internship occurs). Particular care will be afforded to safeguarding client confidentiality. I will manage relationships with clients, parents, teachers, administrators, other interns, the site supervisor, and the Internship Director in an emotionally, socially, and ethically competent way.

9. Students Presenting Threats to Self or Others:

(State): I will make every effort to protect students from harming themselves or others. If it is determined that a student presents a risk to himself/herself or others, I understand that I am expected to stay with the student and notify the site supervisor, agency administration, and/or Internship Director about the situation. If none of these people can be found, I will call 911.

10. Statement of Completion:

(State): Upon successful completion of the internship, the Internship Coordinator will provide me with a statement of internship completion. I will also submit a statement of internship completion signed by my site supervisor during the last week of the internship.

11. Signatures:

(Include your name, title, phone, email, date, and signature following item #11, in the following format)

Student Name

School Psychology Intern

Phone Number

Email

Date

I have read and approved (your name)'s internship proposal for a full-time masters-specialist school psychology internship at (school name).

Site Supervisor's Name and Degree

Site Supervisor

Address

Phone #

Email

(516) 478-2618

Date

Mykelle S. Coleman, Ph.D., NCSP

Internship Director

Dept. of Health Studies & Applied Educational Psychology

Teachers College

Columbia University

525 West 120th Street

New York, NY 10027

msc2258@tc.columbia.edu

Date

Additional notes (remove before submitting proposal): Before registering for the internship, applicants must submit photocopies of certificates of completion of the following seminars required by New York State (or the state where the internship occurs): **School Violence Prevention and Intervention Seminar** and **Child Abuse Identification and Reporting**. In

addition, proof of Liability Insurance must be provided to the Internship Director. Students will not be allowed to register for an internship without this documentation. All students receiving supervision at Teachers College must register for 3 credits in the Fall and Spring in HBSK 5480 School Psychology Internship.

Prospective interns should consult with the TC Internship Director, potential host agencies and site supervisors in preparing an internship proposal. The Internship Director will review initial drafts of the proposals and make recommendations on an as needed basis. Prospective interns should revise their proposals on the basis of the feedback that they receive and resubmit them to the TC Internship Director. Given the approval of the Internship Director, a final copy of the proposal bearing the names and signatures of the student and site supervisor should be submitted to the Internship Director, who will re-review the proposal and sign it after it meets with her approval. For Fall registration, proposal drafts must be received by June 1 of the previous semester. For Spring registration, proposals must be received by November 1 of the previous semester. Students are strongly encouraged to email the Internship Director if they have any questions about these procedures.

Appendix C: Intern Performance Rating Form (Site Supervisor)

TEACHERS COLLEGE COLUMBIA UNIVERSITY

PROGRAM IN SCHOOL PSYCHOLOGY INTERN PERFORMANCE RATING FORM BY SITE SUPERVISOR

Intern Name _____ Date _____

Site Supervisor's Name _____

Please rate the quality of the intern's work based on your observations and interactions with the intern and/or the reports of the institutional staff. Please use the rating scale below. The intern is not required to be rated at the highest (4) level in any area. The intern is required to achieve an overall rating of 3 in each of the five broad categories to successfully complete the Internship.

Rating Scale:

Rating	Explanation
N/A	Not applicable or not observed. This rating is to be used when the activity in question is not part of placement expectations or the rater has not had an opportunity to observe or rate the intern on this item.
1	Inadequate. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, the intern's suitability for this field of work should be evaluated.
2	Needs Improvement. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
3	Meets Expectations. Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations.
4	Exceeds Expectations. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

I. PSYCHOEDUCATIONAL EVALUATION SKILLS	4	3	2	1	N/A
The intern:					
a. Demonstrated knowledge of varied models and methods of assessment (including testing, observation, and interviews, etc.)	4	3	2	1	N/A
b. Assessed and diagnosed student cognitive functioning and learning problems and strengths	4	3	2	1	N/A
c. Assessed and diagnosed student behavioral and social-emotional problems and strengths (including functional analysis of behavior)	4	3	2	1	N/A
d. Accurately administered, scored, and interpreted psychoeducational instruments	4	3	2	1	N/A
e. Used non-biased methods in assessing students from different cultural and/or linguistic backgrounds	4	3	2	1	N/A

f. Used multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods)	4	3	2	1	N/A
g. Integrated relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process	4	3	2	1	N/A
h. Generated cognitively and developmentally appropriate recommendations based on the assessment results	4	3	2	1	N/A
i. Included recommendations that enhanced social development and life-related skills	4	3	2	1	N/A
j. Used assessment data to make decisions at the classroom, school, or school district level	4	3	2	1	N/A
k. Wrote coherent, focused, and well-organized psychoeducational reports	4	3	2	1	N/A
Overall Evaluation of Psychoeducational Evaluation Skills:	4	3	2	1	N/A

Comments: _____

II. CONSULTATION AND COLLABORATION SKILLS The intern:	4	3	2	1	N/A
a. Planned instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	N/A
b. Implemented instructional consultation with school personnel and/or parents	4	3	2	1	N/A
c. Implemented behavioral consultation with school personnel and/or parents.	4	3	2	1	N/A
d. Implemented mental health consultation with school personnel and/or parents..	4	3	2	1	N/A
e. Collaborated with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels	4	3	2	1	N/A
f. Demonstrated sensitivity to student and family diversity in selecting and implementing consultation strategies	4	3	2	1	N/A
g. Collaborated with other professionals to create linkages between schools, families, and the community	4	3	2	1	N/A
h. Demonstrated an understanding of schools and families as systems; assessed system resources to address student needs	4	3	2	1	N/A
i. Gave an informative and well-organized in-service presentation to school personnel, teachers, administrators, and/or parents	4	3	2	1	N/A
j. Consultation work was associated with positive academic outcomes.	4	3	2	1	N/A
k. Consultation work was associated with positive behavioral outcomes.	4	3	2	1	N/A
l. Consultation work was associated with positive mental health outcomes.	4	3	2	1	N/A

Overall Evaluation of Consultation and Collaboration Skills	4	3	2	1	N/A
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Comments: _____

III. INTERVENTION SKILLS	4	3	2	1	N/A
<i>The intern:</i>					
a. Demonstrated an understanding of cognitive and developmental psychology related to student learning and mental health	4	3	2	1	N/A
b. Demonstrated an understanding of reading, writing, and math curricula related to student learning	4	3	2	1	N/A
c. Demonstrated an understanding of study skills, reading comprehension, and time management interventions	4	3	2	1	N/A
d. Demonstrated an understanding of state and federal laws/regulations affecting services to students and families	4	3	2	1	N/A
e. Demonstrated an understanding of laws and procedures for handling crises (including assessment for suicidal ideation/threats and child abuse and neglect)	4	3	2	1	N/A
f. Developed behavioral and/or cognitive behavioral interventions based on the assessment data	4	3	2	1	N/A
g. Demonstrated sensitivity to student and family diversity in selecting and implementing intervention strategies	4	3	2	1	N/A
h. Sought and appropriately used school/community resources for clients and families; demonstrated knowledge of public and private agencies	4	3	2	1	N/A
i. Implemented interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills.	4	3	2	1	N/A
j. Evaluated interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills.	4	3	2	1	N/A
k. Provided or contributed to prevention and intervention programs that promoted mental health	4	3	2	1	N/A
l. Provided crisis intervention assistance when needed/requested	4	3	2	1	N/A
j. Intervention work was associated with positive academic outcomes.	4	3	2	1	N/A
k. Intervention work was associated with positive behavioral outcomes.	4	3	2	1	N/A
l. Intervention work was associated with positive mental health outcomes.	4	3	2	1	N/A
Overall Evaluation of Intervention Skills	4	3	2	1	N/A

Comments: _____

IV. COUNSELING AND COMMUNICATION SKILLS <i>The intern:</i>	4	3	2	1	N/A
a. Provided supportive counseling that targeted student academic problems	4	3	2	1	N/A
b. Provided supportive counseling that targeted student behavioral problems	4	3	2	1	N/A
c. Provided supportive counseling that targeted student emotional problems.	4	3	2	1	N/A
d. Managed relationships with students/clients in an emotional, social, and ethically competent way	4	3	2	1	N/A
e. Demonstrated sensitivity and skill when working with culturally and linguistically diverse students/clients	4	3	2	1	N/A
f. Managed relationships with school/internship site personnel and parents in an emotional, social, and ethically competent way	4	3	2	1	N/A
g. Managed relationships with the Site Supervisor in an emotional, social, and ethically competent way	4	3	2	1	N/A
h. Communicated opinions and data to all appropriate parties in a supportive, problem-solving fashion	4	3	2	1	N/A
i. Counseling was associated with positive academic outcomes.	4	3	2	1	N/A
j. Counseling was associated with positive behavioral outcomes.	4	3	2	1	N/A
k. Counseling was associated with positive mental health outcomes.	4	3	2	1	N/A
Overall Evaluation of Counseling and Communication Skills	4	3	2	1	N/A

Comments: _____

V. PERSONAL AND PROFESSIONAL CHARACTERISTICS <i>The intern:</i>	4	3	2	1	N/A
a. Demonstrated initiative and appropriate level of independence in performing responsibilities	4	3	2	1	N/A
b. Recognized his/her limitations and assumed responsibilities that reflected training and knowledge	4	3	2	1	N/A
c. Responded appropriately to supervision and implemented recommendations for service delivery improvements	4	3	2	1	N/A
d. Demonstrated knowledge and skills needed to acquire career-long professional development	4	3	2	1	N/A
e. Observed schedules/deadlines and kept appointments	4	3	2	1	N/A
f. Completed all required reports, forms, and logs in a timely manner	4	3	2	1	N/A
g. Adhered to ethical and legal standards of professional practice; safeguarded client's confidentiality	4	3	2	1	N/A

h. Provided services that had a measurable positive influence on students, families, and/or teachers	4	3	2	1	N/A
i. Made appropriate use of information technology to enhance quality of services (including adaptive technology, presentation, statistics, and word processing packages, etc.)	4	3	2	1	N/A
Overall Evaluation of Personal and Professional Characteristics	4	3	2	1	N/A

Comments: _____

Please comment on the performance of the intern relative to any area that may not have been covered on this form or any area that needs more elaboration.

Comments: _____

 Site Supervisor's Signature Date

 Intern's Signature Date

Appendix D: Internship Portfolio Rating Form

INTERNSHIP PORTFOLIO EVALUATION FORM

Intern Name _____ Date _____
Internship Director _____

Portfolio Checklist

Note: Complete portfolios are due April 15

Evidence of:	YES	NO
Comprehensive and Appropriately Formatted Curriculum Vita		
Psychoeducational Evaluations (minimum 4)		
Behavioral Modification Interventions (minimum of two with one addressing an academic problem and the second a behavioral problem)		
Consultations (minimum 2)		
Counseling Case Summaries (minimum 2)		
PowerPoint Slides and Handouts		
Logs via T2T		
Attendance/Participation in a State or National Conference in Psychology (proof of registration fee payment)		
Completion of Training/Workshop in the Identification and Reporting of Child Abuse or Maltreatment		
Completion of Training/Workshop in School Violence and Intervention		
Completion of Workshop in Harassment, Bullying, Cyberbullying, And Discrimination In Schools Prevention And Intervention (DASA training)		

Comments: _____

Please rate the quality of the intern's work based on your observations and interactions with the intern and/or the reports of the institutional staff. Please use the rating scale below. The intern is not required to be rated at the highest (4) level in any area. The intern is required to achieve an overall rating of 3 in each of the five broad categories to successfully complete the Internship.

Rating Scale:

Rating	Explanation
N/A	Not applicable or not observed. This rating is to be used when the activity in question is not part of placement expectations or the rater has not had an opportunity to observe or rate the intern on this item.
1	Inadequate. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, the intern's suitability for this field of work should be evaluated.
2	Needs Improvement. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
3	Meets Expectations. Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations.

4	Exceeds Expectations. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.
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I. PSYCHOEDUCATIONAL EVALUATION SKILLS	4	3	2	1	N/A
The intern:					
a. Demonstrated knowledge of varied models and methods of assessment (including testing, observation, and interviews, etc.)	4	3	2	1	N/A
b. Assessed and diagnosed student cognitive functioning and learning problems and strengths	4	3	2	1	N/A
c. Assessed and diagnosed student behavioral and social-emotional problems and strengths (including functional analysis of behavior)	4	3	2	1	N/A
d. Accurately administered, scored, and interpreted psychoeducational instruments	4	3	2	1	N/A
e. Used non-biased methods in assessing students from different cultural and/or linguistic backgrounds	4	3	2	1	N/A
f. Used multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods)	4	3	2	1	N/A
g. Integrated relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process	4	3	2	1	N/A
h. Generated cognitively and developmentally appropriate recommendations based on the assessment results	4	3	2	1	N/A
i. Included recommendations that enhanced social development and life-related skills	4	3	2	1	N/A
j. Used current psychological and educational research in conducting assessment and making decisions/recommendations	4	3	2	1	N/A
k. Demonstrated an understanding and mastery of single-subject research designs	4	3	2	1	N/A
l. Used assessment data to make decisions at the classroom, school, or school district level	4	3	2	1	N/A
m. Wrote coherent, focused, and well-organized psychoeducational reports	4	3	2	1	N/A
Overall Evaluation of Psychoeducational Evaluation Skills	4	3	2	1	N/A

Comments: _____

II. CONSULTATION AND COLLABORATION SKILLS	4	3	2	1	N/A
The intern:					
a. Planned instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	N/A

b. Implemented instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	N/A
c. Collaborated with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels	4	3	2	1	N/A
d. Evaluated outcomes and effectiveness of instructional, behavioral, or mental health consultations with school personnel and/or parents	4	3	2	1	N/A
e. Demonstrated sensitivity to student and family diversity in selecting and implementing consultation strategies	4	3	2	1	N/A
f. Demonstrated an understanding of schools and families as systems; assessed system resources to address student needs	4	3	2	1	N/A
g. Gave an informative and well-organized in-service presentation to school personnel, teachers, administrators, and/or parents	4	3	2	1	N/A
h. Consultation work was associated with positive academic outcomes.	4	3	2	1	N/A
i. Consultation work was associated with positive behavioral outcomes.	4	3	2	1	N/A
j. Consultation work was associated with positive mental health outcomes.	4	3	2	1	N/A
Overall Evaluation of Consultation and Collaboration Skills	4	3	2	1	N/A

Comments: _____

III. INTERVENTION SKILLS	4	3	2	1	N/A
The intern:					
a. Demonstrated an understanding of state and federal laws/regulations affecting services to students and families	4	3	2	1	N/A
b. Demonstrated an understanding of laws and procedures for handling crises (including assessment for suicidal ideation/threats and child abuse and neglect)	4	3	2	1	N/A
c. Identified goals for behavioral interventions, operationalized the targeted behavior(s), and obtained baseline data	4	3	2	1	N/A
d. Developed behavioral and/or cognitive behavioral interventions for behavioral problems based on the assessment data	4	3	2	1	N/A
e. Identified academic goals of intervention, operationalized targeted behavior(s), and obtained baseline data.	4	3	2	1	N/A
f. Developed behavioral and/or cognitive behavioral interventions for academic problems based on the assessment data.	4	3	2	1	N/A

g. Used current empirical research in designing behavioral and/or cognitive behavioral interventions for academic problems.	4	3	2	1	N/A
h. Monitored/assessed targeted behaviors during the interventions; graphically depicted baseline data and data points	4	3	2	1	N/A
i. Evaluated social validity of behavioral and/or cognitive behavioral interventions	4	3	2	1	N/A
j. Evaluated outcomes and effectiveness of behavioral and/or cognitive-behavioral interventions using data from single-case designs	4	3	2	1	N/A
k. Implemented interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills	4	3	2	1	N/A
l. Effectively provided or contributed to prevention and intervention programs that promoted mental health	4	3	2	1	N/A
m. Effectively provided or contributed to prevention and or intervention programs that promoted academic achievement	4	3	2	1	N/A
n. Effectively provided or contributed to prevention and or intervention programs that addressed behavioral problems.	4	3	2	1	N/A
o. Effectively provided or contributed to prevention and or intervention programs that addressed mental health issues.	4	3	2	1	N/A
Overall Evaluation of Intervention Skills	4	3	2	1	N/A

Comments: _____

IV. COUNSELING AND COMMUNICATION SKILLS	4	3	2	1	N/A
The intern:					
a. Provided supportive counseling that targeted student educational, behavioral, or emotional problems	4	3	2	1	N/A
b. Demonstrated sensitivity and skill when working with culturally and linguistically diverse students/clients	4	3	2	1	N/A
c. Managed relationships with the Internship Director in an emotional, social, and ethically competent way	4	3	2	1	N/A
d. Communicated opinions and data to all appropriate parties in a supportive, problem-solving fashion	4	3	2	1	N/A
e. Clearly and comprehensively conceptualized verbal case presentations	4	3	2	1	N/A
f. Counseling was associated with improved academic performance	4	3	2	1	N/A
g. Counseling was associated with improved student conduct.	4	3	2	1	N/A
h. Counseling was associated with improved mental health	4	3	2	1	N/A
Overall Evaluation of Counseling and Communication Skills	4	3	2	1	N/A

Comments: _____

<i>V. PERSONAL AND PROFESSIONAL CHARACTERISTICS</i> <i>The intern:</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>N/A</i>
a. Responded appropriately to supervision and implemented recommendations for service delivery improvements	4	3	2	1	N/A
b. Demonstrated knowledge and skills needed to acquire career-long professional development	4	3	2	1	N/A
c. Observed schedules/deadlines and kept appointments	4	3	2	1	N/A
d. Completed all required reports, forms, and logs in a timely manner	4	3	2	1	N/A
e. Adhered to ethical and legal standards of professional practice; safeguarded client's confidentiality	4	3	2	1	N/A
f. Made positive contributions that facilitated the progress of other interns during supervision	4	3	2	1	N/A
Overall Evaluation of Personal and Professional Characteristics	4	3	2	1	N/A

Comments: _____

<i>VI. Research Skills</i> <i>The intern:</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>N/A</i>
a. Demonstrated skills to apply and evaluate research as a foundation for service delivery.	4	3	2	1	N/A
b. In collaboration with others, used various techniques and technology resources for data collection, measurement, analysis, and program evaluations.	4	3	2	1	N/A
c. Evidenced research proficiency to assess and evaluate individuals or problems.	4	3	2	1	N/A
Overall Evaluation of Personal and Professional Characteristics	4	3	2	1	N/A

Comments: _____

Please comment on the performance of the intern relative to any area that may not have been covered on this form or any area that needs more elaboration.

Comments: _____

Internship Director's Signature Date

Intern's Signature Date

Appendix E: Behavior Modification Report (Behavior)

Behavior Modification Report

- **Behavioral Observation.** Prepare a one-page behavioral observation.
- **Participant(s).** Describe the participant(s) with reference to age, IQ, DSM-5 diagnosis (if available), and any other objective characteristic that may be relevant with reference to treatment planning.
- **Target Behaviors.** Given the behavioral observation that you prepared, write a description of two or three target behaviors. Be sure to use operational terms. Consult with teachers, school officials, and/or parents to make sure that these are the behaviors that are most problematic.
- **Antecedents and Consequences.** Describe any observed antecedents and consequences.
- **Behavioral Assessment Method.** Name the behavioral assessment procedure (frequency counts, discrete categorization, interval recording, or duration of response) that will be used. Also include a completed data collection sheet as an attachment that corresponds with the assessment modality that you selected.
- **Baseline Data.** Observe behavior and prepare a Baseline Power Point generated figure with a minimum of four data points for the behaviors in question.
- **Interpretation.** Interpret the data making reference to the mean, range, and the presence or absence of a trend as indicated by a visual inspection of the data. Also comment on the amount of variance as denoted by the range relative to the mean.
- **Scientific Literature.** Search the literature and identify a treatment of choice that is supported by scientific data outcomes, given the target behavior.
- **Reference.** Provide a full reference for an empirical study that demonstrated efficacy for a problem that is similar to the one that you identified.
- **Summary.** Provide a 100-word summary describing the published paper.
- **Treatment.** Prepare a description of how you handled the reported problems. Write this in the form of a list. Be exceptionally specific and use behavioral language. Consult with teachers, school officials, and or parents to make sure that they understand and support the use of the intervention. It is important to determine if they feel that the ends justify the means before treatment is started (social validity). Are the specific treatment goals really what society wants?
- **Design.** Select a single case-design that may be used given the stated problems and proposed intervention. In 50-100 words, explain why you selected the design in question. Note, AB and ABA designs are not acceptable unless extensive justification is provided.
- **Collect Data.** Given the stated target behavior, assessment method and design, observe and record data across phases.
- **Figure.** Prepare a Power Point generated figure with a minimum of four data points for the behaviors in question for all phases (including Baseline) of the intervention. Be sure to label axes and include a legend with an explanation of what the data involve (e.g., * = Seat leaving).
- **Interpretation.** Interpret the data by making reference to the mean, range, presence or absence of a trend as indicated by a visual inspection of the data for each phase. Also comment on the amount of variance as denoted by the range relative to the mean by phase.
- **Treatment Efficacy.** Make conclusions about treatment efficacy in terms of percentage change relative to baseline. Do so by comparing mean baseline estimates to subsequent intervention outcome means. Was the intervention effective relative to baseline functioning?
- **Social Validity.** Develop a social validity questionnaire and administer it to the participant(s), teacher, and parents/guardians. Include the questionnaire with the ratings per group. Were consumers satisfied with the results? Did the ends justify the means? Would consumers recommend the treatment to others? Mean ratings may be used if multiple participants were treated. Interpret the outcomes and draw conclusions.
- **Data.** Collected data must be attached to the report as an Appendix.

BEHAVIOR MODIFICATION REPORT EVALUATION FORM

INTERN NAME: _____

INTERNSHIP DIRECTOR: _____

DATE OF EVALUATION: _____

Rating Scale:

<i>Rating</i>	<i>Explanation</i>
N/A	Not applicable or not observed.
1	Inadequate.
2	Needs Improvement.
3	Meets Expectations.
4	Exceeds Expectations.

Task	1	2	3	4	N/A
1. Behavioral Observation					
2. Participant(s)					
3. Target Behaviors					
4. Antecedents and Consequences					
5. Behavioral Assessment Method					
6. Baseline Data					
7. Interpretation					
8. Scientific Literature					
9. Reference					
10. Summary					
11. Treatment					
12. Design					
13. Collect Data					
14. Figure					
15. Interpretation					
16. Treatment Efficacy					
17. Social Validity					
18. Data Attached	YES		No		

Appendix F: Behavior Modification Report (Academic)

Academic Behavior Modification Report

- **Behavioral Observation.** Prepare a one-page behavioral observation.
- **Participant(s).** Describe the participant(s) with reference to age, IQ, DSM-5 diagnosis (if available), and any other objective characteristic that may be relevant with reference to treatment planning.
- **Target Behaviors.** Given the behavioral observation that you prepared, write a description of one or two target behaviors. Be sure to use operational terms. Consult with teachers, school officials, and/or parents to make sure that these are the behaviors that are most problematic. This must involve academic problems such as turning in homework on time, quality of homework as denoted by a teacher's grades, academic achievement as reflected by classroom tests or standardized tests.
- **Antecedents and Consequences.** Describe any observed antecedents and consequences.
- **Behavioral Assessment Method.** Name the behavioral assessment procedure (frequency counts, grades, test scores).
- **Baseline Data.** Obtain at least three examples of target behavior before intervention and include these with this report. Be sure to label the examples as "Baseline Target Behaviors." Attach data to the report.
- **Interpretation.** Interpret the data making reference to stability of the problem over time. In some cases when applicable, graph the data and report range, and the presence or absence of a trend as indicated by a visual inspection of the data. When applicable, obtain information from the teacher in the form of anecdotal notes regarding reported levels of academic impairment relative to peers. In cases involving under achievement on classroom tests, report the student grades relative to the class average.
- **Scientific Literature.** Search the literature and identify a treatment of choice that is supported by scientific data outcomes, given the target behavior.
- **Reference.** Provide a full reference for an empirical study that demonstrated efficacy for a problem that is similar to the one that you identified.
- **Summary.** Provide a 100-word summary describing the published paper.
- **Intervention.** Prepare a description of how you handled the reported problems. Write this in the form of a list. Be exceptionally specific and use behavioral language. Consult with teachers, school officials, and or parents to make sure that they understand and support the use of the intervention. It is important to determine if they feel that the ends justify the means before treatment is started (social validity). Are the specific treatment goals really what society wants?
- **Design.** Select a single case-design that may be used given the stated problems and proposed intervention. In 50-100 words, explain why you selected the design in question. Note, AB and ABA designs are not acceptable unless extensive justification is provided.
- **Collect Data.** Given the stated target behavior, assessment method and design, observe and record data across phases. Attach the data that you collect to the report.
- **Figure.** Prepare a Power Point generated figure with a minimum of three data points for the behaviors in question for all phases (including Baseline) of the intervention. Be sure to label axes and include a legend with an explanation of what the data involve.
- **Interpretation.** Interpret the data by making reference to the mean, range, presence or absence of a trend as indicated by a visual inspection of the data for each phase. Also comment on the amount of variance as denoted by the range relative to the mean by phase.
- **Intervention Efficacy.** Make conclusions about intervention efficacy in terms of percentage change relative to baseline. Do so by comparing mean baseline estimates to subsequent intervention outcome means. Was the intervention effective relative to baseline functioning?
- **Social Validity.** Develop a social validity questionnaire and administer it to the participant(s), teacher, and parents/guardians. Include the questionnaire with the ratings per group. Were consumers satisfied with the results? Did the ends justify the means? Would consumers recommend the treatment to others? Mean ratings may be used if multiple participants were treated. Interpret the outcomes and draw conclusions.
- **Data:** Attach all data.

ACADEMIC BEHAVIOR MODIFICATION REPORT EVALUATION FORM

INTERN NAME: _____

INTERNSHIP DIRECTOR: DATE OF EVALUATION: _____

Rating Scale:

<i>Rating</i>	<i>Explanation</i>
N/A	Not applicable or not observed.
1	Inadequate.
2	Needs Improvement.
3	Meets Expectations.
4	Exceeds Expectations.

Task	1	2	3	4	N/A
1. Behavioral Observation					
2. Participant(s)					
3. Target Behaviors					
4. Antecedents and Consequences					
5. Behavioral Assessment Method					
6. Baseline Data					
7. Interpretation					
8. Scientific Literature					
9. Reference					
10. Summary					
11. Treatment					
12. Design					
13. Collect Data					
14. Figure					
15. Interpretation					
16. Treatment Efficacy					
17 Social Validity					
18. Data Attached	YES		NO		

Appendix G: Intern's Evaluation of the Internship Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY PROGRAMS IN SCHOOL PSYCHOLOGY INTERN'S EVALUATION OF INTERNSHIP FORM

Date _____
Site Supervisor _____

Intern's Name _____
Site _____

Please complete this form to rate the quality of your internship experiences. Please indicate the degree of your agreement or disagreement with the statements below using the following rating scale:

5	4	3	2	1	N/A
Very Strongly	Strongly	Agree	Disagree	Strongly	Not
Agree	Agree			Disagree	Applicable

<i>Statements:</i>	5	4	3	2	1	N/A
1. The experiences that I had during the internship improved my ability to assess and diagnose learning, behavioral, and social-emotional problems.	5	4	3	2	1	N/A
2. The experiences that I had during the internship improved my ability to generate recommendations that are cognitively and developmentally appropriate given the ages, mental abilities, and the behavioral deficits or excess of students.	5	4	3	2	1	N/A
3. The experiences that I had during the internship improved my ability to conduct behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
4. The experiences that I had during the internship improved my ability to evaluate the efficacy of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
5. The experiences that I had during the internship improved my ability to evaluate the social validity of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
6. The experiences that I had during the internship improved my ability to implement instructional, behavioral and mental health consultation with school	5	4	3	2	1	N/A

personnel and parents relative to children's instruction and learning, and mental health.						
7. The experiences that I had during the internship improved my ability to counsel students.	5	4	3	2	1	N/A
8. The experiences that I had during the internship allowed me to implement information technology (e.g., PowerPoint) in ways that enhanced the quality of services.	5	4	3	2	1	N/A
9. The experiences that I had during the internship allowed me to integrate knowledge and apply skills through the provision of a wide range of services that had a measurable positive influence on youth and families.	5	4	3	2	1	N/A
10. The experiences that I had during the internship helped me to understand the role of cultural differences in manners, values, and mores of culturally and linguistically diverse populations.	5	4	3	2	1	N/A
11. The experiences that I had during the internship helped me to work effectively with culturally and linguistically diverse populations.	5	4	3	2	1	N/A
12. My Site Supervisor managed relationships with me in an emotionally, socially, professionally, and ethically appropriate way.	5	4	3	2	1	N/A
13. My Site Supervisor worked hard to facilitate my training.	5	4	3	2	1	N/A
14. My Site Supervisor helped me to fulfill the agreed upon terms of the internship contract.	5	4	3	2	1	N/A
15. The teachers that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
16. The parents that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
17. The agency where the internship was performed lived up to the agreed upon provisions in the internship contract.	5	4	3	2	1	N/A
18. The quality of services that my Site Supervisor provided was satisfactory.	5	4	3	2	1	N/A

19. The books that I reviewed contributed to my professional development.	5	4	3	2	1	N/A
20. The experiences that I had during the internship improved my ability to link assessment results to appropriate interventions.	5	4	3	2	1	N/A
21. I would recommend an internship at the site where I worked to prospective interns without reservation.	5	4	3	2	1	N/A
22. I believe that the internship contributed to my professional development as a school psychologist.	5	4	3	2	1	N/A
23. The experiences that I had during the internship improved my ability to conduct supportive counseling that targeted student educational and/or emotional problems.	5	4	3	2	1	N/A
24. I assisted educational administrators in making data-based decisions for purposes of accountability or to address system level problems.	5	4	3	2	1	N/A
25. The experiences that I had during the internship improved my ability to conduct functional analyses of behavior by identifying antecedent conditions, developing operational descriptors of subsequent behavior, and identifying consequences.	5	4	3	2	1	N/A

26. Please comment on the quality of the services that the Site Supervisor provided. Please feel free to comment on specific areas of strength and/or weakness.

27. Please comment about any other aspect of your internship that may not have been covered on this form. Please feel free to comment on specific areas of strength and/or weakness.

Appendix H: Internship Exit Interview Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY PROGRAMS IN SCHOOL PSYCHOLOGY INTERNSHIP EXIT INTERVIEW FORM

Intern's Name _____

Date _____

Site Supervisor _____

Internship Site _____

Internship Director _____

Please complete this form to rate the quality of your internship experiences. Please indicate the degree of your agreement or disagreement with the statements below using the following rating scale:

5	4	3	2	1	N/A
Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable

<i>Statements:</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>N/A</i>
1. The experiences that I had during the internship improved my ability to assess and diagnose learning, behavioral, and social-emotional problems.	5	4	3	2	1	N/A
2. The experiences that I had during the internship improved my ability to generate recommendations that are cognitively and developmentally appropriate given the ages, mental abilities, and the behavioral problems of students.	5	4	3	2	1	N/A
3. The experiences that I had during the internship improved my ability to conduct behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
4. The experiences that I had during the internship improved my ability to evaluate the efficacy of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
5. The experiences that I had during the internship improved my ability to evaluate the social validity of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
6. The experiences that I had during the internship improved my ability to conduct supportive counseling	5	4	3	2	1	N/A

that targeted student educational and /or emotional problems.						
7. My experiences at the conference that I attended were professionally and/or socially rewarding.	5	4	3	2	1	N/A
8. The experiences that I had during the internship improved my ability to implement instructional, behavioral and mental health consultation with school personnel and parents relative to children's instruction and learning, and mental health.	5	4	3	2	1	N/A
9. The experiences that I had during the internship improved my ability to counsel students.	5	4	3	2	1	N/A
10. The experiences that I had during the internship allowed me to implement information technology (e.g., Power Point slides) in ways that enhanced the quality of services.	5	4	3	2	1	N/A
11. The experiences that I had during the internship allowed me to integrate knowledge and apply skills through the provision of a wide range of services that had a measurable positive influence on youth and families.	5	4	3	2	1	N/A
12. The experiences that I had during the internship helped me to understand the role of cultural differences in manners, values, and mores of culturally and linguistically diverse populations.	5	4	3	2	1	N/A
13. The experiences that I had during the internship helped me to work effectively with culturally and linguistically diverse populations.	5	4	3	2	1	N/A
14. My Site Supervisor managed relationships with me in an emotionally, socially, professionally, and ethically appropriate way.	5	4	3	2	1	N/A
15. My Site Supervisor worked hard to facilitate my training.	5	4	3	2	1	N/A
16. My Site Supervisor helped me to fulfill the agreed upon terms of the Internship Contract.	5	4	3	2	1	N/A
17. The teachers that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
18. The parents that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A

19. The agency where the internship was performed lived up to the agreed upon provisions in the Internship Contract.	5	4	3	2	1	N/A
20. The quality of services that my Site Supervisor provided was satisfactory.	5	4	3	2	1	N/A
21. I assisted educational administrators in making data-based decisions for purposes of accountability or to address system level problems.	5	4	3	2	1	N/A
22. The books that I reviewed contributed to my professional development.	5	4	3	2	1	N/A
23. The experiences that I had during the internship improved my ability to link assessment results to appropriate interventions.	5	4	3	2	1	N/A
24. I would recommend an internship at the site where I worked to prospective interns without reservation.	5	4	3	2	1	N/A
25. I believe that the internship contributed to my professional development as a school psychologist.	5	4	3	2	1	N/A
26. I believe that the internship contributed to my being able to effectively manage relationships with clients, colleagues and members of the public in an emotionally, socially, and ethically competent manner.	5	4	3	2	1	N/A
27. The experiences that I had during the internship improved my ability to conduct functional analyses of behavior by identifying antecedent conditions, developing operational descriptors of subsequent behavior, and identifying consequences.	5	4	3	2	1	N/A
28. The experiences that I had during the internship improved my ability to implement and evaluate theoretically and empirically sound educational and mental health prevention and intervention programs for school personnel, families and children.	5	4	3	2	1	N/A

29. Please comment on the quality of the services that the Site Supervisor provided. Please feel free to comment on specific areas of strength and/or weakness.

30. Please comment about any other aspect of your internship that may not have been covered on this form. Please feel free to comment on specific areas of strength and/or weakness.

Appendix I: Statement of Internship Completion

**TEACHERS COLLEGE COLUMBIA UNIVERSITY
PROGRAMS IN SCHOOL PSYCHOLOGY**

Teachers College Statement of Internship Completion

Date: _____

This is to certify that (name of student) _____
successfully completed a (number of hours) _____ hour school psychology internship at
(name and address of school) _____.

The internship began on (date) _____ and was completed on (date)
_____.

The site supervisor (name) _____ provided a minimum of 2
hours per week of on-site supervision.

The intern received _____ hours of face-to-face supervision at the internship site by the Site
Supervisor.

The Site Supervisor is a Certified School Psychologist in the State of
_____.

A university based supervisor (name) _____ provided a minimum of
3 hours per month of off-site supervision.

The university supervisor is a Certified School Psychologist in the State of New York.

During the course of the internship, the intern behaved in an ethical and professional way.

Faculty, Ph.D.
School Psychology Internship Director

Appendix J: Site Statement of Internship Completion

[on School or District Stationary]

Site Statement of Internship Completion

This is to certify that (name of student) _____
successfully completed a (Number of Hours) _____ hour school psychology internship at
(name and address of school) _____.

The internship began on (Date) _____ and was completed on (Date) _____.

The site supervisor (Name) _____ provided a minimum of
2 hours per week of on-site supervision.

The intern received _____ hours of face-to-face supervision at the internship site by the Site
Supervisor.

The Site Supervisor is a Certified School Psychologist in the State
of _____.

During the course of the internship, the intern behaved in an ethical and professional way and
successfully completed the terms of the internship.

Signature of Site Internship Supervisor

Date

Appendix K: EdM Course Sequence

Year	Semester	Course Number	Course Name	Credits
First Year	Fall	HBSK 5320	Individual Psychological Testing I	3
		HBSK 4073	Childhood Disorders	3
		HBSK 5321	Individual Psychological Testing II	3
		HBSK 4025	Professional and Ethical Functions of School Psychologists	3
		HBSE 4082	Assessment and Evaluation of Infants, Children and Youth with Exceptionalities (for incoming 2026 EdM students)	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
		HBSK 4030	Multicultural Issues in School Psychology	3
	Summer Session A	HBSE 4014	Applied Behavior Analysis I	3
			Elective	3
		HBSS 6100	Measurement and Program Evaluation	3
Second Year	Fall	HBSK5280	Fieldwork in School Psychological Services	3
		HBSK6584	Seminar: School Psychology Consultation	3
		HBSK6382	Evidence-Based Interventions for Youth and Adolescents II	3
		HBSK 4199	Academic Skill Interventions	3
	Spring	HBSK5280	Fieldwork in School Psychological Services	3
		HBSK 5031	Consultation II: Families, Systems, Partnerships, and Advocacy	3
		HUDM 4122	Probability and Statistical Inference	3
			Elective	3
	Summer Session B	BBS 5069	Brain and Behavior 1 & 2 (combined class)	3
Third Year	Fall	HBSK 5480	Internship Supervision	3
	Spring	HBSK 5480	Internship Supervision	3

