

SCHOOL PSYCHOLOGY PROGRAM

Ed.M. STUDENT HANDBOOK

Teachers College

Columbia University

2023-2024

www.tc.edu/academic/hbs/SchoolPsych

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Purpose of the Handbook

This handbook is intended as an introduction to the Ed.M. Program in School Psychology at Teachers College, Columbia University for prospective students, and as a guide to the policies of the Program and the College for students who are already enrolled. Enrolled students should keep this handbook as a part of their permanent records.

School Psychology within the Structure of TC

The Ed.M. and Ph.D. School Psychology Programs are housed in TC's Department of Health Studies and Applied Educational Psychology, formerly known as Health and Behavior Studies (HBS). Other departmental programs include Applied Behavior Analysis, Intellectual Disability/Autism, Deaf/Hard of Hearing, Nutrition Education, and Health Education.

Program Philosophy and Goals

Our program involves the application of psychological science to the promotion of educational and psychological development among youth in schools and other educational contexts. Course work provides students with a strong foundation in the theory and research in core areas of psychology, education, research methods, and professional school 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 and our collaborating schools as well as internship. The program seeks 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. Through program experiences and faculty mentoring, students develop knowledge and appreciation for diversity and demonstrate respect and the ability to work effectively with others regardless of race, ethnic origin, gender, ability, economic background, or sexual orientation.

Our goals are:

- ◆ **Goal 1:** Use knowledge of (a) measurement and psychological and educational assessment for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes, and (b) of evidence-based practices and strategies to develop, implement, and evaluate effective services for children and adolescents;
- ◆ **Goal 2:** Use knowledge of varied methods of consultation, collaboration, and communication with teachers, families, and other professionals for designing, implementing and evaluating services and programs;
- ◆ **Goal 3:** Demonstrate an understanding of individual and cultural differences and provide services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts;

- ◆ **Goal 4:** (a) Demonstrate a sound theoretical foundation in psychological science, and a basic understanding of statistics, measurement, research design, and (b) evaluate and apply psychological and educational research as a foundation for service delivery;
- ◆ **Goal 5:** Provide services consistent with ethical, legal and professional standards and demonstrate essential characteristics related to professional identity and effective practice as school psychologists.

Program Statement on Diversity and Inclusion

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

In addition, the program aims to train school psychologists who are able to work competently with clients who reflect all aspects of societal diversity. This training is aligned with the [NASP \(2020\) Domains of Practice](#). The expectations of school psychologists related to preparation for working with diverse student populations is outlined Domain 8, which is listed below:

Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the

same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

This commitment to promoting diversity and inclusion is consistent with Teachers College's more general values. As TC notes:

Teachers College, Columbia University, strives to establish an institution that actively attracts, supports, and retains diverse students, faculty, and staff, demonstrated through its commitment to social justice, its respectful and vibrant community, and its encouragement and support of each individual in the achievement of their potential.¹

Program Faculty

Core Faculty

Prerna Arora, Ph.D.

Associate Professor of Psychology and Education

Prerna G. Arora earned a Ph.D. in School Psychology from the University of Texas at Austin, completed her predoctoral clinical internship at the Children's Hospital of Philadelphia, and served as a postdoctoral research and policy fellow at the University of Maryland, School of Medicine. Previously, she was an Assistant Professor of Psychology at Pace University, as well as a Visiting Assistant Professor at the University of Maryland, School of Medicine. Dr. Arora's research focuses on issues of access and quality of care for minoritized youth and adolescents. Currently, Dr. Arora's work seeks to, using mixed methodology and participatory research methods, develop and examine school- and community-based culturally-tailored interventions for immigrant-origin youth and families. Dr. Arora is Associate Editor for School Psychology Review.

Sample publications

Arora, P. G., Sullivan, A.L., & Song, S.Y. (online). On the Imperative for Reflexivity in School Psychology Scholarship. *School Psychology Review*.

Connors, E., **Arora, P.G.,** Resnick, S. & McKay, M. (2023). A modified measurement-based care approach to improve racial and ethnic minority youth mental health treatment engagement. *Psychological Services, 20*(Suppl 1), 170-184.

¹ Taken from <https://www.tc.columbia.edu/about/diversity-and-community/> In addition, this diversity statement was written after consulting a variety of resources from other programs both at TC and beyond. We are particularly grateful to our colleagues at Michigan State University for providing model language.

Arora, P. G., *Parr, K., *Koo, O., *Lim, K., Coriano, V. & Baker, C.N. (2021). Cultural adaptations to youth mental health interventions: A systematic review. *Journal of Child and Family Studies*, 30(10), 2539-2562.

Arora, P. G., Alvarez, K., Huang, C., & Wang, C. (2021). A three-tiered model for addressing the mental health needs of immigrant youth in schools. *Journal of Immigrant and Minority Health*, 23, 151-162.

Arora, P. G., Wheeler, L. A., Fisher, S., *Restituyo, M., & Barnes, J. (2020). A longitudinal examination of peer victimization on depressive symptoms among Asian American school-aged youth. *School Mental Health*, 12, 732- 742.

Garcia Vazquez, E., Reddy, L., **Arora, P.**, Crepeau-Hobson, F., Fenning, P., Hatt, C., Hughes, T., Jimerson, S., Malone, C., Minke, K., Radliff, K., Raines, T., Song, S., & Vaillancourt Strobach, K. (2020). School Psychology Unified Anti-Racism Statement and Call to Action. *School Psychology Review*, 49 (3), 209-211.

Arora, P. G., Collins, T. A., Dart, E. H., Hernández, S., Fetterman, H., & Doll, B. (2019). Multi-tiered systems of support for school-based mental health: A systematic review of depression interventions. *School Mental Health*, 11(2), 240-264.

Arora, P. G., Baker, C. N., Marchette, L. K., & Stark, K. D. (2019). Components analysis of a school-based cognitive-behavioral treatment for youth depression. *Journal of Clinical Child and Adolescent Psychology*, 48(1), 180- 193.

Melissa Collier-Meek, Ph.D.

Associate Professor of Psychology and Education

Dr. Collier-Meek conducts research focused on helping educators implement evidence-based practices to improve outcomes for students. Informed by implementation science, her work addresses improving fidelity assessment; understanding the multi-level process that impacts school-based implementation; and testing feasible, tiered strategies for supporting educators deliver student interventions. She has published over 50 peer-reviewed publications and delivered over 100 presentations. Dr. Collier-Meek is currently co-PI on the IES-funded project, PRIME2: Planning Realistic Intervention implementation and Maintenance by Educators (R323A210266, \$3.7 million). On three occasions, her research has been a finalist for article for the year (Collier-Meek et al., 2020 at *Journal of Educational and Psychological Consultation*; Collier-Meek et al., 2019 at *School Psychology Review*; Sanetti et al., 2015 at *Journal of School Psychology*). Dr. Collier-Meek received the Lightner Witmer Award from the American Psychological Association for her early career scholarship related to implementation in 2019. She was elected into membership of the Society for the Study of School Psychology in 2022. Additional information about her work can be found at www.sustaincollaborative.org

Collier-Meek, M. A., Sanetti, L. M. H., Gould, K., & Periera, B. (2021). Using the

performance diagnostic checklist to evaluate and promote paraeducators' treatment fidelity. *Journal of School Psychology*, 86, 1-14. doi: 10.1016/j.jsp.2021.02.005

Collier-Meek, M. A., Sanetti, L. M. H., Gould, K., & Pereira, B. (2020). Comparing the utility of three direct treatment fidelity assessment methods: Time sampling, event recording, and post-observation rating scale. *Journal of Educational and Psychological Consultation*. Advanced online publication. doi: 10.1080/10474412.2020.1777874

Collier-Meek, M. A., Johnson, A. H., Sanetti, L. M. H., & Minami, T. (2019). Identifying critical components of classroom management implementation. *School Psychology Review*, 48, 348-361. doi: 10.17105/SPR-2018-0026.V48-4

Sanetti, L. M. H., & **Collier-Meek, M. A.** (2019). Increasing implementation science literacy to address the research-to-practice gap in school psychology. *Journal of School Psychology*, 76, 33-47. doi: 10.1016/j.jsp.2019.07.008

Collier-Meek, M. A., Sanetti, L. M. H., Levin, J. R., Kratochwill, T. R., & Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. *Journal of School Psychology*, 72, 91-111. DOI: 10.1016/j.jsp.2018.12.002

Sanetti, L. M. H., & **Collier-Meek, M. A.** (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation*. New York, NY: Guilford Press.

Benjamin J. Lovett, Ph.D.

Associate Professor of Psychology and Education

Director of Clinical Training and Program Director, Ph.D. Program

Dr. Lovett studies the ways in which students are diagnosed with learning disabilities, ADHD, and related disorders. He has a special interest in studying students who are adolescents and young adults, or who have these diagnoses along with a high IQ and/or high academic achievement. Additionally, he examines the effects of testing accommodations (such as extra time on tests) on test scores of students with and without disabilities, and he works on guidelines used to make decisions about when accommodations are appropriate. Finally, he researches the nature and management of test anxiety. He has published over 100 papers, as well as books on psychometrics, testing accommodations, and the history of psychology.

Sample Publications

Lovett, B. J. (2023). *Practical psychometrics: A guide for test users*. Guilford Press.

Lovett, B. J., Spenceley, L. M., Schaberg, T. M., & Best, H. (2023). Response validity in psychoeducational evaluations: Results from a national survey of school psychologists. *Psychology in the Schools*, 60(6), 1652-1662.

Witmer, S. E., **Lovett, B. J.**, & Buzick, H. M. (2023). Extended time accommodations on the 2017 NAEP grade 8 mathematics test: Eligibility, use, and benefit. *Journal of*

Psychoeducational Assessment, 41(2), 123-135.

Lovett, B. J., Harrison, A. G., & Armstrong, I. T. (2022). Processing speed and timed academic skills in children with learning problems. *Applied Neuropsychology: Child*, 11(3), 320-327.

Szczesniak, L. A., & **Lovett, B. J.** (2022). Addressing test anxiety in the COVID-19 pandemic and beyond. *NASP Communiqué*, 50(6), 29-31.

Lovett, B. J., & Lewandowski, L. J. (2015). *Testing accommodations for students with disabilities: Research-based practice*. Washington DC: American Psychological Association.

Roseanne Gotterbarn, Ph.D.

Lecturer and Field Work Director

Dr. Gotterbarn is a licensed psychologist and a certified school psychologist with 27 years of professional experience in the schools and in private practice. She specializes in Cognitive Behavior Therapy and the provision of evidence-based assessments and interventions in the schools.

DiGiuseppe, R., Venezia, R., & Gotterbarn, R. (2018). Introduction to cognitive behavior therapy. In S. Little & A. Aiken-Little (Eds.) *Behavioral Interventions in Schools: Evidence Based Positive Strategies* (Second Edition). Washington, DC: American Psychological Association.

DiGiuseppe, R., Venezia, R., & Gotterbarn, R. (2017). What is cognitive behavior therapy? (pp 1-36). In A. Vernon & K. Doyle (Eds.) *Cognitive Behavior Therapies: A Guidebook for Practitioners*. Alexandria, VA: American Counseling Association.

Helen Stevens, Ph.D.

Lecturer, Ed.M. Program and Internship Director.

Dr. Stevens is a licensed psychologist and certified school psychologist with 30 years of experience in private practice, 28 years as a school psychologist, and 27 years teaching school psychology at the graduate level. She specializes in individual and family therapy and psychological assessment, including public safety, reality TV, psycho-educational functioning, employment, adoption, law enforcement appeals, and disability evaluations.

Agiurgioaei-Boie, F.D., DiGiuseppe, R., Stevens, H., Terjesesen, M. Amato, L., & Pagirsky, M. (2016, October). *Education and mental health: An overdue and necessary alliance*. Panel Discussion conducted at the Association for Behavioral and Cognitive Therapies Convention, New York, NY.

Some of Our Adjunct Faculty

Angela Dewey, Ph.D.	Neuropsychological assessment, assessment of learning and attention problems.
Kristene Doyle, Ph.D.	Rational Emotive Behavior Therapy and Cognitive Behavior Therapy. Treatment of eating disorders and working with children and adolescents.
Katherine Durham, Ph.D.	Depression and suicidal behavior; diagnostic interviewing; cognitive-behavioral treatments
Michael Hickey, Ph.D.	CBT with a focus on anxiety disorders and OCD
Jennifer Hope, Ph.D.	Neuropsychological and bilingual assessment; Individual psychotherapy in English and Spanish
Kamauru Johnson, Ph.D.	Psychoeducational assessment; individual psychotherapy; multicultural issues in school psychology.
Michael Koski, Ph.D.	Group counseling processes.
Leah McGuire, Ph.D.	Neuropsychological assessment and therapy: PTSD.
Erica Miller, Ph.D.	Neuropsychological assessment; evidence-based treatments; peer sexual harassment; LGBTQIA+ students; positive parenting
William Sperduto, Ph.D.	Diplomate, IABMCP and ABMP; Cognitive Behavior Therapy; Clinical and School Psychology.

Program Secretary Maeve O'Grady (212-678-3942) - ogrady@tc.edu

Ed.M. Program

(Official Title: Applied Developmental and Learning Psychology: School Psychology; Program Code—SPSM)

General Description

The Ed.M. Program in School Psychology provides two options. In Option 1, a student can obtain an Ed.M. in school psychology through successful completion of a

three-year program of 69 credit hours. The first two years (including at least one summer) consist of coursework, practica, and fieldwork. Most students complete a full-time school-based internship in the 3rd year that consists of a minimum of 1200 hours. See Table 1 for the Ed.M. curriculum. In Option 2, a student can obtain the Ed.M. in School Psychology following the guidelines under Option 1. Also, the student can obtain the Board Certified Behavioral Analysis (BCBA) certificate and Licensed Behavior Analyst (LBA) credential if the student takes additional credits and accrues an additional 2000 practicum hours. See course sequence.

Prerequisites

An undergraduate degree in psychology is desired but not required. However, if students do not have an undergraduate degree in psychology they must take an undergraduate or graduate course in cognitive development or developmental psychology before they graduate; HUDK 5023 may be used to fulfill this requirement.

Attendance Requirements

Ed.M. students should plan on three years of full-time attendance, including at least two summer sessions. Though part-time attendance is possible (minimum of 6-9 credits per semester), full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Most internships are full-time (although students may be allowed to do a part-time internship over 2 years, if they can find a cooperating district). In addition, students must be available for classes during the day in order to follow courses in an orderly sequence.

Field Experiences

- Year 1: an average of 10 hours per week in an assessment practicum each semester (these take place in the Center for Educational and Psychological Services at Teachers College). The practica include class meeting time, lab meeting time, and time at the clinic.
- Year 2: Two days per week in fieldwork for both semesters (these take place in one of the schools associated with our program). Fieldwork is a minimum of 600 hours over the academic year. In recent years, the following fieldwork placements are a sample of those that have been available:
 - Academy of Mt. St. Ursula High School (Bronx)
 - Amber Charter School (East Harlem)
 - Booker T. Washington Middle School (Upper West Side)
 - Brooklyn Academy High School (Brooklyn)
 - Clarkstown Central School District (New City)
 - Cooke School (East Harlem)
 - Farmingdale School District (Farmingdale)
 - Immaculate Conception School (Bronx)
- Year 3: School-based internship. Must be a minimum of 1200 hours. See our statement on internships below and consult the Internship Manual for specific information on requirements.
- If the student wishes to obtain the BCBA, the student must accrue an additional 2000 practicum hours.

- Students are required to abide by the academic calendar of the school in which they are working, not the Teachers College academic calendar (e.g., fieldwork terminates in mid-June). If you have to extend your Teachers College housing contract, it is your responsibility to contact the housing office to make the appropriate arrangements.

Internships

All students must locate a school setting and a certified school psychologist with at least three years of experience who works at the school and who is willing to supervise them. They must also register for and receive internship supervision at the College or another NASP approved university-based school psychology program. Students who wish to have an internship outside of the New York metropolitan area must check the internship requirements in the state(s) wherein they wish to move and follow the procedures in the Internship Manual. Once a student accepts an internship offer either verbally or in writing, they **may not** turn down the internship for another internship. If this occurs, the student may be dismissed from our program. The Teachers College School Psychology faculty will not sign a memorandum of understanding with a school district for students who are going to register for internship supervision at another university or college. In such cases, students should consult the School Psychology Internship Director at the host institution regarding papers to be signed. Interns who complete the minimum 1200 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 internships may be subject to federal regulations regarding employment of non-U.S. citizens. Students are encouraged to meet, early in their program time here, with TC's Office of International Students and Scholars (OISS).

Generally speaking, non-paid school-based internships are easy to obtain in the greater New York City metropolitan area (includes outlying suburbs in New York, Connecticut and New Jersey). Paid internships, however, are very, very rare in this area. The one consistent exception is the Psychologist-in-Training Program sponsored by the New York City Department of Education, however, most years, 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 or other states in the country. If you are interested in applying for an internship in another part of the country, you should consult (a) Dr. Stevens, (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, (c) local school districts for the availability of internships, and (d) the proximity of NASP approved training programs to your internship for university-based supervision (which is required of all students).

Students supervised at other universities must enroll in the host university's internship course **for credit**. They must receive supervision by faculty associated with the host university and complete the tasks outlined in the university's internship course syllabus. In this scenario, students must (a) also register for the internship course at

Teachers College (HBSK 5480) for 0 credits each semester, (b) transfer the course taken for the fall and spring semesters at the host university to Teachers College once they are completed, and (c) get a letter or e-mail from the host university internship trainer stating that they have successfully completed the course at the end of the spring term. **Before registering at another university, they must write the TC Registrar and request permission to dual register at TC and another university at the same time. The Registrar must grant the request before the student accepts the internship.** If a university internship course is scored on a Pass/Fail basis, we also need a statement stating what the grade would have been had you been assigned a letter grade. Students will have to pay the Teachers College Registration fee.

Detailed information regarding internships may be found in our Internship Manual.

Malpractice Insurance

All students are required to maintain malpractice liability insurance coverage for all levels of the Program: first year (all assessment practica); second year (fieldwork); third year (internship).

School Psychology Certification with a Bilingual Extension

The Ed.M. Program in School Psychology is approved by the State of New York to offer the Bilingual extension.

(<http://www.highered.nysed.gov/tcert/certificate/typesofcerts/extbil.html>)

To obtain the extension you must complete the regular curriculum and:

1. Pass a New York State proficiency examination (Bilingual Education Assessment) in English and your non-English language. See (http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html). Take the test before your internship interviews, preferably in the summer before your second year in the program.
2. Take 1 additional course: BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children (you can take this as an elective)
3. Complete a bilingual internship under the supervision of a certified school psychologist who has the bilingual extension (see Dr. Stevens for information regarding the internship). The supervisor *does not need* to have the extension in the same language as the supervisee.

Research Experience

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

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

complete this requirement within the first 2 years of the program (if they are full-time). Documentation of participation must be turned in to the Ed.M. program director.

Master's Project

All students in the Ed.M. program are required to compile a portfolio of work they have completed in the course of their training. The internship director will provide a detailed list of necessary documents for the portfolio and aid students in assembling their portfolios during their final year of study. The portfolio must be completed prior to graduation; refer to the Internship Manual for more details.

Graduation

Students in our Ed.M. program actually are eligible to receive 2 degrees from Teachers College: the Ed.M., and the *en route* MA degree.

1. To receive the Ed.M. degree in Applied Developmental and Learning Psychology, students must:
 - a. Complete 69 credits of coursework as required, including the internship
 - b. Completing 3 training workshops related to working in schools – we strongly recommend that you do this at TC
 - c. Pass the Praxis School Psychologist exam (5403) offered through the Educational Testing Service (ETS) – students must receive a passing score (of 155 or greater) by December 15 of the internship year
 - d. Review their audit with Dr. Stevens, the program director.
2. The M.A. in Educational Psychology: Schooling can be received earlier. For this degree, students must:
 - a. Complete 32 specified credits from the pre-internship courses (see Audit for more details)
 - b. Pass the Praxis School Psychologist exam before applying

The Ed.M. in Applied Developmental and Learning Psychology leads to the NCSP credential and provisional certification in NYS as a school psychologist. For the NYS provisional certification, students must fill out an application from TC's Office of Teacher Education (OTE). Doing so enables the College to apply for your provisional certification. **Do not apply to the State directly – that process is time consuming and very frustrating.**

Students who are planning to work in other states should also apply for provisional certification as a school psychologist in New York State because doing so often makes it easier to get certified in another state. Since there is some confusion among students about the nature of the certification, the particulars are as follows: The "area of interest" is *Administration & Pupil Personnel Services*; The "subject area" is *Psychology*, the "grade level" is *PreK-12*, the certificate "title" is *School Psychologist* and the "certificate type" is *Provisional*.

National Certification as a School Psychologist (NCSP)

Students are eligible for the NCSP after they have completed their internship, have graduated from the program, have a Statement of Internship Completion signed by their site supervisor, have a TC Statement of Internship Completion signed by the

Program Director, and have passed the Praxis examination.

School Psychology Certification Requirements

- ◆ Graduates must obtain a Statement of Internship Completion that is signed by their internship site supervisor. The Statement should be on school or district letterhead. A copy of the Statement of Internship Completion form is attached. This form must only be completed and signed during the last week of internship.

- ◆ Graduates who wish to obtain National Certification as a school psychologist should fill out the online document from NASP and submit a hard copy of the form to Professor Stevens during the week of June 20th with a self-addressed and stamped envelope. Professor Stevens will only sign this form if she has received a signed Statement of Internship Completion from the Internship Site Supervisor on school letterhead. Once she receives both documents with a self-addressed and stamped envelope, she will mail the signed NASP certification paper to applicants in her capacity as the Ed.M. Director.

- ◆ Graduates should also complete the NASP certification form that must be signed by the school-based Internship Supervisor and send it to Dr. Stevens in her capacity as the School Psychology Internship Director with a self-addressed and stamped return envelope. Given this, Dr. Stevens will mail the signed NASP certification paper to applicants.

- ◆ Graduates should contact the College Office of Teacher Education regarding provisional certification as a school psychologist in this State after graduation and after they have obtained the Statement of Internship Completion that was signed by their Internship Site Supervisor. That office typically asks the Program for copies of the Statement of Internship Completion before acting on requests for State certification.

Employment of Graduates

Our students have an excellent employment record. Every one of our graduates in the past several years are either employed or (by their choice) seeking a doctoral degree.

Internal Applications from the Ed.M. to the Ph.D. Program

Each year, our Ph.D. program has taken a number of students from the Ed.M. program. The general process is as follows: in the fall of their second year, Ed.M. students are invited to apply for the PhD program. **Applications from first-year Ed.M. students will not be considered.** Most of the admissions documents are already available to faculty, but students will be asked to submit a few Ph.D.-specific documents to our program secretary, Ms. Maeve O'Grady (ogrady@tc.edu):

- An updated CV
- An updated personal statement (about 500 words) specifically for the Ph.D. program, which makes clear:
 - which faculty member the student is applying to work with
 - what the student's professional goals are, at the doctoral level of the profession
 - what research questions the student would want to explore

- An unofficial TC transcript showing performance in the Ed.M. program

Faculty will work quickly to make decisions, and any students who are admitted will need to complete a formal process through Admissions, paying any required fees, etc. As with external applications, a formal offer of admission will come from the program director (Dr. Ben Lovett), and the offer will specify funding and any assistantship expectations.

The internal application process is fairly informal. Generally, faculty will reach out to students who applied to work with them to have an interview or discussion. Often, applicants have already met with a prospective doctoral advisor before applying; this is not required, but is encouraged.

Some internal applicants also apply out to other doctoral programs in the same year. Students who feel strongly that they would like to switch to a doctoral program, and who do not wish to complete an Ed.M. internship, are advised to apply to multiple programs. Given that we generally have a very strong pool of internal applicants and cannot accept them all, students who only apply internally should plan for either outcome (i.e., completing the Ed.M. or transferring to the Ph.D.).

Tuition and Aid

General Information:

The Financial Aid Cost of Attendance (COA) budget is a set of estimated expenses that are used by the Office of Financial Aid to determine the amount of aid a student can obtain. It is not a student's actual cost of attending the college. The estimated tuition rate for 2023-2024 (Fall 2023, Spring 2024, and Summer 2024) is \$1970 per credit hour. The estimated college fee for Fall 2023 and Spring 2024 is \$508 per semester. Please note that the college fee cannot be waived.

The price of tuition per credit hour is the same for both master's and doctoral students. There is no in-state or out-of-state tuition rate with the exception of some special cohort programs. The average class is three credit hours. Every student's budget and cost will be different and will vary depending on the number of credit hours & terms for which the student plans to attend during the year (periods of enrollment). Additional items such as books/supplies, room/board, personal expenses, field experience-related expenses, professional liability insurance, and transportation costs will also affect how much you will pay during your time at TC. Note that these additional budget items, unlike tuition and fees, are variable expenses for you to determine how they would be factored in and covered by your financial aid as needed. Continue reading for additional budget information.

Additional Items Factored into Your Budget

Please view information available on the websites provided below to determine the costs of attending Teachers College (tuition, room, board, etc.).

<https://www.tc.columbia.edu/admission/tuition-and-fees/>

<https://www.tc.columbia.edu/housing/student-housing/>

<https://www.tc.columbia.edu/admission/financial-aid/understanding-your-cost-of-attendance/>

Credit Load and Financial assistance: As stated previously, 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:

- ◆ Teachers College minority group, international student, and general scholarships;
- ◆ Grant support
- ◆ Work Study
- ◆ Administrative Assistantships
- ◆ See also: <https://www.tc.columbia.edu/admission/financial-aid/types-of-aid/>

Resources for Students: Who to Go To?

1. Students are assigned advisors in the summer before their first semester. Your academic advisor can provide additional advice and perspective on career planning, choice of elective courses, and related issues.
2. The program director, Dr. Helen Stevens, is the authority on program policy, and consults with other faculty and administration as necessary.
3. If students encounter a problem in a course, the first step is to see the instructor. If the issue is not resolved this way, the program director is the next person to see. If the issue is still not resolved (or if the program director is the instructor), the department chair of HBS (Dr. Laudan Jahromi) is the next person to see.
4. If you are experiencing significant stress or mental health difficulties, one resource is Columbia University's Office of Counseling and Psychological Services (212-854-2878).
5. If stress or health difficulties are likely to impact academic coursework (including field experiences), it is important to speak with instructors as well. Although the exact nature of health problems need not be disclosed, instructors will need to understand what the impact on coursework will be.
6. If you require reasonable accommodations for a disability (including psychiatric, learning, cognitive, and physical disabilities), please register with

- TC's Office of Access and Services For Individuals With Disabilities (OASID; oasid@tc.edu; 212-678-3689). In addition, instructors must know what accommodations are needed in particular classes.
7. Students in the school psychology program have formed committees/groups to support each other as well. Typically, a committee appoints a second-year student mentor to each first-year student, and the committee also holds regular events and activities. In recent years, there have been committees devoted to general student activities as well as DEI-related activities.
 8. TC has a variety of administrative offices that support all community members including students. Of particular note, the TC Office of the Vice President for Diversity and Community Affairs (128 Zankel) handles concerns related to discrimination and harassment. In addition, TC's Vice Provost for Student Affairs (Dr. Tom Rock; vpsa@tc.columbia.edu) is available to address general concerns about any student's experience.
 9. TC has a large number of student groups beyond the program; click on the directory here: <https://www.tc.columbia.edu/gslld/student-organizations/>
 10. The TC Ombuds (ombuds@tc.columbia.edu) is able to hear confidential concerns and offer advice.

Program Policies

Student Evaluation

The faculty provide continual and timely appraisal to meet the needs of students and to ensure that they have the necessary skills to be competent school psychologists. It is important to have good working relationships with program faculty so that the student evaluation procedures can be implemented in a way that maximizes students' growth and development. Assessment of student progress is ongoing and collected from several sources including supervisors, faculty, and GAs. If there are any concerns on the part of students or faculty, students will be asked to meet with their advisor and/or the Program Director. At the end of each academic year there is a formal meeting where all faculty and supervisors meet to review student progress. The program then sends a letter to each student informing them whether they are performing as expected for their level of training. If there are significant concerns, the letter will describe what those are, and require a meeting with faculty. At the meeting, an improvement plan will be developed, and in rare cases, a student may be placed on probation. A subsequent meeting is then scheduled, after an agreed-upon period of time, to evaluate progress in meeting the objectives in the remedial plan. If sufficient progress has not been made, students will be placed on academic probation for the period of 1-2 semesters. If, after that time, the problem has not been alleviated, the student may be dismissed from the program. The faculty reserves the right, if the presenting problem is especially egregious and represents a clear violation of ethical and professional responsibilities, to immediately dismiss a student from the program.

Student Grievances and Due Process

See the section entitled *College Policies* later in this document.

Monitoring Progress

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

- ◆ Ed. M. students must maintain a B average or better. Ed. M. students must receive grades of B or better in: HBSK 5050, HBSK 5320, HBSK 5321, HBSK 5378, HBSK 6382, HBSK 5280, HBSK 6380, and HBSK 5480. If a student earns less than a B these courses, 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. In addition, all other courses require a grade of B or better (consistent with NYS requirements for graduate students in certification programs). If a student gets less than a B- these courses, 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.
- ◆ A student will not be allowed to go on internship if there are any active incompletes on the student's record.
- ◆ Students must become a student member of NASP and/or its state affiliate.
- ◆ Students must adhere to ethical and professional standards for the practice of psychology. These are detailed in Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and The Principles for Professional Ethics (National Association for School Psychologists).

Letters of Reference

The faculty is usually more than happy to write letters of reference for students who request them. However, the faculty of the School Psychology program views letters of reference as confidential communications between themselves and the persons or organizations that request the letters. Thus, faculty will write a letter of recommendation only if the student requests a confidential letter (using a Permission for Letter of Recommendation form to be provided). Also, we will not provide students with copies of letters. If a student has concerns about what a faculty member might say in a letter, they should make an appointment with the faculty member to discuss the matter. Letters of recommendation for internships and jobs are often best sought from supervisors and faculty with whom the student has worked in practica or other field experiences; these individuals can comment directly on clinical skills observed.

Laptop and cellphone policy for classes. School psychology students, in signing the statement at the end of the Program Handbook, agree to refrain from using cellphones in class. They also agree to use laptops for educational purposes only (i.e., to take notes) and not to access the Internet unless requested to do so by the instructor.

Other Program Information

Students in the Program

Each year, a cohort of students from different background enters the program. In a

recent, typical year, there were a total of 77 students in the Ed.M. program (across first, second, and third-year students), and most (about 90%) were female but others identified as male or non-binary. About half of the students were White, there are 77 students in the program (7 males, 69 females, 1 non-binary). The mean GPA is 3.6. The racial/ethnic/citizen status of the students: White (38=49%); Black (3=3.9%); Asian American (13=16.8%); Latinx (7=9%); Middle Eastern (1=1.2%); two or more races (4=5.2%), and International Student (11=14.2%).

International Students: Certification and Licensure

Foreign students should be aware that they can apply for provisional certification as a school psychologist upon of the Ed.M. Programs in New York State, but they must have a green card to apply for permanent certification (there may be issues of employment authorization, however). The program does not take responsibility for employment in the US after students graduate.

Required Workshops

All students must complete (a) School Violence, (b) Child Abuse Prevention, and (c) Harassment, Bullying and Discrimination Prevention and Intervention workshops before they graduate and before they can become certified as a school psychologist in New York State. All of the workshops are offered by the College online. If students take the workshops offered by Teachers College, completion is automatically recorded on students' audits. If students take them elsewhere, it is their responsibility to send documentation of completion to the Office of Teacher Education at Teachers College. Students cannot graduate unless completion of the workshops is indicated on their audits.

Transfer of Credit

According to Teachers College regulations, students accepted to the Ed.M. can transfer a maximum of 30 credits. The number of credits counted toward your course of study in School Psychology is determined by your advisor. In this context, advisors compare the curriculum of TC courses to the curriculum from other institutions. If the course contents correspond, a member of our faculty may authorize a transfer of credit.

Breadth Requirement

To meet the College's breadth requirement, students must take 6 points of courses from TC programs other than the School Psychology Program. Generally, this means that the course code is something other than HBSK. This requirement is typically met naturally, through required courses such as statistics, ABA 1, Brain & Behavior etc. However, if for whatever reason, it appears that the requirement will not be met, students should see the Program Director.

Facilities and Resources of the School Psychology Program

Testing Materials

An extensive test collection is housed in the Testing Library located in the Dean Hope Center for Educational and Psychological Services on the 6th floor of the 528 Building. The School Psychology and Reading Specialist programs combined their collections

of materials with that of Special Education and Clinical Psychology, allowing students access to a wide variety of testing materials. Most of these materials can be signed out for overnight review or use with clients—SEE THE TESTING LIBRARY SUPERVISOR FOR EXACT PROCEDURES. It is the student's responsibility to make sure 1) that materials are returned promptly and in good shape and organized for the next person to use them, and 2) to inform the test room supervisor when the number of response forms remaining is low. The latter is essential to allow for the 2 or 3 weeks needed for the orders to be processed and received. Testing Library materials are maintained through student course material fees and faculty contributions.

Dean-Hope Center for Educational and Psychological Services

This is our training clinic and is the practicum agency for students in several programs at Teachers College. The Center publishes a manual that governs the functioning of the clinic. The center director is Dr. Dinelia Rosa. The Center has two spacious student lounge/workrooms where students may practice tests, write reports, call clients, and relax.

Examples of Other Resources for All TC Students

Academic Computing & Information Services. Offers a wide variety of computer support services.

Career Services Center. Provides matriculants and alumni with career planning resources requisite to the development and refinement of job search skills.

Office for Community and Diversity. The Office 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.

Center for Infants and Parents. Provides child care for infants of parents who are students, faculty and full-time staff at the University.

Office of Access and Services for Students with Disabilities. Provides resources and arranges for accommodations for students with disabilities.

Office for Student Affairs. The Office of Graduate Student Life & Development (GSLD), formerly known as the Office of Student Affairs, encourages TC students become familiar with programs and services designed to enhance the graduate student experience at Teachers College.

International Services. Offers a variety of services for students from other countries: student orientation, advising and counseling, immigration and tax information, and a variety of programs for students interested in multicultural issues.

Writing Skills Center. Provides assistance with academic writing.

Student Lounge is on the 1st floor of Main Hall.

Residence Halls Office. Offers housing for full-time married and single graduate students throughout the year. The residence halls are located near the classrooms, library, and cafeteria and are convenient to subway and bus transportation. It is essential to apply for housing as soon as possible.

Parking. Students are encouraged to use public transportation. Street parking is possible but difficult and local garages cost several hundred dollars or more per month.

Mailboxes and Bulletin Boards. Student mail boxes are located on the 5th floor of the 528 Building. Information notices are posted along the hallway of the 5th floor.

Suggestions for Being Successful in the Program

- ◆ Become familiar with this handbook and the documents mentioned within.
- ◆ Use the APA Publication Manual (7th Edition, 2019). It provides the basis for organizing and referencing of all written work prepared for courses and projects.
- ◆ Read and abide by the APA and NASP codes of ethical principles. These codes will be discussed in "Professional and Ethical Functions of School Psychologists."
- ◆ Be respectful. Faculty and students in our program come from a wide variety of backgrounds. Engage with one another in accordance with our field's professional ethics by demonstrating beneficence, integrity, justice, and respect for people's rights and dignity. Demonstrate a commitment to learning. Be mindful of language and behavior generally.
- ◆ Be proactive. Seek out resources, including faculty. Do not wait until a problem becomes serious.
- ◆ Plan to commit your time to the program. Outside obligations can easily interfere with progress in the program. The program requirements often involve evening and weekend time commitments as well as typical weekday work.
- ◆ Complete all work related to clients in a timely manner.
- ◆ Dress professionally when meeting with clients or when you are on fieldwork and internship.
- ◆ Notify the Ed.M. program Director and the Department Secretary immediately of changes in home address, email address and phone number. Also, we strongly advise you to use the email address given to you by the college. If you fail to do any of these, you may miss important information sent to you by the faculty.

- ◆ Stay on top of your coursework by familiarizing yourself with the course syllabi, completing all assigned readings, utilizing faculty office hours for any necessary additional support, and addressing any difficulties with a course in a timely manner.
- ◆ Make it a point to consult with your faculty advisor if you have questions or concerns regarding academic issues.

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 for information about registration. Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, 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 Vice Provost or the Committee on Student Conduct. The school psychology faculty take issues of academic integrity seriously, particularly because our program trains clinical professionals.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of 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 either the Ed.M. Program Director. If the student is not satisfied with the response or 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 for Student Affairs. At any stage of the process, students are welcome to seek the advice and guidance of the Ombuds, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

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 the

instructor indicates 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 next appeal to the Chair of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the 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 and the Office of the Vice Provost.

Table 1

**Ed.M. Curriculum: General Track
Course Sequence
All Courses are Required
(69 Credits)**

First Year

Fall (12 credits)

HBSK 5320 3 Individual Psychological Testing I*
HBSK 4030 3 Multicultural Issues in School Psychology
HBSK 5378 3 Psychoeducational Assessment of School Subject Differences*
HBSK 4073 3 Childhood Disorders

Spring (12 credits)

HBSK 5321 3 Individual Psychological Testing II*
HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students*
HBSK 5050 3 Cognitive and Behavioral Interventions
HBSK 4199 3 Academic Skill Interventions

Summer

Session A

HBSS 6100 3 Measurement and Program Evaluation
BBS 5068/9 3 Brain and Behavior I/II** (or in Spring)
Elective?

Session B

Elective?

Second Year

Fall (13 credits)

HBSK 5280 4 Fieldwork
HBSK 6382 3 Psychoeducational Interventions in the Schools
HBSK 6584 3 Seminar: School Psychology Consultation
HBSE 4015 3 Applied Behavior Analysis I

Spring (13 credits)

HBSK 5280 4 Fieldwork
HBSK 5031 3 Families as a Context for Child Development
HBSK 6362 3 Group Work with Children & Adolescents
HBSK 4025 3 Professional and Ethical Functions of School Psychologists

Summer

Electives?

Additional Courses:

HUDM 4122 3 Probability and Statistical Inference (offered all semesters)

2 Elective courses from:

- Anything from HBSE
- Anything from HUDK
- Anything from HUDM
- Open CCPJ courses
- Open CCPX courses
- Open BBSN courses

Third Year

Fall & Spring (4 credits total)

HBSK 5480 4 School Psychology Internship (2 credits per semester)

*Includes a lab that is not part of the scheduled time for the course. Lab times are decided on a group-by-group basis once lab supervisors are assigned.

**3 credits total of BBS 5068 (Brain and Behavior I) and/or BBS 5069 (Brain and Behavior II) are required. At times, students can sign up for these courses for different amounts of credits, and are given work commensurate with those credit amounts.

Course Schedule
Ed.M. Curriculum: ABA Track
All Courses Are Required
(78+ credits)

First Year

Fall (16 credits)

HBSK 5320 3 Individual Psychological Testing I*
HBSK 5050 3 Cognitive and Behavioral Interventions
HBSK 5378 3 Psychoeducational Assessment of School Subject Diff *
HBSE 4015 3 Applied Behavior Analysis I
HBSE 4304 1 Practicum in ABA (1 credit)
HBSK 4073 3 Childhood Disorders

Spring (12 credits)

HBSK 5321 3 Individual Psychological Testing II *
HBSK 6380 3 Psychoed Assessment of Culturally Diverse Students *
HBSE 4304 0 Practicum in ABA (0 credits)
HBSE 4044 3 Methods I: Res Meth in Pedagogy, Curr, and Management

Summer (9 credits)

Session A

HBSE 4049 3 Professional and Ethical Issues in ABA
HBSS 6100 3 Measurement and Program Evaluation

Session B

HBSE 4048 3 Working with Families with Autism

Second Year

Fall (16 credits)

HBSK 5280 4 Fieldwork
HBSK 6382 3 Psychoeducational Interventions in the Schools
HBSK 6584 3 Seminar: School Psychology Consultation
HBSE 4045 3 Methods 2: Curr/Ped Operations for Teaching
HBSK 4025 3 Professional and Ethical Functions of School Psychologists

Spring (17 credits)

BBS 5069 1 Brain and Behavior I **
HBSK 5280 4 Fieldwork
HBSK 6362 3 Group Work w/ Children and Adolescents
HBSK 5031 3 Families as a Context for Child Development
HBSE 4016 3 ABA II
HBSK 4030 3 Multicultural Issues in School Psychology

Summer (5 credits)

Session A

BBS 5069 2 Brain and Behavior II **

HUDM 4122 3 Probability and Statistical Inference

Session B (2 credits)

HBSE 4047 2 Record Keeping in ABA (online)

Third Year

Fall and Spring (2 credits)

HBSK 5480 4 School Psychology Internship (2 credit per semester)

*Includes a lab that is not part of the scheduled time for the course. Lab times are decided on a group-by-group basis once lab supervisors are assigned.

**3 credits total of BBS 5068 (Brain and Behavior I) and/or BBS 5069 (Brain and Behavior II) are required. At times, students can sign up for these courses for different amounts of credits, and are given work commensurate with those credit amounts.

Student Acknowledgement of Having Read the Handbook

I have read the Handbook and agree to abide by its contents. This form must be returned to the instructor of EdM Program Director, Dr. Stevens, at the end of the semester.

Print Name: _____

Signature: _____

Date: _____