

**SCHOOL PSYCHOLOGY PROGRAM**

**Ph.D. STUDENT HANDBOOK**

**Teachers College**

**Columbia University**

**2023-2024**

**<http://www.tc.columbia.edu/health-and-behavior-studies/school-psychology/>**

## TABLE OF CONTENTS

	Page
Purpose of the Handbook	3
School Psychology within the Structure of TC	3
Program Philosophy and Goals	3
Program Statement on Diversity and Inclusion	4
Program Faculty and Staff	5
<b>The PhD Program</b>	10
General Description	10
Overview of Curriculum	11
Prerequisites	11
Field Experiences	11
Advanced Requirements	13
Internship Guidelines	14
<b>State and National Certification and Licensure</b>	15
<b>Tuition, Fees, and Financial Assistance</b>	16
<b>Organization of the School Psychology Program</b>	16
<b>Program Policies</b>	17
Student Evaluation	17
Monitoring Progress	20
Letters of Reference	21
School Psychology Certification Examination	21
Laptop and Cellphone Policy	21
Dress Code	21
<b>Other Program Information</b>	22
Students in the Program	22
Required Workshops	22
Transfer of Credit	22
Breadth Requirement	22
Out-of-State non-APA/APPIC Internships	22
<b>Facilities and Resources of the School Psychology Program</b>	22
<b>Suggestions for Being Successful in the Program</b>	24
<b>College Policies</b>	25
<b>Table 1. Doctoral Curriculum</b>	28
Appendix A: the Bilingual Extension	30
Appendix B: Student Admissions, Outcomes, and Other Data	31
Appendix C: Graduation Checklist for the Ph.D. Program	38
Appendix D: DOCTORAL STUDENT ANNUAL EVALUATION (Form)	39
Appendix E: A Note to Internal Admits to the Ph.D. Program	44
Appendix F: Attestation Form	45

## **Purpose of the Handbook**

This handbook is intended as an introduction to the Ph.D. 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. Note – students should review the updated handbook for updated clarifications and information but refer to the handbook from the year that they entered the program for specific policies.

## **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 called 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**

The goal of our scientist-practitioner program is to develop health service researchers and practitioners who can engage in the practice of science, and integrate science and practice to promote the cognitive, behavioral, and social-emotional growth and development of children, youth and families from diverse linguistic, cultural or racial backgrounds. Specifically, we prepare health service scientist/practitioners who:

1. Conduct research
2. Adhere to the ethical and legal standards of the profession
3. Are knowledgeable about and value individual and cultural diversity
4. Uphold professional values, attitudes and behaviors
5. Have strong communication and interpersonal skills
6. Are skilled in the tools that define the practice of school psychology: assessment, intervention, and consultation
7. Can supervise the development of assessment skills in others

Our training model consists of formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding, prevention, and treatment of mental health problems. Practicum and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including the Dean Hope Center (our college clinic), collaborating schools (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low- and middle-income environments), organized externships in public schools, hospitals, and clinics in the New York City area, and internships (most of which are APA accredited). Under the close supervision of faculty, Ph.D. students apprentice in teaching (modules for assessment courses) and supervision of

first year students with assessment practicum clients at the Dean Hope Center. Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students.

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.

### **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 standards from APA and NASP. 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.<sup>1</sup>*

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<sup>1</sup> 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.

## Core and Associated Faculty: Areas of Expertise

### **Perna Arora, Ph.D.**

*Associate Professor of Psychology and Education*

Perna 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.

**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](http://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

<b>Angela Dewey, Ph.D.</b>	Neuropsychological assessment, assessment of learning and attention problems.
<b>Kristene Doyle, Ph.D.</b>	Rational Emotive Behavior Therapy and Cognitive Behavior Therapy. Treatment of eating disorders and working with children and adolescents.
<b>Katherine Durham, Ph.D.</b>	Depression and suicidal behavior; diagnostic interviewing; cognitive-behavioral treatments
<b>Michael Hickey, Ph.D.</b>	CBT with a focus on anxiety disorders and OCD
<b>Jennifer Hope, Ph.D.</b>	Neuropsychological and bilingual assessment; Individual psychotherapy in English and Spanish
<b>Kamauru Johnson, Ph.D.</b>	Psychoeducational assessment; individual psychotherapy; multicultural issues in school psychology.
<b>Michael Koski, Ph.D.</b>	Group counseling processes.
<b>Leah McGuire, Ph.D.</b>	Neuropsychological assessment and therapy: PTSD.

<b>Erica Miller, Ph.D.</b>	Neuropsychological assessment; evidence-based treatments; peer sexual harassment; LGBTQIA+ students; positive parenting
<b>William Sperduto, Ph.D.</b>	Diplomate, IABMCP and ABMP; Cognitive Behavior Therapy; Clinical and School Psychology.

In addition to these individuals, there is an adjunct faculty member who is able to sponsor dissertations:

**James Sumowski, Ph.D.**

Adjunct Associate Professor of Psychology and Education  
Health and Behavior Studies, School Psychology Program

Associate Professor of Neurology and Psychiatry  
Icahn School of Medicine at Mount Sinai

Clinical Neuropsychologist  
Corinne G. Dickinson Center for Multiple Sclerosis, Mount Sinai Hospital

Dr. Sumowski received his Ph.D. in School Psychology at Teachers College, Columbia University and he acquired specialty training in neuropsychology through coursework, externships, an APA accredited clinical neuropsychology internship, and a clinical research postdoctoral fellowship on cognition in multiple sclerosis (MS). His research utilizes behavioral, neuroimaging, and rehabilitation approaches to advance understanding and treatment of cognitive dysfunction in MS, and he is initiating a separate line of work on cognition in children and adolescents with neurologic conditions. He has more than 40 peer-reviewed journal articles, including several publications in high impact neurology, neuroscience, and neuropsychology journals. He developed the concept of reserve (resilience) against cognitive decline in persons with MS, and he is currently the principal investigator on a National Institutes of Health (NIH) R01 to study risk and protective factors related to cognitive decline. Dr. Sumowski teaches the “Neural Bases of Language and Cognitive Development” course. He is seeking Ph.D. students interested in academic careers involving neuropsychological and cognitive neuroscience research in children and adults with neurologic conditions. Dr. Sumowski’s laboratory within the academic medical center setting at Mount Sinai Hospital provides graduate students with rich training opportunities in neuropsychology and cognitive neuroscience research.

*Sample Publications:*

Brandstadter R, Ayeni O, Krieger S, Harel NY, Escalon MX, Katz Sand I, Leavitt VM, Fabian MT, Buyukturkoglu K, Klineova S, Riley CS, Lublin FD, Miller AE, Sumowski JF. Detection of subtle gait disturbance and future fall risk in early multiple sclerosis. *Neurology* 2020; 94: 1395-1406.

Brandstadter R, Fabian MT, Leavitt VM, Krieger S, Yeshokumar A, Katz Sand I, Klineova S, Riley CS, Lewis C, Pelle G, Lublin FD, Miller AE, Sumowski JF. Word-finding difficulty is a prevalent disease-related deficit in early multiple sclerosis. *Multiple Sclerosis Journal* 2019; Epub ahead of print. PMID: 31741430.

Brandstadter R, Katz Sand I, **Sumowski JF**. Beyond rehabilitation: A prevention model of reserve and brain maintenance in multiple sclerosis. *Multiple Sclerosis Journal* 2019; 25: 1372-1378.

Sumowski JF, Benedict R, Enzinger C, Filippi M, Geurts JJ, Hamalainen P, Hulst H, Inglese M, Leavitt VM, Rocca MA, Rosti-Otajarvi EM, Rao S. Cognition in multiple sclerosis: State of the field and priorities for the future. *Neurology* 2018; 90: 278-288.

**Sumowski JF**, Rocca MA, Leavitt VM, Dackovic J, Mesaros S, Drulovic J, DeLuca J, Filippi M. Brain reserve and cognitive reserve protect against cognitive decline over 4.5 years in MS. *Neurology* 2014; 82: 1776-1783.

Beyond these faculty, two retired faculty members remain actively involved with our program and will sponsor dissertations of selected students who are currently in the program:

- Professor Emerita Marla Brassard
- Professor Emeritus Stephen Peverly

Finally, a very important staff member for our program:

Program Secretary Maeve O’Grady (212-678-3942) - [ogrady@tc.edu](mailto:ogrady@tc.edu)

Among other things, Maeve is in charge of student mailboxes, and can also assist students with gaining permission to register for classes that require instructor permission.

**Ph.D. Program in School Psychology**  
(Official Title: School Psychology; Program Code—SPSD<sup>2</sup>)

General Description

The doctoral program (Ph.D.) is fully accredited by the by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Attainment of the doctoral degree prepares students for certification as a school psychologist (at the state level and nationally with the N.C.S.P.), and licensure as a psychologist.

If you have questions regarding the program contact the Director of Clinical Training:

Benjamin Lovett, Ph.D.  
TC Box 120  
Teachers College, Columbia University  
525 West 120th Street

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<sup>2</sup> In addition to the Ph.D., the Program in School Psychology also has a New York State Department of Education registered Ed.D. option. However, that degree is not accredited by the American Psychological Association (APA) and the program has not accepted applications or admitted students to the Ed.D. program in many years.

New York, NY 10027  
212-678-3084 (or 3942)  
BL2799@tc.columbia.edu

If you have questions regarding the accreditation of the program by the American Psychological Association (APA) contact:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, N.E.  
Washington, DC 20002-4242  
202-336-5979  
<http://apa.org>

If you have questions regarding the accreditation of the program by the National Association of School Psychologists (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

The curriculum consists of a minimum of approximately 90 semester credits that can be completed in five years if students attend full time and start their research early in the program. Most coursework can be completed in 3 years. The remaining two or three years focus on the completion of the dissertation, externship(s), and internship. Students have practicum/externships in most, if not all, semesters prior to internship (see the description of the field experience component of our program below). See Table 1 for the suggested sequence of courses by year and semester.

### Prerequisites

An undergraduate degree in psychology is desired but not required. To be eligible for admission to the Ph.D. program, the Graduate School of Arts and Sciences (GSAS) requires students to have a minimum of 90 undergraduate credits in the Arts and Sciences (a conferred BA or BS degree meets this requirement).

### Field Experiences

There are 3 or 4 years of pre-internship experiences:

- ◆ Year 1: an average of 1 day per week in assessment practicum in both semesters for 300 hours (these take place in the Dean Hope Center for Educational and Psychological Services at Teachers College).
- ◆ Year 2: Two days per week of fieldwork (practicum) in both semesters (in one of the schools associated with our program). Fieldwork is a minimum of 600 hours over the academic year.

At the end of the first year, our Fieldwork Director will be in touch with you about choosing a site.

- ◆ Year 3/4: Pre-doctoral externships; *please read the following carefully.*
  1. Students who want a school-based internship that is not APA approved are required to complete one externship—two days per week over an academic year in a non-school setting (typically a hospital or community clinic) working with children and/or adolescents. Students who want an APA/APPIC approved internship, must complete two externships, over 2 years (years 3 and 4): one in a hospital/community clinic and one in a school (a school as defined by NASP as one that it has both regular and special education).
  2. Students choose between the five- and six-year plan for completion of the program. If the student chooses the 5-year plan, s/he will have a generalist externship (one that provides experience in assessment and therapy), followed by a school-based externship, then internship. The six-year plan is for those who want to specialize. In this plan, the student does a third externship in the specialty area (e.g., early childhood; neuropsychology). **In either scenario, students must do a generalist externship first.**
  3. Externships in the 3<sup>rd</sup> and 4<sup>th</sup> years of the program must be a minimum of 600 hours over an academic year but cannot exceed 16 hours a week in the 3<sup>rd</sup> year. Students completing a third externship in their 5<sup>th</sup> year may do up to 20 hours if their advisor approves (this is contingent on the progress made on the dissertation). Our rationale is that students who work more hours have noticeably diminished intellectual energy to put into research, courses, and their graduate assistantships.
  4. Students should register for HBSK5271 each semester that they are on externship. All students must take externship for two credits per semester in the first year and receive supervision at the College as well as at the externship site. Students who complete a second or third externship must register for HBSK5271 each semester for 0 credits. They do not need to receive supervision at the College but must receive it at the externship site. *In all cases, students must receive supervision by licensed psychologists with a doctorate.* Supervisor licensure status can be easily checked on each state's website.
  5. Any student who completes 2 externships (one in a school) prior to their doctoral internship will be eligible for provisional certification as a school psychologist in New York State. In the fall semester of the second externship, the student should complete an audit for the MA in Educational Psychology: School Psychology. In the spring semester students should complete an audit for the Ed.M. in Applied Developmental and Learning Psychology: School Psychology. The student may also apply for provisional certification as a school psychologist (Office of Teacher Education). See the Teachers College catalog for deadlines. They must also take and pass the Praxis exam and create a portfolio to be reviewed by the Internship Director (see the Internship Manual).
  6. Virtually all of our students enter the APA/APPIC match seeking APA-Accredited internships. All doctoral students must have an internship eligibility form completed online by the Director of the Ph.D. Program as part of the internship application process if they are applying for APA/APPIC internships.
- ◆ Students are required to abide by the calendar of the school or other agency 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 to meet this requirement, it is your responsibility to contact the housing office to make the appropriate arrangements.
- ◆ Field-based supervisors and the School Psychology faculty share information on students' progress and strengths and weaknesses on a regular basis.

### Advanced Requirements,

Students are exposed to theory, research, and practice throughout their training and meet the necessary requirements for doctoral study laid out by the American Psychological Association, the National Association of School Psychologists, and the New York State Department of Education. In addition to courses, specific program requirements include:

- ◆ All students must be continuously registered. If a student needs to leave the program temporarily for health or personal reasons, the student **must** file a leave of absence (personal or medical) through the Registrar's office. Failure to do so can put the student's status with the College and their federal loans in jeopardy.
- ◆ Continuous registration requirements after the completion of credit bearing courses: Ph.D. students must register each Fall and Spring term for a doctoral dissertation advisement course (8902), following enrollment in Dissertation Seminar (HBSK7503; can be taken for 2 terms only), or the approval of the dissertation proposal, whichever comes first. The requirement of continuous registration stays in effect until all degree requirements are completed (consult with your advisor for exceptions);
- ◆ Requirements for doctoral certification.
  - For those entering prior to Fall 2021, pass the psychology research methods exam. This should be taken by the end of the third year of the program and must be completed by the Fall semester of the year in which the student is applying for internship (it is not given during the summer);
  - Beginning the Fall of 2021, students must have either (1) a peer-reviewed manuscript/publication (journal article or chapter; under review, in press, or published) or (2) a presented or accepted paper or poster at a professional conference (national or international). The student must be the first author on anything presented at a conference. This experience with publication or presentation is referred to elsewhere as the "pre-dissertation" project; despite this name, it can be completed alongside dissertation activities. Student's advisors will certify that this requirement has been met. The requirement must be completed (minimum standard – manuscript submitted to peer-review or accepted presentation) by April 15 of the academic year before the student starts their internship.
  - Once the research methods examination or the publication/presentation requirements have been completed, and all credit-bearing courses have been completed (internship is not credit-bearing), students are eligible for Doctoral Certification and the Masters of Philosophy degree (M.Phil.) from GSAS (the Graduate School of Arts and Sciences). Students are responsible for accessing and completing the application online (Office of Doctoral Studies website) once they have completed the aforementioned requirements. The form must be signed by the Department Chair.
- ◆ Prepare a Program Plan. It must be completed and submitted in the third or fourth year of graduate study (see "The Requirements for the Degree of Doctor of Philosophy" from the Office of Doctoral Studies for more information). The form must be completed online (Office of Doctoral Studies website). Consult the Registrar's Office on how to fill out the form;

- ◆ In order to apply for internship, a student must have an approved dissertation proposal and have met all doctoral certification requirements by November 1 in the year s/he applies for internship (4<sup>th</sup> or 5<sup>th</sup> year of the Program). Having an approved proposal enhances students' competitiveness in the APPIC match. **Some internship sites will not accept applications from students unless they have an approved proposal.** When students apply for internship they are asked to report a GPA for their work at Teacher College. Teachers College does not report a GPA. Students should use the Columbia College online grade calculator ([www.college.columbia.edu/academics/gpacalculator](http://www.college.columbia.edu/academics/gpacalculator)) to calculate their GPA.
  
- ◆ Dissertation Meetings
  - Dissertation proposal hearing. When the student and dissertation advisor have agreed on a proposal for dissertation research, a proposal hearing will be scheduled. The members of the reviewing group will include the student's dissertation committee (the dissertation advisor, plus one other faculty member) and one additional faculty representative of the psychology faculty (psychology faculty are represented across departments at Teachers College). Students must be enrolled in Dissertation Seminar (HBSK 7503) during the semester in which they plan to have their dissertation proposal approved (prior to this, in every semester, every student should enroll in their advisor's research practicum, HBSK 6571-9). The dissertation seminar can be taken for a second semester if approval does not occur during the first semester. HBSK 7503 can be taken for two semesters only. Students must register for HBSK8902 in all subsequent semesters, even if the proposal hearing has not taken place, with the following exceptions: (a) in the semester in which a student plans to defend his/her dissertation, students must register for TI8900 and, (b) if a student is registered for internship (HBSK 6480) and does not plan to have a defense in one or both internship semesters, the student does not have to sign up for HBSK 8900 or TI 8900.
  
  - Advanced Seminar. When the student has completed the collection of data and written the Results chapter of the dissertation, with the advisor's approval, the student will request that an Advanced Seminar be scheduled (a 90-minute meeting). The purpose of the Advanced Seminar is for the committee to review data and the analyses so that problems can be resolved and additional data collected, and analyses conducted, if necessary, before the Dissertation Defense; and
  
  - Dissertation Defense. Ph.D. students must be enrolled in TI 8900 in the semester in which they plan to defend their dissertation (a two-hour meeting). See the Teachers College catalog for the current fee for TI 8900. For all other requirements, see the Ph.D. requirements bulletin, which is [available](#) at the Office of Doctoral Studies, as part of the documents here: <https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/>  
Be sure to read and follow the procedures carefully.

### Internship Guidelines

The internship manual describes procedures and requirements for students applying to non-APA-accredited sites. Regardless of setting, Ph.D. students must be supervised by a licensed doctoral level psychologist employed by the school or agency in which the internship takes place. *All Ph.D. interns must be paid.* Once an internship offer has been accepted it cannot be withdrawn unless the student is seriously ill and unable to perform their duties or is in a situation of similar magnitude. The faculty will remove students from the program if they violate this rule.

## **State and National Certification and Licensure**

### Ed.M. Degree & School Psychology Certification

The doctoral program does not have an en-route Ed.M. It is possible, however, to obtain an Ed.M. once both externships (one of which must be school-based) have been completed or a school-based internship has been completed, whichever applies. If a student does a school-based internship and completes only one externship (in a non-school site), they are not eligible for the Ed.M. until internship is completed. Once the requirements for the Ed.M. have been completed, and an application for the degree has been submitted, students can also apply for provisional certification as a school psychologist in NY State (talk with the Ed.M. program director about procedures for the this). *All students in the doctoral program, who wish to apply for the Ed.M. degree and certification, are required to: (a) compile a portfolio of work they have completed in the course of their training and (b) complete the Praxis.* Regarding the former, the Ed.M. internship coordinator will provide a detailed list of necessary documents for the portfolio and will aid students in assembling their portfolios during their final year of study. The portfolio must be completed prior to obtaining provisional certification as a school psychologist or graduation, whichever comes first. Regarding the latter, Praxis scores must be received by the Ed.M. Program Director prior to the deadline for a completed application for the Ed.M. degree. We do not recommend that doctoral students apply for certification in New York unless they plan to work immediately as a school psychologist. This is because NY certification is provisional until an individual has completed two years as a school psychologist within a five-year period. This five-year period can only be extended once. Instead, we recommend that students apply for certification in New Jersey or some other state that confers permanent certification rather than provisional.

### National Certification as a School Psychologist (NCSP)

Students are eligible for the NCSP after they have completed their Ed.M. or internship, whichever comes first, and have passed the Praxis examination. All forms will be signed by the Ed.M. program Director at the end of June *after* students have completed their internships. Effective January 1, 2016, individuals applying for the NCSP credential as a graduate of a NASP-accredited program must submit their application within 10 years of completing the program.

### International Students: Certification and Licensure

International students should be aware that they can apply for provisional certification as a school psychologist in New York State upon completion of the Doctoral Program, but they must have a green card to apply for permanent certification (there may be issues of employment authorization, however). There are no related requirements for becoming a licensed psychologist in New York State.

### Practicing in Other States

Students are often interested in practicing in other states after they finish the program. Information on the 50 states' psychology associations, psychology laws, and psychology regulations can be viewed at each state's website. It is recommended that students apply for NY State Licensure and school psychology certification before applying for licensure and certification in another state.

## Tuition, Fees and Financial Assistance

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: Doctoral students take a minimum of 90 credits. Students should assume that they will take 24-30 points each academic year (September-May) in their first two years and 6-9 points during the first summer. Fewer courses are taken in the 3<sup>rd</sup> and 4<sup>th</sup> years (7 to 22 credits per year). There are a number of financial aid resources to assist with educational costs. You will need to consult with the program faculty and the Student Aid Office to obtain information regarding these resources. The current sources of financial aid are:

- ◆ Teachers College scholarships;
- ◆ Graduate assistantships in the 2<sup>nd</sup> to 3<sup>rd</sup> years, wherein students receive \$3375 and 3 credits each semester while being trained in clinical supervision and teaching;
- ◆ The Miller Scholarship and the Brenner Family Endowed Scholarship
- ◆ Grant Support;
- ◆ Work Study;
- ◆ Students are eligible for a Student-Grant-in-Aid toward the end of their doctoral program. Awards are need based and are available for a maximum of 2 semesters and on a first come first serve basis. These awards should be used when students are enrolled in HBSK 8900 and TI 8900. See the TC Office of Doctoral Studies for details.
- ◆ Administrative Assistantships
- ◆ There are several competitive research and other grants available from the College. See <http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/fellowships-and-grants/>.
- ◆ To read about financial aid options online go to, <https://www.tc.columbia.edu/admission/financial-aid/types-of-aid/>

## Organization of the School Psychology Program

The Program faculty is responsible for implementing and overseeing your education, monitoring your progress, and defining those sequences of specialized knowledge and skills that are necessary

for competence in school psychology. Faculty typically meets on a bi-weekly basis to discuss policies, issues, and student progress. Student representatives attend selected meetings. Student input is important. All program faculty are available to be of assistance to students. All have office hours posted and will arrange for additional appointments as necessary.

### Student Orientation

A mandatory new student orientation will typically take place at the beginning of the first semester of the program. Among the topics that will be covered are the following:

- Differences between masters and doctoral level training: differences in requirements, philosophy, goals.
- Highlights from the Ph.D. program handbook: the typical doctoral timeline, keeping relevant records for preparing for the externship and internship processes, and communicating with your advisor about research activities.
- Opportunities especially important for Ph.D. students: psychology speakers at Teachers College and Columbia University, clinical and research opportunities at local medical centers, and workshops designed to help prepare future faculty members.
- An overview of student services
- Key deadlines, e.g., deadline for an approved proposal, and when students need to make decisions between our 5-year and 6-year plans

### Advisors

Students are assigned advisors before they start the program. Your research advisor is also your program advisor unless your research advisor is not a member of the School Psychology faculty. In that case, one of the school psychology faculty will be assigned as your advisor. Assignments can be changed after the first year. Your advisor will help with course planning, program requirements, and any other questions you might have about the program and the College. All students must schedule an appointment and meet with their advisor at least once per semester.

### Student Committee

An elected student committee works with the faculty in addressing program curriculum, program governance, program changes, and student concerns.

## **Program Policies**

### Student Evaluation

The faculty provide continual and timely appraisal of students using a series of gateway assessments (see Figure 1 below). First, students are admitted after a careful evaluation of the academic (grades, major, GRE scores, writing sample) and dispositional preparedness (letters of recommendations, personal statement, interview). Second, after the first semester in the program (or earlier if concerns arise) the Director of Clinical Training (DCT), confers with the instructor who teaches *HBSK 5320 Individual Psychological Testing I* in the first semester and Dr. Stevens who teaches *HBSK 5378 Practicum* (taught in the first semester when students see their first client in pairs under close supervision in the Dean Hope Center) about the student's readiness for the second semester practicum, *HBSK 6380 Practicum in Psychoeducational Assessment with Culturally Diverse Students*. In this practicum each student has his or her own client under close supervision. If there are concerns about the student's ability to accurately administer and interpret tests or interact professionally with a client, there are three possible courses of action: (a) the

student will receive verbal and written feedback about what needs to be improved, and given remedial goals to be performed over the winter break, if the problem can be easily addressed with extra practice and feedback; (b) the student will be placed on probation, if the difficulties are perceived to be more intractable, and not be allowed to take practicum in the second semester. The student will be required to retake the problematic first semester courses in the next year, and demonstrate competence before they are allowed to continue in practicum or (c) if the concerns are quite serious, the student will be counseled out of the program.

Procedurally, if concerns are raised, the DCT sends inquiries to each of the student's other instructors to see how they are performing and then reports the findings to the faculty at one of the regularly scheduled faculty meetings. A decision is made as to who will meet with the student to provide feedback and inquire about perceived barriers to success in any of the courses. Two faculty members will meet with the student and notes of the meetings will be taken, which will be added to the student's file. Subsequently, a letter will be sent to the student which will provide a detailed explication of (a) the Profession-wide Competency (or competencies, PWC) that is/are concerning, and if the situation is deemed to be remediable, (b) a remedial plan that provides a detailed explication of the skills/behaviors the student must attain will be created, and, (c) a time frame for completion of the remedial plan will be specified. The student will have an opportunity to respond to the letter. Based on faculty and student feedback, a decision will be made to proceed or not with the remedial plan. If the decision is to proceed, the remedial plan will be modified, if needed, based on feedback from the student and faculty, and a decision will be made about which faculty member will supervise the student and monitor the completion of the plan. The supervising faculty member will write a letter to the student containing the final decision. That letter and the previous one and all other correspondence, will become part of the student's file. Once the time frame for the completion of the plan has ended, the faculty will discuss the outcome(s) in a regularly scheduled faculty meeting. If the student has successfully completed the plan, the student will be informed verbally and in writing, which also will become part of the student's permanent file. If not, a decision will be made if further remediation (with another, final plan), or termination is the outcome.

If the behavior is determined to be especially egregious, the student will be terminated. The student will have the right to appeal to the faculty. If the student wishes to appeal the decision, they have two weeks to submit the appeal to faculty, and the faculty have two weeks to make a final determination. If their initial determination stands, the student has the right to appeal to request a student conduct hearing, which is binding. If the student conduct hearing is in the student's favor or the faculty decides to give the student another chance based on the student's initial appeal, the student is placed on probation for monitoring. Again all decisions will be communicated verbally and in written form to the student and made part of the student's permanent file.

The third gateway assessment occurs at the end of the first year during the annual review of students when all of the core faculty and the other adjunct faculty teaching first and second year students in the program meet to evaluate student progress. Assessment of student progress at that meeting is based on the first year transcript, feedback from course instructors, the research mentor, and the practicum supervisors. A decision is made as to the readiness of each doctoral student for second year Practicum (*HBSK 5280 Fieldwork in School Psychological Services*) at the end of the first year of the program in our annual summer evaluation of students' performance. If a student

does well in the annual evaluation, they receive a letter confirming the student’s good standing in the program. If there are problems, we will follow the procedures ‘a’, ‘b’ and ‘c’ outlined in a previous paragraph.

The fourth gateway assessment, readiness for internship, is a multiyear process that begins at the end of the second year when students are evaluated on their clinical readiness for Externship as part of their summative evaluation for Practicum (Fieldwork) in School Psychological Services. Annual reviews at the end of the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> (and if necessary 6<sup>th</sup>) years assess ongoing progress in research requirements, coursework, quality of teaching and supervision as a graduate assistant (if applicable), and externship evaluations, all of which play a role in faculty approval for internship. The Doctoral Student Annual Evaluation form in Appendix F is used to summarize students’ progress according to the goals of the program each summer. If a remedial plan is needed, the narrative section of the evaluation for that year will elucidate the concerns and how the plan will address those concerns. Subsequently, If there are problems, we will follow the procedures ‘a’, ‘b’ and ‘c’ outlined in a previous paragraph.

**Figure 1: Gateway Assessments in School Psychology Ph.D. Program**

<b>Admissions</b>	<b>Undergraduate/Graduate Transcripts</b> <b>GRE Scores</b> <b>Letters of Recommendation</b> <b>Writing Sample</b> <b>Interview</b> <b>Personal Statement</b>
<b>Readiness to See Own Client</b>	<b>HBSK 5378 Evaluation</b> <b>Liability Insurance</b> <b>Membership in a Professional Organization</b> <b>Mid-Year Evaluation</b>
<b>Readiness for Practicum</b>	<b>End of Year 1: Readiness for Practicum (Fieldwork) Evaluation</b>

<b>Readiness for Internship</b>	<p><b>End of Year 2: Practicum (Fieldwork) Summative Evaluation</b></p> <p><b>End of Year 3, 4, and 5: Annual Evaluation</b></p> <p>Transcript Review</p> <p>Quality of Teaching and Supervision</p> <p>Externship Evaluations</p> <p>Research Progress</p> <p><b>End of Year 4-Beginning of Year 5: Research Competence Evaluation</b></p> <p>Pre-Dissertation Project</p> <p>Readiness for Internship Checklist (including Dissertation Proposal)</p>
<b>Readiness for Practice</b>	<p><b>Internship Completion</b></p> <p><b>Advanced Seminar</b></p> <p><b>Dissertation Defense</b></p>

Student Grievances and Due Process

See “ Resolution of Student Academic Program Concerns” under *College Policies* below.

Monitoring Progress

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

- ◆ Maintain a grade point average of B+ or better overall. A grade of B or better is required for all courses in the curriculum with the exception of the following which require a grade of B+ or better: HBSK5378, HBSK5320-21, HBSK5280, HBSK 5273, HBSK 6380, HBSK5271, HBSK 657\_ and HBSK6480. If a student does not get a B+ or greater in any of those courses, the student 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 (also, NY State Education Department regulations indicate that graduate students must receive a minimum grade of B- in courses that are to be counted toward certification). In such cases, the student may be placed on probation. If a student receives a grade of F in any course, the student may be terminated from the program;
- ◆ Complete all probationary courses within the first semester of graduate study (or as otherwise indicated by the student's advisor);
- ◆ Have no more than one active incomplete. Any incomplete must be finished by the term subsequent to the term in which it was obtained. A student will not be allowed to go on internship if there are any active incompletes on the student’s record;
- ◆ Demonstrate satisfactory progress in research through the research practica-apprenticeship (judged on average as adequate or exceeds expectations by the research mentor on the Doctoral Student Annual Evaluation form in section 7);

- ◆ Purchase liability insurance in the first semester of the first year of the program and maintain coverage through completion of the internship;
- ◆ Demonstrate satisfactory performance in all fieldwork, practica, externship, and internship placements (ratings of adequate or meets expectations) on all rated items in the spring evaluation); An overall rating of at least 3 and a rating of at least 3 in each domain of the rating form is required;
- ◆ Meet the appropriate advanced requirements successfully as outlined in the section that begins on page 12 above;
- ◆ Become a student member of APA, NASP, SRCD, AERA, AACN, or a similar association;
- ◆ Participate in program activities; and
- ◆ Adhere to all 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 program faculty is usually more than happy to write letters of reference for students who request them. However, faculty of the School Psychology program view letters of reference as confidential communications between themselves and the persons or organizations that request the letters. Thus, we will write a letter of recommendation *only if* the student requests a confidential letter. 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.

#### School Psychology Certification Examination

All Ph.D. students who wish to receive the Ed.M. in School Psychology are required to pass the National Association of School Psychologists (NASP) Praxis exam, and report the *overall score and the domain scores* to the Ed.M. program director, prior to graduation (*send the scores to the Ed.M. Program director directly; do not send them to Teachers College*). The Praxis School Psychologist exam (5403) is offered through the Educational Testing Service (ETS) – students must receive a passing score (of 155 or greater). The Praxis exam should be taken in the Fall semester of their school-based externship or internship, whichever applies. The electronic scores must be submitted to Professor Stevens by December 15. She will not sign off on certification and graduation forms until has received the score report (domain and total scores).

#### 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.

#### Dress Code

When working with clients in the Dean Hope Center, in schools, or in clinic settings students must dress professionally. Depending on the setting this can vary from business casual (nice

slacks/skirt, dress shirt/blouse) to business wear (suit, dress) but never includes jeans, flip flops, or shorts.

### **Other Program Information**

#### Students in the Program

In a recent academic year there were 17 students in the Ph.D. program. The demographics were: female (n = 16; 94.1 %), male (n = 1, 5.9%), white (n = 9; 52.9%), minority (n = 7; 41.2%) and international (1 = 5.9%). All students are full-time. The averages for critical admission variables for these students were: GPA (3.72); and GRE-W (4.71), GRE-V (160.1), and GRE-Q (156.7).

#### 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 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 content corresponds, a member of our faculty may authorize a transfer of credit.

#### Breadth Requirement

To meet the College's breadth requirement, students must take 6 credits of non-HBSK Teachers College courses. The requirement is met by following the program curriculum.

#### Out-of-State non-APA/APPIC Internships

Students who wish to complete school-based, non-APA/APPIC internships outside of the State of New York must check the internship requirements in the state(s) to which they wish to move and follow the procedures in the Internship Handbook.

### **Facilities and Resources of the School Psychology Program**

The School Psychology Program is located on the 5th floor of Building #528. Students who are research assistants or supervisors will typically have space in the building or in another area in which research projects are located.

#### 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 6<sup>th</sup> floor of Building #528. 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 ROOM SUPERVISOR FOR EXACT PROCEDURES. It is the student's responsibility to make sure 1) 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 test orders to be processed and received. Testing room 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. It has two spacious student lounge/ workrooms where students may practice tests, write reports, call clients, and relax.

#### Examples of Other Student Resources

*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* (128 Zankel). 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.

*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.

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

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

*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. Currently there are approximately 500 students from more than 65 countries enrolled at the College.

*Writing Skills Center.* Provides assistance with academic writing.

*Student Lounge* is on the 1st floor of Zankel 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 \$300 or more per month.

*Mailboxes and Bulletin Boards.* Student mail boxes are located on the 5th floor of Building #528. Information notices are posted along the hallway of the 5th floor. *Confidential information should not be placed in these mailboxes.* All first-year students and supervising 2<sup>nd</sup> and 3<sup>rd</sup> year PhD students have mailboxes in the Dean Hope Center as well. *Confidential information may be placed in these mailboxes as they are in an inner area of the Center that is continuously supervised by staff.*

### **Suggestions for Being Successful in the Program**

1. Become familiar with this handbook and the documents mentioned within.
2. Read and 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.
3. 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" (HBSK 4025).
4. Read and abide by the Student Code of Conduct:  
<http://www.tc.columbia.edu/policylibrary/student-conduct-code/>
5. Be respectful of everyone. This includes fellow students. Our program has strong practical and theoretical components. Students must feel psychologically safe in order to fully participate through the sharing of ideas and by role playing skills.
6. Exercise care when using email. The faculty has dealt with a number of instances of email messages that have offended the receiving party, oftentimes inadvertently.
7. Complete all work related to clients in a timely manner.
8. Dress professionally when meeting with clients or when you are on fieldwork and internship.
9. Begin your research early.
10. Notify the Ph.D. 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.
11. 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.
12. Keep track of the hours that you spend engaging in supervised clinical practice (e.g., assessment, intervention). If you apply to APA/APPIC internships (as virtually all of our students do), you will need to report the amount of time that you engaged in different clinical activities, as well as certain features of the clients who you worked with. Many clinical

trainees find the software from Time2Track helpful: <https://time2track.com/> However, it does cost between \$50 and \$100 per year.

## **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.

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. or Ph.D. Program Coordinator. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombuds, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis or the director of the Office of Community and Diversity who is also the College's Title IX coordinator.

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 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, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

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

### Columbia University Network ID (UNI)

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

### Religious Observance

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when 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 the academic requirements involved. If a suitable arrangement cannot be worked out 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 because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds Officer is a confidential resource

available for students, staff and faculty, including matters concerning “Gender-based Misconduct”. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, [see http://sexualrespect.columbia.edu/](http://sexualrespect.columbia.edu/). The TC Ombuds Officer may be reached at [ombuds@tc.columbia.edu](mailto:ombuds@tc.columbia.edu).

### **Table 1: Doctoral Curriculum**

All courses are required unless otherwise stated  
(Semesters in parentheses represent other times courses are offered)

90 credits in total are required at a minimum for the Ph.D. degree. Given that the specific required courses generally sum to less than 90, there is often room for elective coursework.

School psychology doctoral students must (a) have the knowledge and skills necessary to function effectively in schools, universities and hospitals, and (b) meet the requirements of a broad basic education in advanced general psychology. The school psychology doctoral curriculum is designed to enable students to accomplish both “a” and “b”.

The general psychology requirement, approved by the psychology program directors’ committee at Teachers College, is represented in seven categories: cognitive-affective basis of behavior, individual differences, psychometrics, history and systems, social bases of behavior, biological basis of behavior, research design, methodology, and statistics. The complete list of approved general psychology courses follows the doctoral curriculum. Students need to achieve the grade of B+ in 4 of the 7 courses. A grade of B- or less in any of the 7 courses is not acceptable and the course must be retaken.

#### Suggested Sequence of Courses by Year and Semester (Semesters in parentheses represent other times courses are offered)

##### First Year

###### Fall

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  
HBSK657\_(0) Research Practicum

###### Spring

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  
HUDM 4122 (3) Probability and Statistical Inference  
HBSK657\_(0) Research Practicum

###### Summer

BBS 5069 (1) Brain and behavior I\*\*\*  
BBS 5069 (2) Brain and behavior II\*\*\*

##### Second Year

###### Fall

ORLJ5040(3) Research Methods in Social Psychology  
HBSK5280(4) Fieldwork in School Psychological Services

HBSK6584(3) Seminar: School Psychology Consultation  
HBSK6382(3) Advanced Practicum in Psychoeducational Interventions in Schools  
HBSE 4015(3) Applied Behavior Analysis I  
HBSK657\_(0) Research Practicum

Spring

HBSK5031(3) Family as the Context for Child Development  
HBSK657\_(0) Research Practicum  
HBSK5280(4) Fieldwork in School Psychological Services  
HBSK 6362(3) Group Work with Children & Adolescents  
HBSK 4025 (3) Professional and Ethical Functions of School Psychologists

Summer

HUDM5059(3) Psychological Measurement\*\*\*\*\*

Third Year

Fall

HBSK5271(2) Supervised Externship in Psychoeducational Practice (**2 credits**)  
HBSK657\_(0) Research Practicum  
HUDK6520(3) Seminar in Lifespan Developmental Psychology  
HUDM5122(3) Applied Regression Analysis

Spring

HBSK5271(2) Supervised Externship in Psychoeducational Practice (**2 credits**)  
HBSK5273(1) Supervised Experience in Supervision  
HBSK 6383 (3) Neuropsychological Assessment of Children and Adults  
HBSK657\_(0) Research Practicum

Summer

CCPX6020(3) History and Systems of Psychology

Fourth Year

Fall

ORLJ5540 (3) Pro-seminar in Social Psychology  
HUDM5123(3) Linear Models and Experimental Design  
HBSK7503(1) Dissertation Seminar\*\*  
HBSK5271(0) Supervised Externship in Psychoeducational Practice (**0 credits**)

Spring

HBSK 4199 (3) Cognition and Emotion in Educational Settings\*\*\*\*\*  
HBSK5271(0) Supervised Externship in Psychoeducational Practice (**0 credits**)  
HBSK8902(0) Dissertation Advisement

Fifth Year

HBSK6480(0) School Psychology Internship  
HBSK8902(0) Dissertation Advisement

\*Includes a lab that is not part of the scheduled time for the course. Lab times are usually decided on a group by group basis once lab supervisors are assigned (HBSK 5321 is an exception with a scheduled lab).

\*\* If the student has a proposal hearing after one semester of HBSK7503, s/he must enroll in HBSK8900. HBSK7503 cannot be taken more than twice.

\*\*\*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.

\*\*\*\*The course number for this class will likely change; 4199 is used for new Special Topics courses.

\*\*\*\*\*Students who are internally admitted to the Ph.D. program (from TC's Ed.M. program in school psychology) may substitute HBSS 6100 (Program Evaluation) for HUDM 5950 (Psychological Measurement). Otherwise, the requirements are identical.

## **Appendix A: 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 (see [http://www.nystce.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html)) for more information). The Ed.M., including the bilingual extension, can be earned by Ph.D. students as they move through the Ph.D. program.

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.
2. Take BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children; Or, if you wish to take another course, it must focus on the needs of bilingual/bicultural children in schools and be approved by your advisor.
3. Complete a bilingual internship under the supervision of a certified school psychologist who has the bilingual extension (see Professor Stevens for information regarding the internship).

## Appendix B: Student Admissions, Outcomes, and Other Data

### Student Admissions, Outcomes, and Other Data

Date Program Tables are updated: April 13, 2022

#### Program Disclosures

<b>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes, provide website link (or content from brochure) where this specific information is presented:</b>	

**Time to Completion for all students entering the program**

Outcome	Year in which Degrees were Conferred																					
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		Total	
Total number of students with doctoral degree conferred on transcript	4		5		4		4		5		2		4		2		6		6		42	
Mean number of years to complete the program	5.7		4.4		4.7		4.9		5		4.7		4		4.5		5.2		4.8		4.8	
Median number of years to complete the program	5.2		4.2		5.7		4.6		5.2		4.7		4		4.5		5.0		4.5		4.8	
<b>Time to Degree Ranges</b>	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	25	3	60	2	50	2	50	2	40	1	50	3	75	0	0	1	17	3	50	18	43
Students in 5 years	2	50	2	40	1	25	1	25	2	40	1	50	1	25	1	50	3	50	1	17	15	36
Students in 6 years	0	0	0	0	1	25	1	25	1	20	0	0	0	0	1	50	1	17	1	17	6	14
Students in 7 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17	1	17	2	5
Students in more than 7 years	1	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

The only advanced standing students we admit are from our own Ed.M. program. They are admitted at the end of the second year and typically take 4 years (or a total of 6 years from the time they entered the Ed.M. program) to complete the Ph.D. program.

### Program Costs

Description	2022-2023 1 <sup>st</sup> -year Cohort Cost
Tuition for full-time students (in-state); 12 credits per semester	22,956
Tuition for full-time students (out-of-state)	NA
Tuition per credit hour for part-time students ( <i>if applicable enter amount; if not applicable enter "NA"</i> )	1,913
University/institution fees or costs	498
Additional estimated fees or costs to students (e.g. books, travel, etc.)	6,830

**Internship Placement –Table 1**

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	4	80	5	100	4	100	2	100	3	100	4	100	1	25	4	100	5	100%	5	100
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	1	20	0	0	0	0	0	0	0	0	0	0	3	75	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	5	100	5	100	4	100	2	100	3	100	4	100	4	100	4	100	5	100	5	100
Students who sought or applied for internships including those who withdrew from the application process	5	100	5	100	4	100	2	100	3	100	4	100	4	4	4	100	5	100	5	100

**Internship  
Placement -  
Table 2**

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	5	-	5	-	4	-	2	-	3	-	4	-	4	-	4	-	5	-	5	-
Students who obtained paid internships	5	100	5	100	4	100	2	100	3	100	4	100	4	100	4	100	5	100	5	100
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	1	25	0	0	0	0	0	0

\* Cell should only include students who applied for internship and are included in applied cell count from “Internship Placement – Table 1”

**Attrition**

Variable	Year of First Enrollment																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Students for whom this is the year of first enrollment (i.e. new students)</b>	5	-	3	-	5	-	4	-	4	-	3	-	3	-	5	-	3	-	5	-
<b>Students whose doctoral degrees were conferred on their transcripts</b>	4	80	3	100	1	20	1	25	1	25	2	0	1	33	0	0	0	-	6	-
<b>Students still enrolled in program</b>	0	0	0	0	0	0	0	0	2	75	0	0	2	67	5	100	3	-	5	100
<b>Students no longer enrolled for any reason other than conferral of doctoral degree</b>	1	20	0	0	1	20	1	25	0	0	0	0	0	0	0	0	0	0	0	0

## Licensure

Outcome	2012-2022
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	31
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	28
Licensure percentage	90

## Appendix C: Graduation Checklist for the Ph.D. Program

To graduate you must have:

1. Completed all courses, including practica and internship, successfully (all fieldwork, externship, and internship evaluations must be in the student's file).
2. Completed the child abuse, violence prevention, and harassment/bullying workshops (these are required by the State of NY for provisional certification; they are not part of your curriculum). *These must be completed before internship, and they are also required for the Ed.M. degree. A copy of each certification must be given to the Ed.M. program director.*
3. If you entered before Fall 2021, passed research methods exam (should be done by the end of the 3<sup>rd</sup> yr.).
4. Beginning the Fall of 2021, students must have either (1) a peer-reviewed manuscript/publication (journal article or chapter; under review, in press, or published) or (2) a presented or accepted paper or poster at a professional conference (national or international). The student must be the first author on anything presented at a conference. This experience with publication or presentation is referred to elsewhere as the “pre-dissertation” project; despite this name, it can be completed alongside dissertation activities. Student's advisors will certify that this requirement has been met. The requirement must be completed (minimum standard – manuscript submitted to peer-review or accepted presentation) by April 15 of the academic year prior to when the student begins their internship.
5. Completed the first externship with satisfactory ratings (an average of 3.0 (“meets expectations”) or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.
6. Taken Praxis exam if applying for Ed.M.
7. If applying for APA/APPIC internship, completed the second externship with satisfactory ratings (an average of 3.0 or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.
8. Filed Program Plan with ODS.
9. Filed for Doctoral Certification and the Masters of Philosophy degree from GSAS (the Graduate School of Arts and Sciences).

10. Passed proposal defense (should be done by November 1 of the academic year in which the student applies for internships).
11. Passed Advanced Seminar Hearing (should be done by the end of the 5<sup>th</sup> year).
12. Passed dissertation defense (should be done by the end of the 5<sup>th</sup> year).
13. Completed the internship with satisfactory ratings (3.0 or above in every area):  
Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.

## Appendix D: DOCTORAL STUDENT ANNUAL EVALUATION

Student \_\_\_\_\_ Year Admitted \_\_\_\_\_

Advisor \_\_\_\_\_

Please rate your advisee's performance during the academic year according to the following scale:

1	2	3	4	N/A
Inadequate; well below what one would expect at this level of training	Needs improvement; below what one expects at this level.	Adequate; about average for students at this level.	Exceeds expectations; exceptionally strong skills in this area.	Not observed/not applicable

<b>I. Research</b>	Doctoral students are expected to demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base; conduct research or other scholarly activities; critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.				
<b>Year 1</b>	1	2	3	4	N/A
<b>Year 2</b>	1	2	3	4	N/A
<b>Year 3</b>	1	2	3	4	N/A
<b>Year 4</b>	1	2	3	4	N/A
<b>Year 5</b>	1	2	3	4	N/A
<b>Year 6</b>	1	2	3	4	N/A

<b>II. Ethical and Legal Standards</b>	Doctoral students are expected to be knowledgeable and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies, governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Doctoral students are also expected to recognize ethical dilemmas as they arise and apply ethical decision-making process in order to resolve the dilemmas; conduct self in ethical manner in all professional activities.				
<b>Year 1</b>	1	2	3	4	N/A
<b>Year 2</b>	1	2	3	4	N/A
<b>Year 3</b>	1	2	3	4	N/A
<b>Year 4</b>	1	2	3	4	N/A
<b>Year 5</b>	1	2	3	4	N/A
<b>Year 6</b>	1	2	3	4	N/A

<b>III. Individual and Cultural Diversity</b>	Doctoral students are expected to demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; knowledge of the current theoretical and empirical base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; the ability to				
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	integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Doctoral students demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>IV. Professional Values and Attitudes</b>	Doctoral students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for welfare of others; engage in self-reflection regarding one's person and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness; actively seek and demonstrate openness and responsiveness to feedback and supervision; respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>V. Communication and Interpersonal Skills</b>	Doctoral students are expected to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; produce and comprehend oral and written communications that are informative and well-integrated; demonstrate and grasp of professional language and concepts; demonstrate effective interpersonal skills and ability to manage difficult communications well.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>VI. Assessment</b>	Doctoral students are expected to select and apply assessment methods to draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient; interpret assessment results, following current research and professional standards and guidelines, to				
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	inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that area subjective from those that are objective; communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>VII. Intervention</b>	Doctoral students are expected to establish and maintain effective relationships with the recipients of psychological services; develop evidence-based intervention plans specific to the service delivery goals; implement interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables; demonstrate the ability to apply the relevant research literature to clinical decision making; modify and adapt evidence-based approaches when a clear evidence-based is lacking; evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>VIII. Supervision</b>	Doctoral students are expected to demonstrate knowledge of supervision models and practices.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>IX. Consultation and interprofessional/interdisciplinary skills</b>	Doctoral students are expected to demonstrate knowledge and respect for the roles and perspectives of other professions; demonstrate knowledge of consultation models and practices.				
<b>Year 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Year 6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

<b>Year 1: Progress in the Program</b>

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Advisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Year 2: Progress in the Program**

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Advisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Year 3: Progress in the Program**

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\_\_\_\_\_ Completes pre-dissertation project (Date \_\_\_\_\_ )

\_\_\_\_\_ Satisfactory ratings for 1<sup>st</sup> externship (an average of 3.0 in every area) (Date \_\_\_\_\_ )

\_\_\_\_\_ Take Praxis exam (Date \_\_\_\_\_, Score \_\_\_\_\_)

Advisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Year 4: Comments on Progress in the Program**

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- \_\_\_\_ Completes proposal (Date \_\_\_\_\_)
- \_\_\_\_ Completes second externship with satisfactory ratings (Date \_\_\_\_\_ )
- \_\_\_\_ Program Plan submitted to ODS (Date: \_\_\_\_\_)

**Advisor's Signature** \_\_\_\_\_ Date: \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ Date: \_\_\_\_\_

**Year 5: Faculty Comments on Progress in the Program**

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- \_\_\_\_ Completes internship with satisfactory ratings or written evaluation (Date \_\_\_\_\_)
- \_\_\_\_ Completes advanced seminar (Date: \_\_\_\_\_ )
- \_\_\_\_ Completes dissertation defense (Date: \_\_\_\_\_ )

**Advisor's Signature** \_\_\_\_\_ Date: \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ Date: \_\_\_\_\_

**Year 6: Faculty Comments on Progress in the Program**

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**Advisor's Signature** \_\_\_\_\_ Date: \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: A Note to Internal Admits to the Ph.D. Program

Consistent with typical handbook conventions, the present handbook was generally written with externally admitted students (students who are new to TC school psychology) in mind. However, many of our Ph.D. students are “internal admits,” having first come to our Ed.M. program, and then applying and gaining entry to the Ph.D. program.

The first two years of the Ed.M. and Ph.D. programs are virtually identical with regard to coursework and field training (clinical experiences). Therefore, internally admitted Ph.D. students do not need to do anything to “catch up” to Ph.D. program requirements in these areas. Students are advised to review Table 1 (the Doctoral Curriculum) above, which is the same for externally and internally admitted Ph.D. students with one exception: internally admitted students do not need to take HUDM 5950 (Psychological Measurement); they may substitute HBSS 6100 (Program Evaluation), and many will have already taken the latter course before gaining entry to the Ph.D. program. If there are any other courses listed in the first two years of Table 1 that internally admitted students have not taken, it will not be a problem to take those during Year 3 or Year 4 of the program.

The “Advanced Requirements” for the Ph.D. program (e.g., the Pre-Dissertation project, the Dissertation) are also the same for internally admitted students as for externally admitted students.

One *potential* difference between the program of internally and externally admitted Ph.D. students has to do with research experience. Externally admitted Ph.D. students are typically working actively in their advisor’s research lab from their first semester at TC; internally admitted Ph.D. students *might* not start until the second or third year. Thus, the student and their advisor should discuss whether the student would need to do anything exceptional to be able to complete a pre-dissertation and dissertation project in a timely fashion.

## **Appendix F: Attestation Form**

I have read the Handbook and agree to abide by its contents. (This form must be returned to the Ph.D. program director by the end of your first semester in the program.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_