**SCHOOL PSYCHOLOGY PROGRAM**

**Ph.D. STUDENT HANDBOOK**

**Department of Health Studies & Applied Education**

**Teachers College**

**Columbia University**

**2024-2025**

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

*Updated 08/26/2024*

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## INTRODUCTION

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

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

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

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

Benjamin J. Lovett, Ph.D., Director of Training, BL2799@tc.columbia.edu

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

## SECTION I: PROGRAM OVERVIEW

### Program Philosophy and Goals

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

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

**Table 1**

*Program Goals and Competencies*

| Goal Area | Related Competencies |
|---|---|
| **Research** | <ul><li>**Scientific Approach to Knowledge Generation:** Generates knowledge</li><li>**Application of Scientific Method to Practice:** Applies scientific methods of evaluating practices, interventions, and programs</li></ul> |
| **Ethical and Legal Standards** | <ul><li>**Knowledge of Ethical, Legal, and Professional Standards and Guidelines:** Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal, and professional standards and guidelines</li><li>**Awareness and Application of Ethical Decision Making**: Independently utilizes ethical decision-making model in professional work</li><li>**Ethical Conduct:** Independently integrates ethical and legal standards with all competencies</li></ul> |
| **Individual and Cultural Diversity** | <ul><li>**Self as Shaped by Individual and Cultural Diversity** (e.g., cultural, individual, and role difference, including those based on age, sex/gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) **and Context:** Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</li><li>**Other as Shaped by Individual and Cultural Diversity and Context:** Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation</li><li>**Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context:** Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation</li><li>**Applications based on Individual and Cultural Context:** Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work</li></ul> |
| **Professional Values, Attitudes, and Behaviors** | <ul><li>**Integrity**: Monitors and independently resolves situations that challenges</li><li>**Deportment**: Conducts self in a professional manner across settings and situations</li><li>**Accountability**: Independently accepts personal responsibility across setting and contexts</li><li>**Concern for the Welfare of Others**: Independently acts to safeguard the welfare of others</li><li>**Professional Identity**: Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice</li></ul> |

| | |
|---|---|
| **Communication and Interpersonal Skills** | ● **Interpersonal Relationships:** Develops and maintains effective relationships with wide range of clients, colleagues, organizations, and communities<br>● **Affective Skills:** Manages difficulty communication; possess advanced interpersonal skills<br>● **Expressive Skills:** Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts |
| **Assessment** | ● **Knowledge of Measurement and Psychometrics**: Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context<br>● **Knowledge of Assessment Methods:** Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning<br>● **Application of Assessment Methods:** Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice<br>● **Diagnosis**: Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity<br>● **Conceptualization and Recommendations:** Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment<br>● **Communication of Assessment Findings:** Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner |
| **Intervention** | ● **Intervention Planning:** Independently plans interventions; case conceptualizations and intervention plans are specific to case and context<br>● **Skills**: Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations<br>● **Intervention Implementation**: Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate<br>● **Progress Evaluation**: Independently evaluates treatment progress and modifies planning as indicated, even in the absences of established outcome measures |
| **Consultation and Interprofessional Skills** | ● **Role of Consultant**: Determine situations that require different role functions and shift roles accordingly to meet referral needs<br>● **Addressing Referral Concern:** Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral concern<br>● **Communication of Consultation Findings:** Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations<br>● **Application of Consultation Methods:** Applies literature to provide effective consultative services (assessment and intervention in most routine and some complex cases) |
| **Supervision** | ● **Expectations and Roles:** Understands ethical, legal, and contextual issues of the supervisor role<br>● **Processes and Procedures:** Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of |

| | competency to supervise |
|---|---|
| | <ul><li>**Skills Development:** Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their client</li><li>**Supervisory Practices:** Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting</li></ul> |

## Program Statement on Diversity and Inclusion[1]

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

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

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

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

| **Executive Summary** |
|---|
| George Floyd, Breonna Taylor, and Tony McDade, among many other Black and Brown individuals, have been murdered as a result of racial bias and police brutality in the United States. In solidarity with the Black Lives Matter movement, students in the Teachers College School Psychology program have been spurred to increase their own education of anti-racism practices, examine the systems in which |

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

they participate, unlearn implicit biases, and inspire change. This process requires the collaboration of students, faculty, alumni, and the Teachers College institution for critical reflection, meaningful conversations, consistent action and advocacy.

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

**Initiatives & Recommended Goals**

**1.** *Diversity Committee*
The mission of the Diversity, Equity, and Inclusion (Diversity) Committee is to address issues of diversity within counseling, assessment, consultation, school climate, and the training of school psychologists. For the purpose of this proposal, diversity is defined as all aspects of one's identity including internal dimensions; external dimensions; life experience dimensions; and the intersectionality of all dimensions as they apply to the students in our program, faculty, and the communities we serve. Having a Diversity Committee may help BIPOC students feel safe and welcomed within our program, which, in turn, can promote their overall wellbeing (Grapin et al., 2015). The Diversity Committee will rely on strategy and implementation principles outlined by Leon and Williams (2016).
The main task of the Diversity Committee will be to hold students and faculty accountable to the goals of the proposal and track progress on the recommendations outlined in the proposal.

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

2. *Faculty & Student Educational Opportunities*

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

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

3. *Curriculum Enhancement*
The purpose of the Curriculum Enhancement initiative is to incorporate additional content related to racial justice and social justice, such that our curriculum shifts from centering the experience of White/European American students to centering the unique intersectional identities and experiences of every student. Research supports the inclusion of a specific multicultural course, as well as the infusion of topics, such as racial justice, systems of oppression, white supremacy, social justice, etc., throughout the curriculum (Newell et al., 2010; Vega, 2005). By embedding these topics in all courses, students will learn that it is necessary to practice school psychology through a racial and social justice lens ("Advocating for Advocacy," 2016).

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

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

retaining BIPOC students to the program include financial barriers, the interview process, and recruitment and retention efforts.

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

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

The key recommended goals for Outreach & Community Engagement include:
1) Developing and facilitating stronger relationships with the program's alumni network;
2) Emphasize the importance of establishing healthy community relationships by having students complete "volunteer hours" with community-based organizations as an extension of TC's commitment to social justice.;
3) Creating service-oriented partnerships with existing organizations at Columbia University and Teachers College;
4) Conducting fundraising to increase student engagement within neighboring communities; and,
5) Orienting incoming students to promote the support of Black-owned businesses and increase general engagement with the neighborhood institutions.

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

**Degree Tracks and Coursework**

The School Psychology Doctoral Program offers two master degrees through Teachers College: the Master of Arts in Educational Psychology: School Psychology (M.A.) and the Master of Education in Applied Developmental and Learning Psychology: School Psychology (Ed.M.). Additionally, students will be eligible for the Masters of Philosophy (M.Phil) degree from the Graduate School of Arts and Sciences (GSAS) from Columbia University. Attainment of the doctoral degree prepares students for licensure as a psychologist and certification as a state-level and Nationally Certified School Psychologist (N.C.S.P.). These degrees are outlined in Section VIII: Masters Degrees and Certifications.

The program curriculum serves as the basis for the student evaluation described in Section IV: Ph.D. The Teachers College Ph.D. Program in School Psychology adopts a scientist-practitioner model that emphasizes practice grounded in research and science. The training model consists of formal instruction and apprenticeship. Coursework 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 (the college clinic), school fieldwork, and organized externships and internships in public schools, hospitals and clinics in the New York City area. Under the close supervision of faculty, advanced Ph.D. students apprentice in teaching and supervision of first-year students in their didactic classes and assessment practicum at the Dean Hope Center. Students are also encouraged to take on leadership roles in research labs, admissions, faculty searches, and in mentoring junior doctoral students.

## SECTION II: PROGRAM ORGANIZATION AND POLICY

**Program Leadership and Governance**

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

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

**Program and Department Faculty**

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

In addition to core faculty, the Program has several adjunct faculty who contribute to the learning experiences of students through lecture and supervision.

**Table 2**

*Core and Adjunct Faculty Contact Information*

| Name | Role | Email | Faculty Profile |
|---|---|---|---|
| **School Psychology Core Faculty** | | | |
| **Prerna Arora, Ph.D., Licensed Psychologist** | Associate Professor of Psychology and Education | arora23@tc.columbia.edu | https://www.tc.columbia.edu/faculty/pa2542/ |
| **Melissa Collier-Meek, Ph.D., BCBA, Licensed Psychologist** | Associate Professor of Psychology and Education | mc5256@tc.columbia.edu | https://www.tc.columbia.edu/faculty/mc5256/ |
| **Benjamin J. Lovett, Ph.D., Licensed Psychologist** | Professor of Psychology and Education; Director of Clinical Training (DCT) and Ph.D. Program | bl2799@tc.columbia.edu | https://www.tc.columbia.edu/faculty/bl2799/ |
| **Rosanne Gotterbarn, Ph.D., Licensed Psychologist** | Lecturer | Gotterbarn@tc.columbia.edu | https://www.tc.columbia.edu/faculty/rcg2139/ |
| **Kaitlin Gould, Ph.D., BCBA-D, Licensed Psychologist** | Lecturer; Director of EdM Program | kmg2237@tc.columbia.edu | (faculty page coming soon) |
| **School Psychology Adjunct Faculty** | | | |
| **Angela Dewey, Ph.D.** | Adjust Assistant Professor | amd2277@tc.columbia.edu | https://www.tc.columbia.edu/faculty/amd2277/ |
| **Kristene Doyle, Ph.D.** | Adjunct Full Professor | kad2217@tc.columbia.edu | https://www.tc.columbia.edu/faculty/kad2217/ |
| **Katherine Durham, Ph.D.** | Adjunct Full Professor | kld2133@tc.columbia.edu | https://www.tc.columbia.edu/faculty/kld2133/ |
| **Michael Hickey, Ph.D.** | Adjunct Assistant Professor | mlh2243@tc.columbia.edu | https://www.tc.columbia.edu/faculty/mlh2243/ |

| Jennifer Hope, Ph.D. | Adjunct Assistant Professor | jh313@tc.columbia.edu | https://www.tc.columbia.edu/faculty/jh313/ |
|---|---|---|---|
| Kamauru Johnson, Ph.D. | Adjunct Assistant Professor | krj2103@tc.columbia.edu | https://www.tc.columbia.edu/faculty/krj2103/ |
| Michael Koski, Ph.D. | Adjunct Assistant Professor | mjk38@tc.columbia.edu | https://www.tc.columbia.edu/faculty/mjk38/ |
| Leah McGuire, Ph.D. | Adjunct Assistant Professor | law2132@tc.columbia.edu | https://www.tc.columbia.edu/faculty/law2132/ |
| William Sperduto, Ph.D. | Adjunct Assistant Professor | doctorwilliamsperduto@gmail.com | https://www.tc.columbia.edu/faculty/was2140/ |
| Helen Stevens, Ph.D. | Adjunct Full Professor | Stevens3@tc.columbia.edu | https://www.tc.columbia.edu/faculty/hs2834/ |

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

**Table 3**

*Administrative Staff Contact Information*

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

Course registration and documentation issues |

**Advising**

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

*The Advisor's Role*

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

*Expectations for Advisees*

The nature of the advisor-advisee relationship requires the advisee to engage in professional behavior and adhere to the following expectations:
- Students will meet regularly with their advisors (*at least* once per semester), taking responsibility for scheduling meetings as needed. Failure to engage regularly with one's advisor may result in delayed completion of program requirements and insufficient professional development.
- Students will come to meetings prepared with an agenda and any documents for review/signing. Students are responsible for completing paperwork aligned with program milestones.
- Students will take notes during advisory meetings and follow through with identified tasks in a timely manner.
- Students will cancel meetings in a timely manner when unable to attend as scheduled.
- Students will engage in proactive problem solving, attempting to find answers and solutions independently prior to contacting their advisor. Students will ask questions and request assistance from their advisor when needed.
- Students will consult their advisors (and DCT as appropriate) before deviating from the recommended course and milestone sequence. Students are ultimately responsible for meeting all degree and program requirements, but advisors assist them in understanding alternatives.

- Students will complete several drafts of documents before advancing to proposal/defense and often several drafts of each element of a project (i.e., manuscript sections, dissertation chapters). Students are expected to welcome and use feedback provided in a process of continuous improvement. Unless otherwise noted, students should allow for approximately 2 weeks of review and plan for several iterations of a project when constructing timelines.
- Doctoral students should actively engage in collaborative projects with their research advisor throughout their time in the Program to gain methodological experience in school psychological research. Student participation in these research activities is considered an essential element of scholarly development in the Program.
- Students will take primary intellectual leadership on required research projects, involving the identification of topics, research questions, method, and analyses. Although advisors will supervise and provide feedback, students will engage in necessary self-study to plan and carry out research plans. Students should not rely on advisors to plan their studies.
- Students will engage in intensive self-study of the empirical, theoretical, and conceptual literature, particularly peer-reviewed publications, related to identified areas of interest before initiating a research project.
- Students will obtain advisor approval before scheduling dissertation-related meetings and before disseminating a document to their committee for these meetings.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program.

*Advisor Assignment and Changes*

Initial advisor assignment is based on the student's identified interests relative to faculty fit and availability. If a student wishes to change advisors after the first year due to a change in research interests or other reasons, the student can request another advisor if that faculty member is available and agrees to accept the student. Generally, the student should initiate this process by meeting with the Director of Clinical Training. Students are discouraged from seeking an advisor change after initiating a research project, as this may delay progress toward the completion of research requirements.

**Student Conduct**

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

*Code of Ethical Conduct and Academic Integrity*

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

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

used for, and any text generated by AI should be put in quotation marks. In addition, school psychology instructors may have more specific policies. Students are cautioned that using artificial intelligence (AI) tools when doing any type of clinical work can violate confidentiality if identifying information (e.g., client names) are fed into AI software.

Decisions regarding academic evaluation in all aspects of students' work at the college, including coursework, certification examinations, clinical and/or field experiences, 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 Associate Vice President, the Chief Student Affairs Officer, and the Committee on Student Conduct.

### *General Expectations for Student Success*

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

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

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

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

**Research and Practice**

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

an oral or written commitment to provide services without prior approval. Once approval is obtained, students are ethically obligated to follow through with their commitment barring extenuating circumstances, which should be discussed with the advisor and DCT.

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

### Communication and Interactions

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

*Professional Behavioral Assessment*

Professional behaviors are assessed annually via gateway assessments and use of the *Doctoral Student Annual Evaluation Form* (Appendix A). Students are encouraged to self-assess their knowledge and skills using this form as a guide.

If concerns arise regarding a student's knowledge, skills, or professional behaviors, relevant faculty and supervisors will meet with the student and attempt to resolve the issue. If concerns persist, the DCT will be notified and work with the student and the student's advisor(s) to develop a remediation plan. Given the importance of appropriate knowledge, skills, and professionalism in effective psychological practice, extreme or unresolvable concerns may result in dismissal from the program. Please refer to Section VII: Student Evaluation for further detail.

*Working Through Issues in an Ethical Manner*

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

discussion or is not appropriate to discuss with the involved parties, the program recommends the following courses of action:

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

**Program Organizations**

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

*School Psychology Committee (SPC)*

The SPC is an organization of second-year students that coordinates several aspects of the school psychology program, with emphasis on student representation and involvement. Elections are held each spring in advance of the upcoming academic year. Additional information regarding the election process can be acquired by contacting current members of the SPC at tcschoolpsychcommittee@gmail.com. Students are encouraged to self-nominate and participate in these annual elections facilitated by their peers for the following positions:

- **President (1)**: The SPC President contributes to the organizational structure of the committee, communicates with faculty on behalf of the organization as needed, monitors the committee budget, and supports committee chairs in their positions.
- **Vice President (1)**: The Vice President assists with presidential responsibilities and attends select meetings as a student representative as needed.
- **Secretary (1)**: The Secretary organizes the School Psychology Program calendar, including the scheduling of program events and important due dates across first- and second-year coursework. The Secretary is also responsible for taking notes during committee meetings.
- **NASP Representative (1):** The NASP Representative provides information regarding NASP and NYSAP news and events via committee newsletters. The NASP representative also leads the coordination of events during the NASP School Psychology Awareness Week in November.
- **Cohort Representative (1-2):** Cohort Representatives serve as liaisons between students and faculty, raising questions and concerns during monthly faculty meetings open to students. Notes from these meetings are compiled and disseminated as part of the SPC newsletter.
- **Mentor Committee (1-2)**: Members of the Mentor Committee seek to establish meaningful mentor/mentee relationships between first- and second-year students by providing necessary resources and guidance to both parties.

- **Social Chairs (1-2):** Committee Social Chairs coordinate social events for students and faculty and run the TC School Psychology social media accounts.
- **Diversity Chair (1-3):** Diversity Chairs serve as liaisons between Diversity, Equity, and Inclusion Collectives and students and provide resources, updates, and information on the goals and happenings of the School Psychology Advocacy Collective for [Racial/Social] Equity (SPACE).

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

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

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

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

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

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

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

- Meeting biweekly to provide a safe space for advocating for anti-racism within our program and discussing current student experiences

**Program Facilities**

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

*Dean-Hope Center for Educational and Psychological Services*

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

*Testing Materials*

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

*Mailboxes and Bulletin Boards*

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

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

**SECTION III: PH.D.**

**Doctoral Program Curriculum and Academic Requirements**

The doctoral (Ph.D.) program is accredited 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 National Certified School Psychologist (N.C.S.P.)), and licensure as a psychologist.

For questions regarding the program, contact the Director of Clinical Training (DCT):

Benjamin Lovett, Ph.D.
TC Box 120
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
212-678-3084 (or 3942)
BL2799@tc.columbia.edu

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

American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
202-336-5979
http://apa.org

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

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

**Overview of Curriculum**

Students are exposed to theory, research, and practice throughout their training and meet the necessary requirements for doctoral study laid out by the APA, NASP, and the New York State Department of Education. The Ph.D. Program in School Psychology is designed as a minimum five-year program of full-time study that requires the completion of a minimum of 90 semester credits. Students who follow the program curriculum will satisfy the College's breadth requirement of six non-HBSK course credits. The first two years are devoted primarily to the completion of coursework, while the remaining three years focus on the completion of externships/internships and the dissertation. Students may also opt to complete an additional year of field experiences to further specialize their training. Students must maintain good academic standing and satisfy annual review requirements (discussed below in subheading entitled "*Student Evaluation*"). See Tables 4 and 5 for suggested course sequences for the five- and six-year tracks.

**Table 4**
*Suggested course sequence for PhD five-year track*

| Year 1 - Fall | | |
|---|---|---|
| HBSK 5320 | Individual Psychological Testing I | 3 credits |
| HBSK 5321 | Individual Psychological Testing II | 3 credits |
| HBSK 4030 | Multicultural Issues in School Psychology | 3 credits |
| HBSK 4073 | Childhood Disorders | 3 credits |
| HBSK 657_ | Research Practicum | 0/1 credits |
| Year 1 - Spring | | |
| HBSK 6380 | Practicum: Psychoeducational Assessment of Culturally Diverse Students | 3 credits |
| HBSK 5378 | Psychoeducational Assessment of School Subject Differences | 3 credits |
| HBSK 5050 | Evidence-Based Interventions for Youth and Adolescents I | 3 credits |
| HBSE 4015 | Applied Behavior Analysis I | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| Year 1 - Summer A | | |
| HUDM 4122 | Probability and Statistical Inference | 3 credits |
| Year 1 - Summer B | | |
| BBS 4069 | Brain and Behavior I & II | 3 credits |
| Year 2 - Fall | | |
| HBSK 5280 | Fieldwork in School Psychological Services | 4 credits |
| HBSK 6584 | Seminar: School Psychology Consultation | 3 credits |
| HBSK 6382 | Evidence-Based Interventions for Youth and Adolescents II | 3 credits |
| HBSK 4199 | Academic Skills Interventions | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| Year 2 - Spring | | |
| HBSK 5280 | Fieldwork in School Psychological Services | 4 credits |
| HBSK 4025 | Professional and Ethical Functions of School Psychologists | 3 credits |

| HBSK 5031 | Consultation II: Families, Systems, Partnerships, and Advocacy | 3 credits |
|---|---|---|
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 3 - Fall** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 2 credits |
| ORLJ 5040 | Research Methods in Social Psychology | 3 credits |
| HUDM 5059 | Psychological Measurement | 3 credits |
| HUDM 5122 | Applied Regression Analysis | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 3 - Spring** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 2 credits |
| HBSK 6383 | Neuropsychological Assessment of Children and Adults | 3 credits |
| ORLJ 5540 | Pro-Seminar in Social Psychology | 3 credits |
| HUDM 5123 | Linear Models and Experimental Design | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 4 - Fall** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 0 credits |
| HUDK 6520 | Seminar in Lifespan Developmental Psychology | 3 credits |
| CCPX 6020 | History and Systems of Psychology *(also recommended in Summer A)* | 3 credits |
| HBSK 7503 | Dissertation Seminar *(taken the semester of dissertation proposal hearing)* | 1 credit |
| **Year 4 - Spring** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 0 credits |
| HBSK 4199 | Cognition and Emotion in Educational Settings | 3 credits |
| HBSK 5273 | Supervised Experience in Supervision *(may be taken earlier)* | 1 credit |
| HBSK 8902 | Dissertation Advisement *(not necessary if you are taking 3 credits)* | Fee |
| **Year 5 - Fall** | | |
| TI 8900 | Dissertation Defense *(taken the semester of dissertation defense hearing)* | Fee |

| HBSK 6480 | School Psychology Internship | 0 credits |
|-----------|------------------------------|-----------|
| **Year 5 - Spring** | | |
| HBSK 6480 | School Psychology Internship | 0 credits |

**Table 5**

*Suggested course sequence for PhD six-year track*

| **Year 1 - Fall** | | |
|-------------------|---|---|
| HBSK 5320 | Individual Psychological Testing I | 3 credits |
| HBSK 5321 | Individual Psychological Testing II | 3 credits |
| HBSK 4030 | Multicultural Issues in School Psychology | 3 credits |
| HBSK 4073 | Childhood Disorders | 3 credits |
| HBSK 657_ | Research Practicum | 0/1 credits |
| **Year 1 - Spring** | | |
| HBSK 6380 | Practicum: Psychoeducational Assessment of Culturally Diverse Students | 3 credits |
| HBSK 5378 | Psychoeducational Assessment of School Subject Differences | 3 credits |
| HBSK 5050 | Evidence-Based Interventions for Youth and Adolescents I | 3 credits |
| HBSE 4015 | Applied Behavior Analysis I | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 1 - Summer A** | | |
| HUDM 4122 | Probability and Statistical Inference | 3 credits |
| **Year 1 - Summer B** | | |
| BBS 4069 | Brain and Behavior I & II | 3 credits |
| **Year 2 - Fall** | | |
| HBSK 5280 | Fieldwork in School Psychological Services | 4 credits |
| HBSK 6584 | Seminar: School Psychology Consultation | 3 credits |
| HBSK 6382 | Evidence-Based Interventions for Youth and Adolescents II | 3 credits |

| HBSK 4199 | Academic Skills Interventions | 3 credits |
|-----------|------------------------------|-----------|
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 2 - Spring** | | |
| HBSK 5280 | Fieldwork in School Psychological Services | 4 credits |
| HBSK 4025 | Professional and Ethical Functions of School Psychologists | 3 credits |
| HBSK 5031 | Consultation II: Families, Systems, Partnerships, and Advocacy | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 3 - Fall** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 2 credits |
| ORLJ 5040 | Research Methods in Social Psychology | 3 credits |
| HUDM 5059 | Psychological Measurement | 3 credits |
| HUDM 5122 | Applied Regression Analysis | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 3 - Spring** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 2 credits |
| HBSK 6383 | Neuropsychological Assessment of Children and Adults | 3 credits |
| ORLJ 5540 | Pro-Seminar in Social Psychology | 3 credits |
| HUDM 5123 | Linear Models and Experimental Design | 3 credits |
| HBSK 657_ | Research Practicum | 0 credits |
| **Year 4 - Fall** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 0 credits |
| HUDK 6520 | Seminar in Lifespan Developmental Psychology | 3 credits |
| CCPX 6020 | History and Systems of Psychology *(also recommended in Summer A)* | 3 credits |
| HBSK 7503 | Dissertation Seminar *(taken the semester of dissertation proposal hearing)* | 1 credit |
| **Year 4 - Spring** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 0 credits |

| HBSK 4199 | Cognition and Emotion in Educational Settings | 3 credits |
|---|---|---|
| HBSK 5273 | Supervised Experience in Supervision *(may be taken earlier)* | 1 credit |
| HBSK 8902 | Dissertation Advisement *(not necessary if you are taking 3 credits)* | Fee |
| **Year 5 - Fall** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 0 credits |
| HBSK 8902 | Dissertation Advisement *(not necessary if you are taking 3 credits)* | Fee |
| **Year 5 - Spring** | | |
| HBSK 5271 | Supervised Externship in Psychoeducational Practice | 0 credits |
| HBSK 8902 | Dissertation Advisement *(not necessary if you are taking 3 credits)* | Fee |
| **Year 6 - Fall** | | |
| TI 8900 | Dissertation Defense *(taken the semester of dissertation defense hearing)* | Fee |
| HBSK 6480 | School Psychology Internship | 0 credits |
| **Year 6 - Spring** | | |
| HBSK 6480 | School Psychology Internship | 0 credits |

**Prerequisites**

To be eligible for admission to the Teachers College School Psychology Ph.D. program, the Columbia University Graduate School of Arts and Sciences (GSAS) requires that applicants have a minimum of 90 undergraduate credits in the Arts and Sciences (a conferred B.A. or B.S. degree will meet this requirement).

**Continuous Registration**

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

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

**Program Plan**

The Program Plan details the course of study to satisfy the requirements of the Department and program for the doctoral degree. Students must complete and submit a Program Plan in the term they are

completing their final coursework that will be listed on the program plan. The Program Plan is filed via the Degree Audit accessed via myTC under Student Resources. For more information on submitting the Program Plan to the Office of Doctoral Studies via Degree Audit, please see the ODS website under the tab "Degree Audit."

**Table 6**

*Required Coursework by Goal Area*

| Goal Area | Primary Courses |
|---|---|
| **Research** | HBSK 657x (final number varies)<br>HUDM 4122<br>HUDM 5122<br>HUDM 5123<br>HUDM 5059 (or HBSS 6100) |
| **Ethical and Legal Standards** | HBSK 4025 |
| **Individual and Cultural Diversity** | HBSK 4030 |
| **Professional Values, Attitudes, and Behaviors** | HBSK 4025<br>HBSK 6380<br>HBSK 5280<br>HBSK 5271 |
| **Communication and Interpersonal Skills** | HBSK 6380<br>HBSK 5280<br>HBSK 5271 |
| **Assessment** | HBSK 5320<br>HBSK 5321<br>HBSK 5378<br>HBSK 6380<br>HBSK 6383 |
| **Intervention** | HBSK 4199<br>HBSK 5050<br>HBSK 6382 |
| **Consultation and Interprofessional Skills** | HBSK 6584<br>HBSK 5031 |
| **Supervision** | HBSK 5273 |

## SECTION IV: RESEARCH

Our program uses the scientist-practitioner model, meaning that students are trained in the interconnected nature of research and practice. That is, school psychology practice is informed by research and school psychology research should be shaped by and designed to contribute to practice. To prepare students for their role as scientist-practitioners, our research requirements have students build

upon the knowledge and skills obtained in their statistical and research methods courses by contributing to ongoing research projects and developing their own research. PhD students are expected to be part of their advisor's research team, independently produce a pre-dissertation research project, and complete a full doctoral dissertation. This prepares students to be successful and critical consumers of research which they can apply to their practice. Practically, these experiences also prepare students for competitive leadership and academic positions. Taken together, these research requirements prepare students to contribute to school psychology research (see Research Requirements Timeline in Table 7).

**Research Requirements Timeline**

*\*\*Important Note\*\** Students should read the [PhD Requirements Bulletin](#) in its entirety as early as possible in the program. This document provides detailed information from the Office of Doctoral Studies (ODS) about the specific requirements for obtaining a PhD at Teachers College, including Master's degrees and dissertation requirements.

**Table 7**

*Sequential Order and Suggested Timeline for Research Requirements*

| Requirements | Timeline and Additional Information |
| --- | --- |
| Preparatory Research Activities | <ul><li>First two years of program.</li><li>These activities will be agreed upon between the individual student and their advisor.</li><li>While engaged in research activities up to the semester of the dissertation proposal hearing, students should be enrolled in their advisor's research practicum, HBSK 6571-9.</li></ul> |
| Pre-Dissertation Project | <ul><li>Third to fourth year of the program; it is recommended to be completed before students apply for internship in the fall of their fourth year (or fifth year for students on the six-year track), as many internship placements require completion of "comprehensive exams" (the equivalent of the pre-dissertation project).</li><li>It is also acceptable for students to complete this requirement after applying for internship; students may still successfully secure internship placements without completing this requirement, but their options will be limited.</li></ul> |
| Meetings with Russ Gulizia, Associate Registrar and ODS Manager (not required but highly recommended) | <ul><li>Each student should contact Russ Gulizia (gulizia@tc.columbia.edu) to set up meetings regularly to review their progress in the program.<ul><li>Key timepoints to meet with Russ are: when preparing to audit Master's degrees and when preparing to propose and defend the dissertation.</li></ul></li><li>This will ensure that the student is on the right track to complete their coursework, Master's degrees, and dissertation requirements in their intended timeline.</li></ul> |
| Dissertation Proposal | <ul><li>Fourth to fifth year of the program.</li></ul> |

| | |
|---|---|
| | ● The dissertation must be proposed before students apply for internship in the fall of their fourth year (or fifth year for students on the six-year track); see pg. 18 of the PhD Requirements Bulletin.<br>● During the semester of the dissertation proposal, students should be enrolled in Dissertation Seminar (HBSK 7503). This course can be taken for two semesters only, in the case that a student does not obtain approval to propose their dissertation in the first planned semester. |
| Advanced Seminar ("Data Hearing") | ● Fourth to fifth year of the program.<br>● This can happen at any time that all data has been collected, analyzed, and prepared for presentation to the committee; see pg. 18 of the PhD Requirements Bulletin.<br>● Students do not need to be registered in any class in order to have their Advanced Seminar. |
| Dissertation Defense | ● Fifth to sixth year of the program.<br>● This is often completed while the student is on their internship; see pgs. 18-21 of the PhD Requirements Bulletin.<br>● Students are required to register for Dissertation Advisement (HBSK 8902) every semester after their dissertation proposal leading up to the semester of their defense, *unless* they are taking at least 3 credits or are registered for internship (HBSK 6480). Students should work with their advisors and with the registrar's office/ODS to determine if the costs can be avoided through strategic planning.<br>● Students must finish all other necessary credits the semester *before* they register for Dissertation Defense (TI 8900). |

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*\*\*Important notices about dissertation fees\*\** Students are required to register for Dissertation Advisement (HBSK 8902) every semester after their dissertation proposal leading up to the semester of their defense, *unless* they are taking at least 3 credits or are registered for internship (HBSK 6480). Most students should not have to pay for Dissertation Advisement; students should collaborate with their advisors to make a plan so that they do not have to pay this additional cost. During the semester of the dissertation defense, students should be enrolled in Dissertation Defense (TI 8900). Students must finish all other necessary credits the semester *before* they register for Dissertation Defense (TI 8900). This is accompanied by a fee that exceeds the value of three credits. The current fee amount can be found at the Tuition & Fees website.

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**Preparatory Research Activities**

Students will work individually with their advisors to determine appropriate research experiences that will prepare them for beginning their pre-dissertation project. These experiences could range from assisting with research lab activities (such as data collection/entry/analysis, recruitment, or other administrative tasks), assisting with dissemination of research (such as conference presentations or journal articles), or providing support to other students' dissertation research (such as assisting with data

collection, interviews, or focus groups). Beginning in their first year of the program, students are encouraged to seek out research opportunities that interest them and may be beneficial to their future dissertation work.

**Pre-Dissertation Requirement**

The pre-dissertation requirement is the student's demonstration of their readiness to begin working on their dissertation. The student will work with their advisor to develop a research project that falls within one of the following categories: (1) an empirical manuscript *submitted* to a peer-reviewed journal or (2) a *presented* empirical paper or poster at a national professional conference (such as NASP or APA).

The student must be the first author of the paper or poster in order to fulfill the requirement. According to the APA Ethics Code Standard 8.12a, "authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work. Individuals should take authorship credit only for work they have performed or to which they have substantially contributed."[3] Students and their advisors are encouraged to have early and frequent contact regarding authorship. Note that the pre-dissertation requirement serves as the "comprehensive exam" for this program, so when applying for internships, students can apply to sites that require comprehensive exams to be passed as long as they have met their pre-dissertation requirement.

*\*\*Important note about the pre-dissertation\*\** After completing the pre-dissertation requirement as described above, students should fill out, sign, and have their advisor sign the Certification Examination form, which can be found under PhD Forms >> Certification Examination. When complete, this form should be sent to the Office of Doctoral Studies (ods@tc.columbia.edu).

**Dissertation Proposal**

Students are required to write and obtain their advisor's approval on a comprehensive proposal document of their intended dissertation project. (Examples of successful dissertation proposals can be provided upon request to Dr. Lovett.) This proposal document will be sent to the student's proposal committee *two weeks* prior to the dissertation proposal hearing.

Students should connect with their advisors early in the proposal planning process to determine who they would like to ask to be the members of their proposal committee. The dissertation proposal committee consists of three people: (1) the Dissertation Advisor (typically the student's advisor), (2) another faculty member within the School Psychology program, and (3) a Teachers College psychology faculty member (psychology faculty are represented across departments at TC). The Dissertation Advisor must be a faculty member of Teachers College who is named as a GSAS approved PhD Dissertation Advisor. The list of GSAS approved faculty can be found on the GSAS website; Teachers College faculty are listed under "Education (PhD Program at Teachers College)." Advisors typically have suggestions for faculty members that students can request to be part of their proposal committee.

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[3] American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct* (2002, amended effective June 1, 2010, and January 1, 2017). https://www.apa.org/ethics/code/

The dissertation proposal hearing is a 90-minute meeting conducted via Zoom. During this meeting, the student will (1) give a 20 to 30-minute presentation of the content of their proposal, (2) answer questions and receive feedback from their proposal committee, and (3) receive a decision from their proposal committee on whether their proposal has been accepted. There will typically be suggested edits to the dissertation proposal document, which will be provided by committee members and should be incorporated by the student into their proposal document in a timely fashion.

Once the proposal is accepted by the committee, the student should fill out, sign, and ask their committee members to sign the Dissertation Proposal Hearing Form, which they subsequently submit via email along with a PDF of their dissertation proposal document and IRB approval letter (see section below for details) to the Office of Doctoral Studies (ods@tc.columbia.edu) for official documentation of successfully completing their dissertation proposal.

During the semester that the student is planning to propose their dissertation, they should be enrolled in Dissertation Seminar (HBSK 7503). This course can be taken for two semesters only, in the case that a student does not obtain approval to propose their dissertation in the first planned semester. The first semester that HBSK 7503 is taken, it should be taken for 1 credit. If the student takes it for an additional semester, it should be taken the second semester for 0 credits.

**Table 8**
*Dissertation Proposal Checklist*

> - Register for HBSK 7503
> - Recruit committee members
> - Send the dissertation proposal document *two weeks prior* to the hearing
> - Prepare a 20-30 minute presentation on the dissertation proposal with slides
> - Send the following documents to the Office of Doctoral Studies:
>   - Dissertation Proposal Hearing Form (signed by student and committee members)
>   - PDF of dissertation proposal document
>   - IRB approval letter

**Conducting the Dissertation**

Per the PhD Requirements Bulletin, all dissertation studies must submit an IRB (Institutional Review Board) application, regardless of whether the research involves human subjects. This should be done only after approval has been granted by the dissertation proposal committee. Students can find more detailed information about TC's IRB on the TC IRB Website. The student will need to complete the required CITI Training (online modules) as well as write an IRB application form and compile all necessary documentation for their study, including consent forms, data collection forms, interview/survey questions, recruitment documents, etc. Templates for all IRB documents can be found under Submitting a New IRB Protocol. In order to officially submit all documents to the IRB, the student must navigate to the Mentor website, which is located under MyTC >> Student Resources >> Mentor IRB. *Data collection for the dissertation may not begin until the student has received an official IRB approval letter.*

**Table 9**

*IRB Approval Checklist*

- Dissertation proposal is approved by the committee
- Complete required CITI Training modules
- Write an IRB application form; obtain advisor approval
- Compile all necessary study documents
- Complete revisions, as requested by the IRB

While students are conducting research for their dissertation, they are required to register for Dissertation Advisement (HBSK 8902) every semester after their dissertation proposal leading up to the semester of their defense, *unless* they are taking at least 3 credits or are registered for internship (HBSK 6480). Most students should not have to pay for Dissertation Advisement; students can work with their advisors to make a plan so that they do not have to pay the extra cost for this course. The Dissertation Advisement fee can be found at the TC Tuition & Fees website. Students may need to enroll in Dissertation Advisement if they take an extra year away from coursework to complete their dissertation research.

**Advanced Seminar (a.k.a. "Data Hearing")**

When the student has completed the collection of data and written the Results chapter of their dissertation, with the advisor's approval, the student will request that an Advanced Seminar be scheduled with the same members as their dissertation proposal committee, which is similarly a 90-minute meeting conducted over Zoom. Note that, as per TC's Office of Doctoral Studies requirements, students must have completed all requirements for the M.Phil degree in order to hold the Advanced Seminar (requirements for the M.Phil degree can be found in this handbook as well as the PhD Requirements Bulletin).

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. There are not any requirements for concurrent classes that must be taken to have the Advanced Seminar, and it can happen at any point in time that data is collected and analyzed (i.e., it can happen during the summer if the committee is available). To prepare for the Advanced Seminar, the student should have the data presented in a clear format for members of the committee, and have a draft or outline of their dissertation document sent to the committee at least *one week* prior to the Advanced Seminar meeting.

After scheduling the Advanced Seminar, the student should download the Advanced Seminar Report Form, have it signed by the committee members after the Advanced Seminar meeting, and submit it via email to the Office of Doctoral Studies (ods@tc.columbia.edu) along with a PDF copy of their dissertation draft/outline or presentation and results.

**Table 10**

*Advanced Seminar Checklist*

- Complete all requirements for the M.Phil degree (see Master's degrees section)
- Collect and analyze all data for the dissertation

- Present the data in a clear visual format
- Send a draft or outline of working dissertation document to committee members at least *one week* prior to the meeting
- Complete, sign, and have committee members sign the Advanced Seminar Report Form, then send it to the Office of Doctoral Studies

## Dissertation Manuscript

The student should send their full dissertation manuscript to the members of their defense committee at least *four weeks* prior to the defense meeting. The Office of Doctoral Studies has created a style guide, which is regularly updated, within the PhD Student Forms section. Students are expected to review these style guides to ensure that their dissertation is ready for submission. The student should incorporate feedback that they receive from committee members during the Advanced Seminar into their manuscript.

## Dissertation Defense Committee

The dissertation defense committee consists of three Inside Members, all of whom are GSAS approved dissertation advisors (see the GSAS website). As for the dissertation proposal committee, students will be expected to reach out to committee members to request their participation and Dissertation Advisors will likely have suggestions for potential committee members. The committee consists of:
- Three Inside Members: the student's Dissertation Advisor, the Moderator, and one third member who is typically within the student's department;
- Two Outside Members: a minimum of one Outside Member must be from outside of TC, and while one can be from the student's academic department, they are typically both outside of the academic department;
- In total, the defense committee consists of a total of five members.

For the student to request a non-TC or Columbia faculty member to serve as their outside member, they are responsible for notifying their Advisor and ODS via and attaching a copy of the faculty member's Curriculum Vitae. See pgs. 19 and 27 of the PhD Requirements Bulletin for more detailed information about selecting a dissertation defense committee. See also the Office of Doctoral Studies' Defense Committee Matrix, which provides a more detailed breakdown of the makeup of a defense committee.

## Dissertation Defense Oral Hearing

When the student has completed all requirements for their dissertation, including (1) an approved dissertation proposal, (2) IRB approval, (3) an approved Advanced Seminar, and (4) a complete dissertation manuscript, they are ready to have their dissertation defense hearing. When preparing for the dissertation defense, it is necessary for students to carefully read the Office of Doctoral Studies' Guide to the Dissertation Oral Defense document and follow up with their Dissertation Advisor if they have questions or concerns about the process.

It is necessary for students to carefully read, complete, sign, and ask their committee members to sign the Intention to Defend Application *no later than the second Thursday* of the semester that they intend to defend their dissertation. This form should be submitted via email to the Office of Doctoral Studies (ods@tc.columbia.edu).

After submitting their Intention to Defend, students should fill out their Doctoral Degree Application. This can be found by logging in to MyTC, navigating to Student Resources >> Enrollment and Student Service >> Apply to Graduate. Completion of this step allows students to: (1) report how they want their name to appear and (2) provide Convocation with a mailing address. Requests for any changes to this information should be sent directly to ODS (ods@tc.columbia.edu).

The dissertation defense hearing is a 2-hour meeting, and the student along with their Dissertation Advisor (a.k.a. "Sponsor") and Moderator (a.k.a. "Chair") must be present in person. The rest of the defense committee can join the meeting via Zoom. During the dissertation defense hearing, (1) the student will conduct a ten-minute presentation that provides an overview of their study, (2) the committee will ask the student questions about the nature of their study, their methods, the implications of their study, and inform the student of recommended revisions to their dissertation, if necessary, and (3) the committee will vote on the results of the study (Approved as submitted; Approved pending revisions; Referred; or Failed). More information about these categories can be found on pgs. 19-21 of the PhD Requirements Bulletin.

**Table 11**

*Dissertation Defense Checklist*

- Recruit five members for their dissertation defense committee
- Select a day, time, and location for the hearing
- Submit the Intention to Defend Application *no later than the second Thursday* of the semester they intend to defend
- Submit the Doctoral Degree Application through MyTC
- Send a finalized copy of the dissertation manuscript to the committee *at least four weeks* prior to the dissertation defense oral hearing
- Prepare a 10-minute presentation on the dissertation study

*\*\*Important note about the dissertation defense\*\** The dissertation defense hearing must be held in a semester after all necessary coursework has been completed, and the student must register for TI 8900 in the semester that they hold their defense. The fee for TI 8900 (which is larger than the sum of three credits) can be found on the TC Tuition & Fees website.

### SECTION V: FIELD EXPERIENCES

The Teachers College School Psychology PhD program aims to offer a balance of theory and practical application of skills. All students engage in practicum, fieldwork, externship, and internship experiences. These placements are essential learning experiences for students to apply the knowledge that they have learned in their classes and practicum experiences into a genuine school or clinical setting

under the supervision of on-site supervisors and TC faculty. Students are expected to follow the application guidelines for securing placements. In the first-year practicum experience, students complete one psychoeducational assessment through the Dean Hope Center for Educational and Psychological Services (DH CEPS) in their spring semester. The following table lists the field experiences and accompanying courses.

**Table 12**

*Field Experiences and Accompanying Courses*

| Practicum (Year 1) | ● Register for HBSK 6380 (3 credits) <br> ● Spring semester only |
|---|---|
| Fieldwork (Year 2) | ● Register for HBSK 5280 (3 credits) <br> ● Full academic year <br> ● School placement will be assigned |
| Externship I (Year 3) | ● Register for HBSK 5271 (2 credits) <br> ● Full academic or calendar year <br> ● Clinical placement; apply through NYNJADOT |
| Externship II (Year 4) | ● Register for HBSK 5271 (0 credits) <br> ● Full academic year <br> ● School placement; apply directly to school sites |
| Externship III (*Optional;* Year 5) | ● Register for HBSK 5271 (0 credits) <br> ● Full academic or calendar year <br> ● Clinical placement; apply through NYNJADOT |
| Internship (Year 5 or 6) | ● Register for HBSK 6480 (0 credits) <br> ● Full academic or calendar year <br> ● Clinical or school placement; apply through APPIC |

**Foundational Expectations and Information**

*Requirements Specific to School Psychology*

In general, students should expect their field experiences to encompass a wide range of age groups, potentially encompassing Preschool to adult. It is recommended that students aim to establish competencies at the elementary, middle, and high school levels throughout their placements, although it is not a guarantee that each student will have the opportunity to work with every age group. Field experiences should provide opportunities to work with typically developing children and adolescents as well as those with disabilities. School psychology students also should have opportunities to work with students from diverse cultural, ethnic, racial, socio-economic, and religious backgrounds. Students are also expected to be exposed to working with children and adolescents who are at risk of behavioral, academic, or social-emotional problems, bilingual or English Language Learners, and those eligible for services under either Section 504 or IDEIA. Furthermore, at least 600 clock hours of school psychology students' internships must be in a school setting for eligibility to be certified as a Nationally Certified School Psychologist (NCSP).

*Ethical Guidelines*

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

*Attendance*

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

*Liability Insurance*

All students working in field placements are required to have professional liability insurance. These plans are relatively inexpensive, and will provide coverage for one year before needing renewal. For fieldwork, students are required to have liability insurance between $1-$3 million in coverage. Individual externship placements may have different requirements for liability insurance, and students should inquire about this from their externship supervisor. The following organizations offer liability coverage:

- A plan endorsed by NASP is available from Forrest T. Jones & Co. and can be found online (~$30/year)
- A plan endorsed by APA through the American Professional Agency is available from the American Psychological Association Insurance Trust

*Fingerprinting*

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

*Hour Logs*

As of the 2024-2025 academic year, all students will be recording their hours in Time2Track, a website that is designed to streamline the process of logging clinical hours in the necessary categories for APPIC applications, as well as allow for virtual supervisor approval.

**Practicum (Year 1)**

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

**Fieldwork (Year 2)**

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

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

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

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

**Externships (Years 3, 4, and optional 5)**

All PhD students will complete externships in their third and fourth years. Students who are on the six-year track will complete another externship placement in their fifth year in their chosen area of specialization (such as neuropsychology or early childhood).

*Externship I*

The first externship, which occurs in the third year, is expected to meet a minimum of but cannot exceed 16 hours per week during the school year. Almost all externship experiences are unpaid, with a few exceptions that offer small stipends.

Students apply to this externship in the winter of their second year through the NYNJADOT online application system. Students are encouraged to spend time browsing the list of available sites in the fall to early winter, as there are many sites posted on the system. Most sites on the NYNJADOT system are clinical rather than school placements. Specific application guidelines are available on the NYNJADOT website under "Externship Guidelines" and should be reviewed thoroughly, as there are many rules. There is a one-week window in mid-January where applications can be submitted (typically, students have their application packets prepared to submit before the opening). Students are limited to submitting 10 applications for their first externship. After applications are submitted, sites will reach out to students for interviews, which occur in February.

The Match Day is at the beginning of March, where externship sites will send offers; students must follow very specific rules to accept/decline. If students do not match with a site in the first round (this is rare), there is a second application round for sites who are still accepting externs. Externships vary in start date and length, which should be taken into consideration during the application process. During the first externship, students will be registered for Externship Supervision (HBSK 5271) for 2 credits, where they will receive off-site supervision from TC (from Dr. Helen Stevens in 2024-2025). Students will also receive weekly on-site supervision by their externship supervisor; details about supervision can be found on the site information pages as well as during the interview process.

*Externship II*

The second externship, which occurs in the fourth year, is typically school-based. It is also 16 hours (2 days) per week, culminating in a minimum of 450 hours for the school year. This externship is a learning experience and is *unpaid.* During this externship year, students will be registered for HBSK 5271 for zero credits, because they will receive all of their supervision on-site.

Students should not go through the NYNJADOT application process for the school-based externship. In order to apply for their second externship, students should prepare a polished CV and reach out to sites where they are interested in working, and subsequently follow the site's interview and recruitment process if they are selected. There are many sites that have a history of taking TC externs, which students should consider applying for, which are listed in the table below along with contact information. Students may reach out to other sites beyond this list, but they must meet the requirements of (a) being a public school outside of NYC, (b) having a doctoral-level school psychologist who is able to

provide supervision, and (c) willing to collaborate on a Memorandum of Understanding (MOU) with TC in order to set legal precedent for the externs to come to the school.

**Table 13**

*Email Contacts for School Externship Sites*

| | |
|---|---|
| Bronxville Union Free School District | Samantha Lewis, PhD, School Psychologist<br>slewis@bronxvilleschool.org |
| Jersey City School District | Carol Sisterhen, PhD, Supervisor of Special Ed<br>csisterhen@jcboe.org |
| Scarsdale Union Free School District | Peter Faustino, PhD, School Psychologist<br>pfaustino@scarsdaleschools.org |
| Mamaroneck Union Free School District | Venessa Green-Davis, PsyD, School Psychologist<br>vgreendavis@mamkschools.org |
| Harrison Central School District | Caren Baruch-Feldman, PhD, School Psychologist<br>FeldmanC@harrisoncsd.org |

Students typically reach out to sites in the winter, receive interviews in the winter/early spring, and know their site placement in the spring. However, all sites have different timelines for recruiting externs. If students have a difficult time securing a second externship placement, they are encouraged to reach out to the 5271 instructor (Dr. Stevens in 2024-2025) or Dr. Lovett.

*Externship III (Optional)*

This is an optional third externship which is typically completed by students who want to specialize in a specific area and/or gain more hours to boost their APPIC internship application. This externship would be completed in the student's fifth year. Students in their third externship will register for HBSK 5271 for zero credits. Students apply for this externship through the NYNJADOT application system, going through the same process as students applying for their first externship. However, students applying for their third externship are only permitted to submit eight total applications rather than 10 (per the NYNJADOT guidelines). For this externship, students may work as many as 20 hours per week.

Note that it is not required to complete a third externship, even if students are on the six-year track; the main advantage is for additional hours logged for APPIC and the potential to be competitive for a specialized internship placement.

*Internship*

All PhD students are required to complete a full-time, paid internship in their final year of the program. Regardless of setting, PhD students must be supervised by a licensed, doctoral- level psychologist employed by the school or agency in which the internship takes place. For more detailed information on internship requirements, students can consult the Internship Manual. Many PhD students choose to apply for an APA-accredited internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC), which is beneficial for eventually becoming a licensed psychologist.

However, it is also an option for students to complete a non-APA-accredited or APPIC internship. The options are detailed below.

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\*\**An Important Note About Internship and Conferral Dates*\*\* The timeline for the student's internship is important to consider when determining a desired conferral date of the PhD degree. If an internship goes late into the summer (for example, until the end of August), this will hinder the student's ability to graduate, as students cannot work towards hours for licensure until after graduation, and post-doctoral hours after internship do not count until after the PhD has been conferred. For students who want their degree to be conferred in May, rather than October, once they have their internship schedule they should first reach out to the Director of Clinical Training, Dr. Ben Lovett (bl2799@tc.columbia.edu), then contact Russ Gulizia (gulizia@tc.columbia.edu) and Noemi Garibay (ng2833@tc.columbia.edu) to determine if a May conferral is possible. This would depend on when the internship starts, as well as whether the student has fulfilled all other requirements (e.g., dissertation defense) early enough.

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*APPIC Internships.* Most School Psychology PhD students choose to apply for an internship through APPIC. In order for a student to meet the requirements for an APPIC internship, they must: (a) have completed one year of a clinical externship (at a clinic, residential school, or hospital) and one year of a school externship, (b) have a grade of B+ or higher in all core courses, (c) have proposed their dissertation with acceptance from the committee, and (e) have proof of professional liability insurance. It is also recommended, but not required, that students complete the pre-dissertation requirement before applying for internship, as this increases the number of sites they are eligible to apply for (the pre-dissertation requirement is equivalent to the "comprehensive exam" on the APPIC application).

As the APPIC application process is lengthy, most students begin preparing their applications the summer before applications are due. Most applications are due in early November. In order to have a complete application, students must (a) have a polished professional CV, (b) complete four 500-word essays, (c) ask three professors or supervisors for letters of recommendation, (d) write a cover letter for each site, (e) have all practicum, fieldwork, externship, TA, and other clinical hours tracked in Time2Track or a spreadsheet, and (e) create an APPI account and fill out all necessary application information. Most prospective interns apply to 10-15 internship sites. Browsing available sites can be done on the APPIC Directory Search. When searching the Directory, students should make sure to check From Graduate Program Types >> School Psychology to ensure they are searching internships that accept School Psychology students. Not all internships listed on the APPIC Directory are APA-accredited, and this can be added as a search filter as well.

After submitting APPIC applications, students will receive interview offers from interested sites in December and January, and there is a Match Day in mid-February. After completing all interviews, students will rank the sites they interviewed with in order of interest. On Match Day, the student will be informed of the internship site that they matched with. Students are required to accept their internship site once they have matched. 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.

*Non-APPIC Internships.* It is also acceptable for PhD students to pursue an internship outside of the APPIC system for their final year. In this case, students would follow the same rules as an EdM internship, in that: (a) they would be expected to log their hours during the internship year with signed

approval from their site supervisor, (b) an Internship Proposal would be submitted that states the agreement between the site and TC, and (c) if the internship is outside of the state of New York, students familiarize themselves with the internship requirements of the state. Note that most school psychology internships within the New York City metropolitan area are unpaid, but students can find paid internships in other areas of the state, or other states. If students are planning to apply for non-APPIC internships, they should contact the Director of Clinical Training, Dr. Ben Lovett (bl2799@tc.columbia.edu) as soon as possible in order to plan for a successful internship application process. **Note that it is challenging to meet the requirements for a doctoral internship in a non-APPIC school setting, because the K-12 school year does not typically contain enough hours. This would have significant implications for licensure. All students are strongly encouraged to seek an APPIC internship. Students should see the Ph.D. program director as soon as possible if they are not expecting to seek an APPIC internship.**

## SECTION VI: ASSISTANTSHIPS AND SUPERVISORY EXPERIENCES

Graduate assistantships are paid positions that enable students to gain valuable research, teaching, or other work experience. An assistantship involves financial support to contribute to tuition while building academic and professional skills. With an assistantship, students will receive a salaried or hourly wage and wages credits towards tuition expenses in exchange for work on research, teaching, and administrative projects. Assistantships are limited to a minimum of 15 hours and a maximum of 20 hours per week. Students are encouraged to contact Atapon Savitz, Director of Academic Administration, if they have other employment from TC, to ensure that this will not conflict with a graduate assistantship. For instance, Federal Work Study work does conflict with being a TA or RA.

Teachers College student appointments are governed by policies that both define the appointments and establish certain requirements for them. Only TC matriculated students enrolled for five credits or equivalent during the period of the appointment are eligible for a research assistant (RA) or teaching assistant (TA) appointment. TC students may only have one RA or TA position per semester. International students may have limitations on the number of hours permissible per week, depending on their visas. International students who are not permanent residents must clear their employment with the Office of International Students and Scholars (OISS).

### Research Assistant (RA)

Students awarded research assistantships perform academically relevant research in exchange for hourly wages and tuition credits. Students are eligible beginning in their first year and must be registered at least half-time during the RA semester. Research assistants track their hours using the Employee Dashboard on the myTC website.

### Teaching Assistant (TA)

Teaching assistants aid professors with instructional activities in exchange for salary and tuition credits. Students are not required to track their hours as this position is salaried. The number of hours dedicated per week to this position may vary given normal course patterns. Students in their second year or higher are eligible for teaching assistantships (TAships). This position is intended to provide students

with experience in teaching under the guidance and supervision of faculty. In the spring and summer leading up to the academic year, eligible students will be surveyed regarding their interests in TAships, available positions will be reviewed, and students will be placed accordingly. Adjustments based on performance may be made, as needed. All doctoral students are required to serve as a TA at least once for the first-year practicum course (or be engaged in another GA with supervisory responsibilities) as part of the HBSK 5273: Supervised Experience in Supervision curriculum.

*TA Expectations*

- TA contracts specify that "A TA must work at least 15 hours per week and no more than 20 hours a week for 15 weeks in the Fall or Spring semester." Of course, expectations will vary somewhat from week to week, and even from one course to another. Courses are revised each year and different instructors use different assignments and methods of instruction. TAs are expected to be flexible—within reason—to accommodate this variability. However, instructors are also expected to be flexible to accommodate TAs' other responsibilities in the program. In any case, TAs should absolutely not be working an average of more than 20 hours per week.
- At times, coursework extends beyond the normal boundaries of a semester. This is particularly true in practica and fieldwork, but even regular didactic classes may involve grading student work after the semester is over. If there is a reasonable possibility that TAs will be asked to do work outside of the semester, instructors should let TAs know this as soon as possible, typically at the very start of the semester. In addition, if a student's other obligations would prevent work outside of the semester, students should let the instructor know so that a modification can be made. Finally, this out-of-semester work would need to be made up for by less work during the semester; students should never be asked to work more than an average of 20 hours per week across 15 weeks.
- TAs should not be expected to present substantial new information (e.g., introducing new assessment tools or intervention techniques) that have not already been covered by the instructor in the lecture class. If TAs are leading meetings with students in a class, it should be for the purpose of additional reinforcement of concepts/skills or other kinds of practice with feedback.
- In classes that have a practicum component, defined here as where some kind of real clinical services (assessment, consultation, or intervention) are being provided to an actual client, both the TAs and the students in the class are working under the licensure and supervision of the instructor. If TAs are asked to do supervisory work on real cases (e.g., read drafts of an evaluation report), the instructor has ultimate responsibility for both the quality of the services being provided to clients and the quality of the training provided to students in the class.
- If TAs feel that any of the above expectations are not being met, they should request a meeting with the instructor to discuss this. If a TA does not feel comfortable approaching the instructor, or has done so but the meeting has not resolved the issue, the TA should speak with Dr. Lovett.

## SECTION VII: STUDENT EVALUATION

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

**Annual and Bi-annual Assessment**

Each summer, students are assessed using the *Doctoral Student Annual Evaluation Form* (Appendix A) in line with the APA Competency Benchmarks. All students will receive a letter indicating their standing within the program based on this evaluation at the end of each academic year. This assessment is based on general feedback from faculty and supervisors, as well as the following evaluations completed each semester:

*Supervisor Evaluations*

Students will be evaluated by their supervisors each semester of their fieldwork experience. This includes first-year practicum (HSBK 6380), fieldwork in school psychological services (HBSK 5280), externship (HSBK 5271), and internship (HSBK 6480). Table 14 outlines the competency criteria for each experience.

**Table 14**

*Fieldwork Supervisor Evaluations*

| Fieldwork Experience | Competencies |
|---|---|
| **Practicum Evaluation (HBSK 6380)** | ● Administration, recording, scoring, and interpretation of measures frequently used by school psychologists to assess academic functioning (NASP II & IV.1).<br>● Evaluation of basic psychometric, qualitative, and theoretical characteristics of standardized measures (NASP II).<br>● Supervised academic assessment of a client and production of a written report, complete with recommendations, to communicate the findings (NASP II).<br>● Development of report-writing, record keeping, and file management skills (NASP VIII.2).<br>● Development of professional competencies in terms of interacting with parents, clients, and other individuals involved in the client's education (e.g., teacher) (NASP II).<br>● Understanding of ethical guidelines, standard of conduct, and administrative considerations as outlined by the Dean-Hope Center for Educational and Psychological Services (NASP VIII.2).<br>● Ability to describe the difference between testing and assessment (NASP II).<br>● Ability to describe the relationship between cognitive and academic abilities (NASP IV.1).<br>● Ability to describe how specific variables (e.g., culture, language, SES) influence the development of academic skills and inform intervention planning (NASP VII).<br>● Ability to describe the functions of error analysis, work sample, and record reviews in the context of their DHCEPS assessment case (NASP II). |
| **Fieldwork in School** | ● Knowledge of diagnostic categories and criteria.<br>● Identification of referral concern and selects appropriate assessment |

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|---|---|
| **Psychological Services (HBSK 5280)** | tools.<br>● Effective interviewing skills.<br>● Effective behavioral assessment skills.<br>● Accurate administration and scoring of psychological tests.<br>● Accurate interpretation of psychological tests and assessment data.<br>● Use of multiple sources of information during the assessment process.<br>● Presentation of overall conceptualization of a case based on assessment results.<br>● Generation of appropriate recommendations for interventions.<br>● Generation of coherent, focused, well-organized reports.<br>● Development of initial intervention plans (individual counseling and consultation).<br>● Development of a good working alliance with clients (student, family, parent, teacher).<br>● Effective individual and group counseling skills.<br>● Competence in the appropriate application of evidence-based academic interventions in reading, writing, and mathematics.<br>● Evaluation of effectiveness of behavioral and academic interventions and modification of intervention plan utilizing outcome measures of progress, as appropriate.<br>● Development and implementation of a behavioral modification project using single case research design to evaluate effectiveness.<br>● Development of good working relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, other supervisees, and those receiving professional services (families/parents/school staff).<br>● Understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with individuals different from oneself.<br>● Consultation with other professionals and demonstration of knowledge and respect for the roles and perspectives of other professionals relevant to the case/setting (e.g., administrators, speech pathologists, social workers, occupational therapists, etc.).<br>● Utilization of resources within and outside of the school, including technology.<br>● Knowledge of and attendance to appropriate self-care.<br>● Appropriate response to suggestions/supervision.<br>● Initiative and resourcefulness.<br>● Responsible work habits (punctuality, personal appearance, etc.) and maintenance of schedules/completion of responsibilities on time.<br>● Production and comprehension of oral, non-verbal, and written communications; demonstration of thorough grapes or professional language and concepts, as well as an awareness of non-verbal behaviors.<br>● Sensitivity and skills needed to work with diverse clients.<br>● Protection and maintenance of confidentiality of case materials.<br>● Ethical behavior.<br>● Recognition of ethical dilemmas as they arise, and application of ethical decision-making processes in order to resolve the dilemmas. |
| **Externship** | ● Assessment of client's cognitive functioning. |

| Supervisor Evaluation (HBSK 5271) | <ul><li>Projective assessment/social-emotional functioning.</li><li>Achievement testing.</li><li>Neuropsychological assessment.</li><li>Informal assessment techniques.</li><li>Use of the DSM-V (diagnosis).</li><li>Written reports.</li><li>Case presentations.</li><li>Sensitivity to cultural, sexual, and lifestyle differences.</li><li>Selection of appropriate assessment procedures.</li><li>Appropriateness of recommendations and presentation of findings to parent/client.</li><li>Interviewing style.</li><li>Understanding of therapeutic techniques.</li><li>Understanding of psychodynamics.</li><li>Co-therapy skills.</li><li>Case conceptualization and presentation.</li><li>Flexibility and effectiveness of treatment interventions.</li><li>Quality of therapeutic relationships.</li><li>Sensitivity to cultural, sexual, and lifestyle differences.</li><li>Conduction of effective needs assessments.</li><li>Appropriateness of interventions.</li><li>Consultation with education/mental health professionals.</li><li>Openness to supervision.</li><li>Self-awareness.</li><li>Preparedness.</li><li>Effective use of supervision.</li><li>Relationships with colleagues.</li><li>Efficiency/management of workload.</li><li>Initiative/self-direction.</li><li>Treatment team participation.</li><li>Knowledge of ethics.</li><li>Attendance.</li></ul> |
|---|---|
| Externship Live Observation (HBSK 5721) | <ul><li>Rapport and attending behaviors with client. Generally comfortable, related, and relaxed.</li><li>Awareness of boundaries. Tries to avoid verbal exchanges that undermine the working relationship (e.g., gives feedback to client non-defensively, and receives feedback from client in non-defensive manner).</li><li>Awareness that diversity (individual, cultural, gender, SES or other differences or beliefs) exist with a client.</li><li>Acceptance and respect for client's comments that may stem from a social, political, economic, and cultural worldview. Comfortable when issues are raised (e.g., avoid disagreeing with a client).</li><li>Operation from at least one consistent theoretical orientation. Clear effort of planning interventions in advance.</li><li>Link between assessment and intervention. Evidence that extern is using measurement in treatment (e.g., data from progress monitoring, helping client rate and scale feelings, using emotional/behavioral rating scales, etc.).</li></ul> |

| | |
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| | <ul><li>Recognition of emotional, social, or behavioral issues when clearly presented by the client. Realistic therapeutic session goals around these issues.</li><li>Use of a range of empirically supported techniques that are delivered and timed well in session. Strategies are suited to clients' developmental level.</li><li>Helps the client accept the intervention and to increase their motivation to change. Handles rejection of intervention, if any, appropriately.</li><li>Recognition of potentially problematic disclosures or incidents (e.g., threat to self, others, or any other safety issues. Appropriate actions to assess and manage client safety, and consultation with supervisor.</li></ul> |
| **Internship (HBSK 6480)** | <ul><li>Knowledge of varied models and methods of assessment (including testing, observation, and interviews, etc.).</li><li>Assessment and diagnosis of student cognitive functioning and learning problems and strengths.</li><li>Assessment and diagnosis of student behavioral and social-emotional problems and strengths (including functional analysis of behavior).</li><li>Accurate administration, scoring, and interpretation of psychoeducational instruments.</li><li>Use of unbiased methods in assessing students from different cultural and/or linguistic backgrounds.</li><li>Use of multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods).</li><li>Integration of relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process.</li><li>Generation of cognitively and developmentally appropriate recommendations based on the assessment results.</li><li>Inclusion of recommendations that enhance social developmental and life-related skills.</li><li>Use of assessment data to make decisions at the classroom, school, or school district level.</li><li>Writing of coherent, focused, well-organized psychoeducational reports.</li><li>Planning of instructional, behavioral, or mental health consultation with school personnel and/or parents.</li><li>Implementation of instructional, behavioral, and mental health consultation with school personnel and/or parents.</li><li>Collaboration with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels.</li><li>Sensitivity to student and family diversity in selecting and implementing consultation strategies.</li><li>Collaboration with other professionals to create linkages between schools, families, and the community.</li><li>Understanding of schools and families as systems; assessment of system resources to address student needs.</li><li>Provision of informative and well-organized in-service presentation to school personnel, teachers, administrators, and/or parents.</li><li>Association of consultation work with positive behavioral and mental health outcomes.</li><li>Understanding of cognitive and developmental psychology related to</li></ul> |

student learning and mental health.
- Understanding of reading, writing, and math curricula related to student learning.
- Understanding of study skills, reading comprehension, and time management interventions.
- Understanding of state and federal laws/regulations affecting services to students and families.
- Understanding of laws and procedures for handling crises (including assessment for suicidal ideation/threats and child abuse and neglect).
- Development of behavioral and/or cognitive behavioral interventions based on the assessment data.
- Sensitivity to student and family diversity in selecting and implementing intervention strategies.
- Appropriate use of school/community resources for clients and families; knowledge of public and private agencies.
- Implementation of interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills.
- Evaluation of interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills.
- Contribution to prevention and intervention programs that promote mental health.
- Crisis intervention assistance when needed/requested.
- Intervention work associated with positive academic, behavioral, and mental health outcomes.
- Supportive counseling that targets student academic, behavioral, and emotional problems.
- Management of relationships with students/clients in an emotional, social, and ethically competent way.
- Sensitivity and skill when working with culturally and linguistically diverse students/clients.
- Management of relationships with school/internship site personnel and parents in an emotional, social, and ethically competent way.
- Management of relationships with Site Supervisor in an emotional, social, and ethically competent way.
- Communication of options and data to all appropriate parties in a supportive, problem-solving fashion.
- Association of counseling with positive academic, behavioral, and mental health outcomes.
- Initiative and appropriate level of independence in performing responsibilities.
- Recognition of their limitations and assumed responsibilities that reflect training and knowledge.
- Appropriate response to supervision and implementation of recommendations for service delivery improvements.
- Knowledge and skills needed to acquire career-long professional development.
- Observation of schedules/deadlines and maintenance of appointments.
- Completion of all required reports, forms, and logs in a timely manner.
- Adherence to ethical and legal standards of professional practice; safeguarding of client's confidentiality.

| | |
|---|---|
| | ● Provision of services that have a measurable positive influence on students, families, and/or teachers.<br>● Appropriate use of information technology to enhance quality of services (including adaptive technology, presentation, statistics, and word processing packages, etc.). |

*TA Evaluations*

Following the completion of a TAship, students will be evaluated by their students and faculty supervisor. These ratings and feedback will be shared with the students and considered as part of their annual doctoral student evaluation. Criteria for TA performance are outlined below in Table 15.

**Table 15**

*TA Evaluation Criteria*

| TA Evaluation | Criteria |
|---|---|
| **Student Evaluation** | ● Providing constructive feedback on intake interviewing.<br>● Clarifying the referral question.<br>● Helping students manage their relationship with the client.<br>● Selection and interpretation of cognitive assessment measures.<br>● Selection and interpretation of personality assessment measures (MMPI, Rorschach, TAT/CAT).<br>● Selection and interpretation of academic achievement measures.<br>● Structured clinical interview leading to DSM-V-TR diagnosis.<br>● Classroom observation and other issues arising from the school visit and interactions with teachers.<br>● Case conceptualization.<br>● Making diagnoses.<br>● Report writing.<br>● Helping students manage anxiety about the client and testing process.<br>● Providing encouragement and promoting students' self-confidence.<br>● Respecting students' ideas and treating them with respect.<br>● Preparing students for the feedback session with the client.<br>● Making and keeping appointments with students. |
| **Faculty Evaluation** | ● Completion of class responsibilities (i.e., making it to class on time, holding lab sections for the time required).<br>● Completion of teaching assignments for the section/lab group.<br>● Availability to meet with students during and outside of scheduled lab/section times.<br>● Modeling of strong clinical skills.<br>● Appropriate and consistent grading across students.<br>● Positive and corrective (as needed) feedback provided across students.<br>● Willingness to engage in discussions about teaching.<br>● Receptiveness to feedback about teaching.<br>● Professionalism exhibited as a model to other students. |

**Gateway Assessment Series**

In addition to annual assessment using the aforementioned evaluations, students are assessed via a series of gateway assessments (see Table 16) which determine the student's advancement within the program.

*Assessment 1: Admissions*

The first gateway assessment involves admission to the program after careful evaluation of academic (grades, undergraduate degree major, GRE scores [optional], writing sample) and dispositional preparedness (letters of recommendation, personal statement, interview). Documents are due December 1, and are reviewed by faculty in the winter.

*Assessment 2: Readiness to See Own Client*

The second gateway assessment occurs after the first semester (or earlier if needed). The DCT confers with the instructors of first semester courses regarding the student's readiness for the first-year practicum (*HSBK 6380: Psychoeducational Assessment of Culturally Diverse Students*), during which students will evaluate a client. This takes place at the end of the fall semester, and students will only be notified if there is a problem.

*Assessment 3: Readiness for Fieldwork*

The third gateway assessment occurs at the end of the first year when the core and adjunct faculty teaching first-year students in the program meet to evaluate student progress. Assessment is based on the first-year transcript and feedback from course instructors, the research mentor, and the practicum supervisors. A decision is made as to the readiness of each doctoral student for the second-year practicum (HBSK 5280: Fieldwork in School Psychology Services). Students will be notified of the faculty's decision within their annual letter indicating their standing within the program, which is sent in the summer.

*Assessment 4: Readiness for Internship*

The fourth gateway assessment, readiness for internship, is a multi-year process that begins when students are evaluated for clinical readiness at the end of the second year. The summative evaluation includes many different types of data: second-year fieldwork supervisor ratings, externship supervisor evaluations (see Table 14), as well as annual reviews conducted at the end of each year assessing ongoing progress in research requirements, coursework, and quality of teaching and supervision as a TA. Additionally, students are assessed at the end of the fourth year to ensure that they have completed the Pre-Dissertation requirement and proposed their dissertation.

*Assessment 5: Readiness for Practice*

Prior to graduation, students will be assessed based on their overall performance throughout the program and competence regarding Program goals. Specifically, students will be evaluated based on the completion of internship, the Advanced Seminar, and the Dissertation Defense (see Research section).

**Table 16**
*Gateway Assessments in School Psychology Ph.D. Program*

| Gateway Assessment | Time in Program | Evaluation Content |
|---|---|---|
| **Admissions** | Prior to Enrollment | ● Undergraduate/Graduate Transcripts<br>● GRE Scores<br>● Letters of Recommendation<br>● Writing Sample<br>● Interview<br>● Personal Statement |
| **Readiness to See Own Client** | End of First Semester | ● Overall first semester performance |
| **Readiness for Fieldwork** | End of Year 1 | ● Annual summative evaluation |
| **Readiness for Internship** | End of Year 2, 3, 4, and 5 (and 6) | ● *End of Year 2*: Fieldwork in School Psychological Services Summative Evaluation (see Table 14) and Membership in a professional organization<br>● *End of Year 3, 4, and 5 (and 6):* Annual Evaluation<br>  ○ Transcript Review<br>  ○ Student and Supervisor TA Evaluations (see Table 15)<br>  ○ Externship Supervisor Evaluations and Live Observations (see Table 14)<br>  ○ Overall research progress<br>● *End of Year 4*: Research Competence Evaluation<br>  ○ Pre-Dissertation Requirement<br>  ○ Dissertation Proposal (for those on the 5-year plan)<br>● *End of Year 5*: Dissertation Defense (for those on the 5-year plan) |
| **Readiness for Practice** | Prior to Graduation | ● Internship Completion<br>● Advanced Seminar<br>● Dissertation Defense |

*Monitoring Progress*

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

● Purchase liability insurance in the second semester of the first year of the program and maintain coverage through completion of Internship;
● Become a student member of APA, NASP, or a similar organization;
● Receive a grade of B+ or higher for the following courses: HBSK 5378, HBSK 5320-21, HBSK 5280, HBSK 5273, HBSK 6380, HBSK 5271, HBSK 657_, and HBSK 6480. If a student does not receive a B+ or higher, they will be required to retake the course before enrolling in courses for which the problematic course is a prerequisite. A grade of B or higher is required for all other

courses. Per New York State Education regulations, graduate students must receive a minimum grade of B- in order for courses to count towards verification. If students receive a grade of C+ or lower in any course, the student must retake the course and the faculty will review the student's standing in the Program. In such cases, the student may be placed on probation. If a student fails any course, they may be terminated from the program;

- Have no more than one active incomplete. Any incomplete must be finished by the term subsequent to the term during which it was obtained. A student will not be approved for Internship if there are any active incompletes on the student's record;
- Demonstrate satisfactory progress in research (rated on average as "adequate" or "exceeding expectations" by the research advisor on the Doctoral Student Annual Evaluation Form, Section 7).
- Demonstrate satisfactory performance in all practica and fieldwork placements (overall rating, domain ratings, and items ratings from that spring as "adequate" or higher).
- Participate in program activities;
- Adhere to all ethical and professional standards for the practice of psychology, as outlined by the APA and NASP Ethics Codes (see Section II: Program Organization and Policy; Student Conduct).
- Meet all academic, research, and fieldwork requirements outlined in the sections above.

### *Program Student Grievance Policy and Procedure*

As outlined in the sections above, student progress and conduct are continually assessed through faculty and instructor feedback and formal evaluation. If concerns rise during the annual evaluation or following the second, third, or fourth gateway assessment, the DCT will send additional inquiries to each of the student's instructors to see how they are performing and then report to faculty at the regularly-scheduled faculty meetings.

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

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

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

## SECTION VIII: MASTER'S DEGREES AND CERTIFICATIONS

### Overview of Master's Degrees

PhD students are eligible to receive three Master's degrees on their way to earning their PhD. These degrees are not "automatically" awarded, and students should be careful to stick to the following timeline and requirements in order to obtain their degrees. The timeline for obtaining the degrees is flexible; however, students should be careful to plan forward for externships that may require the completion of a Master's degree. Students receive the *en passant* (in passing) degrees in the following order:

- Master of Arts (MA) in Educational Psychology: Schooling
  - *Typically obtained in October of the third year*
- Master of Education (Ed.M) in School Psychology: Applied Development and Learning Psychology
  - *Typically obtained in May of the fourth year*
- Master of Philosophy (M.Phil) in School Psychology
  - *Timeline dependent on dissertation completion and coursework*

### Master of Arts (MA)

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

**Table 17**
*Requirements for the MA Degree*

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

**Master of Education (Ed.M.)**

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

> **A Special Note About the Ed.M Degree** Unlike the MA and M.Phil degrees, the Ed.M degree is an *addition* along the way to the typical *en passant* Master's degrees that PhD students at Teachers College receive. Students should be proactive in informing Russ Gulizia that they are auditing the Ed.M degree so that they meet necessary requirements on time.

**Table 18**
*Requirements for the Ed.M Degree*

| | |
|---|---|
| 69 Credits | ● As for the MA degree, students should check their Ed.M degree audit to ensure that they have completed the necessary number of credits for the degree. |

| | |
|---|---|
| 4 Semesters of Supervised Externship (HBSK 5271) | ● Students will need to complete their school-based externship in order to be eligible for the Ed.M, which is typically in the fourth year, after completing a clinical externship.<br>● Students take HBSK 5271 in conjunction with their externships. |
| Ph.D. Portfolio | ● Students will submit a comprehensive portfolio to Canvas that includes the following documentation:<br>  ○ The student's current Curriculum Vitae (CV)<br>  ○ Goals for externship year and progress on goals (at least three goals)<br>  ○ Behavioral and/or counseling interventions (minimum 2)<br>  ○ De-identified psychoeducational evaluation reports (minimum 2)<br>  ○ In-service presentation (include PPT and handouts)<br>  ○ Live observation evaluation forms (minimum 2)<br>  ○ Supervisor evaluation forms (minimum 2)<br>  ○ Proof of registration fee payment of attendance at a national conference or convention (e.g., NASP, NYASP, APA)<br>  ○ Certificates of completion of the NYSED workshops, as referenced above in the MA degree requirements |
| Ed.M Degree Audit | ● As for the MA degree, students will need to have a complete Ed.M degree audit and complete their application for the Ed.M degree. |

**Master of Philosophy (M.Phil)**

Students are eligible to receive their M.Phil degree after completion of the requirements in the following table.

*\*\*A Special Note About the M.Phil Degree\*\** There is currently a date conflict between Spring conferral and the deadline for grades to be submitted for the M.Phil degree; while course grades must be submitted for the M.Phil by May 8, 2025, the end of the semester isn't until May 12, 2025, meaning that students will need to ask special permission from their Spring 2025 instructors for grades to be completed by the May 8 deadline. Students should try to have their final grades submitted as early as possible on May 8.

**Table 19**
*Requirements for the M.Phil Degree*

| | |
|---|---|
| 90 Credits | ● Students are eligible for the M.Phil degree once they have completed all required coursework, and all other requirements, for the degree aside from the dissertation.<br>● More information about the M.Phil degree requirements can be found on the GSAS website. |

| M.Phil Degree Audit | ● As for the M.A. and Ed.M degrees, students will need to have a complete M.Phil degree audit.<br>● Students should contact Russ Gulizia (gulizia@tc.columbia.edu) or Noemi Garibay (ng2833@tc.columbia.edu) of ODS to review their degree audit. |
|---|---|
| M.Phil Application | ● Students will need to fill out and submit to ODS an M.Phil Application.<br>● An M.Phil application can be submitted at any time; degree conferrals only occur in October, February, and May. |

## Overview of Licensure & Certifications

School Psychology PhD students are eligible to receive multiple licensures and certifications as a result of their training. Students are not required to apply for any licensure or certification; however, they should consult with their advisor to determine which options are most appropriate for their future career goals. The potential licensures and certifications are as follows:
- National Certification as a School Psychologist (NCSP)
  - Optional: New York State Bilingual Extension
- New York State Provisional Licensure as a School Psychologist
  - Or: licensure as a school psychologist in any state of the student's choosing
- Licensed Psychologist

## National Certification as a School Psychologist (NCSP)

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

**Table 20**

*Requirements for NCSP*

| All Ed.M Coursework Completed | ● Students must complete the full 69 credits and all other requirements for the Ed.M (see Table 19). |
|---|---|
| 1,200 Internship Hours | ● Students must complete a total of 1,200 internship (or externship) hours, at least 600 of which must be in a school setting. |
| Praxis Exam | ● As for the MA degree, students must have a passing score (155 or higher) for the Praxis Exam in School Psychology 5403. |
| NCSP Application | ● Once all requirements are met, students can fill out the NCSP application on the NASP website.<br>● Note that TC is a NASP approved/accredited program. |

**New York State Bilingual Extension**

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

**Table 21**

*Requirements for New York State Bilingual Extension*

| Pass proficiency exams in English and non-English language | ● Requirements for the exams can be found at the NYS Teacher Examinations website under "Bilingual Education Assessments"<br>● Note that these exams have a registration fee of $65. |
|---|---|
| Take an additional class focused on services for bilingual students | ● This requirement can be fulfilled by taking BBSQ 5120 (Communication Disorders in Bilingual/Bicultural Children) or another course that is approved by the student's advisor. |
| Bilingual Internship | ● This means that the internship experience is supervised by a bilingual supervisor. For more information on how to request a bilingual internship option, contact Dr. Gotterbarn (gotterbarn@tc.columbia.edu), who conducts EdM Internship supervision. |

**New York State Provisional School Psychologist Certification**

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

**Table 22**

*Requirements for New York State Provisional School Psychologist Certification*

| Completion of a registered program | ● Note that TC's School Psychology program is a registered program with NYSED; completion of the Ed.M degree satisfies this requirement. |
|---|---|
| Institutional Recommendation | ● This is an online statement from TC recommending the student as a candidate for certification.<br>● Contact TC's Office of Teacher Education (OTE) for the online recommendation as well as provision of the necessary application forms. |
| DASA Workshop | ● Note that the DASA workshop should already have been completed for the MA degree; a certificate of completion will be required. |

| Fingerprint Clearance | ● All candidates for NY Provisional School Psychologist certification must be fingerprinted.<br>● Information about the fingerprinting process can be found at the [NYSED Fingerprinting Webpage](#). |
|---|---|

**Licensed Psychologist**

   **A complete list of requirements for becoming a licensed psychologist in New York State is available from the [NYSED](#) website.** Note that students will not be eligible for certification as a psychologist until they have completed at least one year of supervised postdoctoral work (the equivalent of 1,750 hours); after graduation, students can apply for a Limited Permit to practice psychology while they are gaining supervised experience for their licensure. If students are interested in becoming a licensed psychologist in another state, a full list of state requirements for licensure is available through the [University of Kentucky](#) website. The requirements to become a licensed psychologist in the state of New York are outlined in the following table.

**Table 23**

*Requirements for Licensure as a Psychologist in the State of New York*

| Completion of a doctoral program in psychology | ● Note that TC's School Psychology program is a registered program with NYSED. |
|---|---|
| Mandated reporter training | ● Note that TC is an approved provider of Mandated Reporter training, and students will have already met this requirement. |
| Two years of supervised field experience | ● No more than one full year, or its part-time equivalent (1,750 hours) that was completed as an internship/externship may be used toward this requirement.<br>● The rest of the hours must be accrued through supervised postdoctoral work. |
| Examination for Professional Practice in Psychology (EPPP) | ● The [EPPP](#) exam must be passed (a minimum score of 75).<br>● Only the EPPP Part 1 - Knowledge is required in New York State.<br>● The fee for taking the EPPP is $692. |
| Fee | ● The fee for a Limited Permit is $70.<br>● The fee for Professional Licensure is $294. |

**SECTION IX: GENERAL INFORMATION**

**College Policies**

*Services for Students with Disabilities*

The college will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID; see p. 63) for information about registration. Services are available only to students who are registered and submit appropriate documentation. The faculty encourage students with recognized disability conditions to register with OASID. Accommodations are not generally retroactive, so registering *after* difficulties occur in a class or program is not as helpful.

*Statement on Academic Conduct*

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

*Resolution of Student Academic Program Concerns*

Any student who has a concern regarding an academic matter may seek assistance. Resolution of student concerns is a progressive, step-wise process (as needed) outlined in Table 24. The procedure for resolving academic program concerns (see grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator. If the student is not satisfied with the resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombuds (see p. 64), who are charged with attempting to informally resolve student dissatisfaction of an academic nature on a confidential basis, or the director of the Office of Community and Diversity (see p. 63) who is also the College's Title IX coordinator.

**Table 24**
*Procedure for Resolution of Student Academic Program Concerns*

| Level 1 | Students may speak with the r**elevant faculty member** and/or their **advisor.** |
|---------|----------------------------------------------------------------------------------|

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

*Grade Correction Procedure*

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

*Incompletes (IN)*

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

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

*Columbia University Network ID (UNI)*

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the

College (e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc.) will be sent to the student's Columbia email account, students are responsible for either reading email in their Columbia account or for utilizing the mail-forwarding option to forward mail from their Columbia account to an email address which they will monitor.

*Religious Observance*

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

*Sexual Harassment and Violence Reporting*

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and federal and state regulations, instructors are required to report information regarding sexual harassment of gender-based misconduct involving the campus community to the Title IX Coordinator within the Office of the Vice President for Diversity and Community Affairs (see p. 63). Confidentiality will be maintained; follow up and possible investigation will be necessary.

The Ombuds Officer (see p. 64) is a confidential resource available for students, staff, and faculty, including matters concerning "Gender-based Misconduct." "Gender-based misconduct includes but is not limited to sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment.

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

**College Resources**

*Division of Student Affairs[4]*

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

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

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[4] Taken from https://www.tc.columbia.edu/student-affairs/

### Office of the Vice President for Diversity and Community Affairs[5]

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

### Graduate Writing Center[6]

The mission of the Teachers College Graduate Writing Center is to provide a range of services designed to support all members of the TC community as writers and graduate students. As a school of practitioners, [Teachers College] believe[s] that writing is a tool that can help students connect theory and practice. While ensuring that students have access to the norms of academic English, [the] staff also believes that language expectations should be fluid, and [the] staff values the notion that effective writing utilizes multiple forms of communication. As graduate students from a variety of disciplines, [the Center] work[s] with writers to adopt multiple paths to clarity. Writing Fellows work to help students understand writing as a process and facilitate students in navigating this process on their own. To advance these goals, [the Center] provide[s] the following services:
- One-to-one writing consultations for generating ideas, probing academic papers, or provisioning constructive feedback. Writing support is offered for all academic work, not career documents. Proofreading, formatting, and editing services are not offered.
- Monthly workshops on a variety of academic and professional topics.
- Periodic write-ins to provide a collaborative space for writing.
- Writing retreats for masters and doctoral students during College breaks.
- Small, responsive mini workshops generated from writing fellows' data and client feedback.

### Office of Access & Services for Individuals with Disabilities (OASID)[7]

Teachers College is committed to providing education and professional opportunities for all individuals and assisting them in making their experience at Teachers College successful and positive. OASID works with all academic departments, faculty members, and administrative offices in an attempt to ensure that individuals with disabilities can participate fully and equally in the Teachers College community. OASID's primary areas of focus include:
- Providing reasonable accommodations.
- Removing physical and attitudinal barriers.
- Facilitating participation in college activities.
- Advocating for the rights of individuals with disabilities.

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[5] Taken from https://www.tc.columbia.edu/diversity/
[6] Taken from https://www.tc.columbia.edu/graduate-writing-center/
[7] Taken from https://www.tc.columbia.edu/oasid/about-us/

### Division of Academic Planning and Global Affairs[8]

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

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

### Office of the Ombuds[9]

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

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

### Office of Teacher Education (OTE)[10]

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

### Teachers College Information Technology (TCIT)[11]

Teachers College Information Technology (TCIT) is committed to providing effective technology support to the Teachers College community. Core services include:

- Technology support via the Service Desk.
- Classroom technology, video, and event support via Media Services.
- Information Security to monitor, assess, and respond to threats against the college.
- Enterprise Application management for the development, testing, support, and operations of TC's application architecture.
- Network Infrastructure Management to support the storage, computing, server, cloud, and WiFi needs of the college.
- IT Project Management to provide staff, structure, and oversight to ensure projects are successful.

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[8] Taken from https://www.tc.columbia.edu/division-academic-planning/

[9] Taken from https://www.tc.columbia.edu/ombuds/

[10] Taken from https://www.tc.columbia.edu/office-of-teacher-education/

[11] Taken from https://www.tc.columbia.edu/tcit/about/

*Office of the Registrar*

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

**Tuition, Fees, and Financial Assistance**

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

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

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*Tuition and Financial Assistance*

      PhD 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 3rd and 4th years (7 to 22 credits per year). There are some financial aid resources available to offset educational costs.

      ***Doctoral Fellow Appointments.*** Teachers College has implemented a fellowship program for all new PhD students, which they are automatically considered for upon admission to the program. The Doctoral Fellowship Program provides full or partial tuition remission and an apprenticeship allowance of $30,000 per year for up to four years of study. Students will be notified upon an offer of admission if they are to receive a Doctoral Fellowship Appointment. More information can be found at the TC Financial Aid website. A limited number of doctoral fellowships are available, and this changes for year to year (for each entering cohort).

      ***Teachers College Scholarships.*** A scholarship may be awarded to students in the first year of the program. However, it is important to note that scholarships do not apply beyond the first year. Eligibility for scholarships is determined at the time of application to the program; students are encouraged to submit their applications by the priority deadline.

      ***Graduate Assistantships.*** All School Psychology PhD students are eligible for Graduate Assistantships. Students can act as Teaching Assistants (TA) for a class beginning in their second year, or Research Assistants (RA) for a research project beginning in their first year. The student's advisor will inform the student of their graduate assistantship opportunities. Students receive 3 credits in tuition remission per semester of their assistantship, plus a stipend, typically equivalent to $3375 per semester. Students who receive the Doctoral Fellowship are still encouraged to take on Graduate Assistantships but do not receive an additional stipend beyond their awarded $30,000 per year. For more information on assistantships, visit the TC Assistantships webpage.

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

***Grant Support.*** There are some grants available through Teachers College that students can apply for to support their research endeavors. Grants that School Psychology PhD students are eligible for include the Dean's Grant for Student Research, the Doctoral Dissertation Grant, and the Provost's Grant for Conference Presentation and Professional Development. Information about grants can be found at the TC Financial Aid website.

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\*\**Important Note About the Doctoral Dissertation Grant\*\** Students are strongly encouraged to apply for this grant, as it can significantly offset dissertation fees. Students are eligible to apply when they have been approved for the M.Phil degree, have filed their dissertation proposal document, and have IRB approval.

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

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

**Appendix A**

*Doctoral Student Annual Evaluation Form*

**Student:**
**Year Admitted:**
**Advisor:**
**Year Reviewed:**

Evaluations Rating Key:

| 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 |

| Area of Competency | Rating |
|---|---|
| **I.   Research**<br>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. | |
| **II. Ethical and Legal Standards**<br>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. | |
| **III. Individual and Cultural Diversity**<br>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 | |

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|---|---|
| and empirical base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; the ability to 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. | |
| **IV. Professional Values and Attitudes**<br>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. | |
| **V. Communication and Interpersonal Skills**<br>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. | |
| **VI. Assessment**<br>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 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. | |
| **VII. Intervention**<br>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 | |

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|---|---|
| evidence-based is lacking; evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. | |
| **VIII. Supervision**<br>Doctoral students are expected to demonstrate knowledge of supervision models and practices. | |
| **IX. Consultation and interprofessional/ interdisciplinary skills**<br>Doctoral students are expected to demonstrate knowledge and respect for the roles and perspectives of other professions; demonstrate knowledge of consultation models and practices. | |

**Comments on Student's Year (20XX-20XX):**