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Purpose of the Handbook

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

Program Philosophy and Goals

The theoretical model of our program involves the application of psychological science to the promotion of competence in learning and mental health in schools and other educational contexts. Course work provides students with a strong foundation in the theory and research from cognitive and developmental psychology and its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding and treatment of mental health problems. Practica 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 our collaborating schools (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low and middle income environments). Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students (doctoral primarily) to develop and apply their knowledge.

The overall goal of the program is to educate school psychologists who can promote the cognitive, behavioral, and social-emotional growth and development of children, youth and families from diverse linguistic, cultural or racial backgrounds. Our more specific goals are:

♦ **Goal 1:** (a) Use knowledge of measurement and psychological and educational assessment for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; (b) Use knowledge of evidence-based practices and strategies to develop, implement, and evaluate effective services for children and adolescents;

♦ **Goal 2:** Use knowledge of varied methods of consultation, collaboration, and communication with teachers, families, and other professionals for designing, implementing and evaluating services and programs;

♦ **Goal 3:** Demonstrate an understanding of individual and cultural differences and provide services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts;

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

Core and Associated Faculty: Areas of Expertise

Faculty

Marla R. Brassard, Ph.D.  Professor of Psychology and Education. Director of Clinical Training Ph.D. Program. For the past 30 years she has been studying psychological maltreatment - its assessment, the emotional injuries and behavioral problems that result, and the contextual factors that moderate the effect of maltreatment (particularly the role of schools, teachers and peer relationships), and interventions that improve family and child functioning. She also studies psychological aggression in the teacher-student and peer relationships and its impact on children’s functioning. She teaches courses on family as the context in child development and the individual psychological assessment of intelligence, personality, and behavior. Clinically, she has worked in schools (from preschool to high school), a prison, and clinics with normally developing as well as maltreated and other troubled children and youth and their families. She is a fellow of the American Psychological Association (Division of School Psychology), past president of the Council of Directors of School Psychology Programs (CDSPP), and a member of Lady Gaga’s Born This Way Foundation Research Advisory Board.

Sample Publications


**Stephen T. Peverly, Ph.D.** Professor of Psychology and Education. His research focuses on two areas: (a) the cognitive processes that underlie reading comprehension and studying, and (b) cross-cultural differences between U.S. and Chinese children in mathematical performance and the reasons for differences in performance. He teaches courses on memory, reading comprehension and studying, and law and ethics for school psychologists. He is a fellow of the American Psychological Association’s Division 16 (School Psychology).

**Sample Publications**


**Philip A. Saigh, Ph.D.**
Professor of Psychology and Education. *Director, Ed.M. Program.* He has worked with traumatized children, adolescents and adults since 1977. His research interests involve the epidemiology, etiology, assessment, and cognitive-behavioral treatment of posttraumatic stress disorder (PTSD). His interests also involve test development and childhood psychopathology. He is currently investigating the relationship between trauma exposure, PTSD, and cognitive functioning. Professor Saigh was the first investigator to demonstrate the efficacy of exposure in the treatment of children and adolescents with PTSD. He developed and validated the Children’s PTSD Inventory and nine additional tests. His books include *Posttraumatic Stress Disorder: Theory Research and Treatment* and *Posttraumatic Stress Disorder: A Comprehensive Text* (with D. J. Bremner, M.D.). More recently, he has developed a research interest in Internet Gaming Disorder and developed student, adult, and parent diagnostic and screening instruments to assess this disorder. Professor Saigh is a Fellow of the American Psychological Association’s Divisions of School Psychology, Clinical Psychology, and Trauma Psychology.


Department Faculty Associated with the Program who sponsor Dissertations

**Dolores Perin, Ph.D.**  
**Professor of Psychology and Education.** *Coordinator of Reading Specialist Program.* Her research focuses on reading and writing disabilities in adolescents and adults. She teaches courses on literacy assessment and intervention, and has directed dissertation research on individuals with both low-incidence conditions (e.g., behavioral disorders, attention deficit and hyperactivity disorder, and speech and language disorders), and
students who fall into the typical range but have reading or writing difficulties. One area of interest is how intervention in reading and writing can be contextualized in important subject areas such as science and social studies. Another of her research areas is identifying subgroups in samples of students with low writing skills. She is a member of the American Psychological Association, the American Educational Research Association, the Society for the Scientific Study of Reading, and several other literacy organizations.

Sample publications


**Lecturers**

Gardith Marcelin, Ph.D.  
*Fieldwork Coordinator;* Psychoeducational assessment; learning and achievement in at-risk minority youth; individual, group and family interventions; childhood adversity.


Helen Stevens, Ph.D.  
*Internship Director.* Dr. Stevens is a licensed psychologist and certified school psychologist with 26 years experience in private practice (28 years as a school psychologist and 22 years teaching school psychology at the graduate level). She specializes in individual and family therapy and psychological assessment, including forensic, psycho-educational, employment, adoption, law enforcement appeals, and disability evaluations.

**Adjunct Faculty**

Ann E. Boehm Ph.D.  
Psychoeducational assessment; observation and concept (Emertus) development in young children; intergenerational literacy

Jennifer Hope, Ph.D.  
Neuropsychological and bilingual assessment; Individual psychotherapy in English and Spanish

Kelly Mulé, Ph.D.  
Psychological assessment and therapy.

Michael Koski, Ph.D.  
Group counseling processes.

Leah McGuire, Ph.D.  
Psychological assessment and therapy: PTSD.
Erica Miller, Ph.D.  Linking assessment to practice/intervention; Psychoeducational assessment and treatment of maltreated and under-served youth.

Erin Rivelis, Ph.D.  Psychological assessment and therapy with maltreated youth and juvenile delinquents

Aparna Sampat, Ph.D.  Learning disabilities; Depression in adolescents; co-morbid anxiety and ADHD/executive functioning treatment

James Sumowski, Ph.D.  Neuropsychology and neuropsychological assessment

Program Secretary  Maeve O’Grady  (212-678-3942)

**Ed.M. Program**

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

**General Description**
An Ed.M. in school psychology can be obtained through successful completion of a three-year program of 69 credit hours. The first two years (including at least one summer) consist of coursework, practica, and fieldwork. Most students complete a full time school-based internship in the 3rd year that consists of a minimum of 1200 hours. See Table 2 for the Ed.M. curriculum.

**Prerequisites**
An undergraduate degree in psychology is desired but not required. However, if students do not have an undergraduate degree in psychology they must take an undergraduate or graduate course in cognitive development before they graduate; HUDK 5023 may be used to fulfill this requirement. If you need to take a course in cognitive development as part of the program, your semester credit total will be 72 credits.

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

♦ Year 1: an average of 1 day per week in assessment practica for both semesters (these take place in the Center for Educational and Psychological Services at Teachers College).

♦ Year 2: Two days per week in fieldwork for both semesters (these take place in one of the schools associated with our program). Fieldwork is a minimum of 600 hours over the academic year. See Appendix B for a description of our fieldwork sites.

♦ Year 3: School-based internship. Must be a minimum of 1200 hours. See our statement on internships below and consult the Internship Manual for specific information on requirements.

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

♦ Field-based supervisors and the School Psychology faculty share information on students’ progress and strengths and weaknesses on a regular basis.

Internships

All Students must locate a school setting and a certified school psychologist with three years of experience who works at the school who is willing to supervise them. They must also register for and receive internship supervision at the College or another NASP approved university based school psychology program. Students who wish to have an internship outside of the New York metropolitan area must check the internship requirements in the state(s) wherein they wish to move and follow the procedures in the Internship Manual.

International students must also note that internships may be subject to federal regulations regarding employment of non-U.S. citizens.

Generally speaking, non-paid, school-based internships are easy to obtain in the greater New York City metropolitan area (includes outlying suburbs in New York and New Jersey). Paid internships, however are very, very rare in this area. The one consistent exception is the Psychologist-in-Training Program sponsored by the New York City Department of Education, however, applicants must be bilingual (English-Spanish preferably) to be eligible for this internship, and a year of service in the NYC public schools is required in exchange for payment. Most students who want a paid internship complete them in other parts of New York State (e.g., Syracuse) or other parts of the country (e.g., California, Virginia, Maryland, Illinois). If you are interested in applying for an internship in another part of the country, you should consult (a) our Internship Director, (b) State Department of Education websites for information on regulations regarding the training and certification of school psychologists in the states you are interested in going to, (c) local school districts for the availability of internships (make sure you ask the TC school psychology faculty for information on students who may be living and working in the area(s) you want to
move to), and (d) the proximity of NASP approved training programs to your internship for university-based supervision (which is required of all students).

Students supervised at other universities must enroll in the host university’s internship course for credit. They must receive supervision by faculty associated with the university and complete the tasks outlined in the university’s internship course syllabus. In this scenario, students must (a) also register for the internship course at Teachers College for 0 credits each semester, (b) transfer the course taken for the fall and spring semesters at the host university to Teachers College once they are completed, and (c) get a letter from the host university internship trainer stating that you have successfully completed the course at the end of the spring term. Before registering at another university, they must write the TC Registrar and request permission to dual register at TC and another university at the same time. If a university internship course is scored on a Pass/Fail basis, we also need a statement stating what the grade would have been had you been assigned a letter grade. Students will have to pay the Teachers College Registration fee.

A Certificate of Equivalency is not required to maintain a student’s full time status in either scenario unless the student is not an American citizen.

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

**Research Experience**

All students in the Ed.M. program must participate in a research project. Students can satisfy this requirement by working for a professor who is doing research on a topic that is relevant to students’ functioning in schools. Ed.M. students cannot participate in projects that involve the same kinds of assessment tasks or activities covered in practica (e.g., administration/interpretation of cognitive, behavioral or achievement measures) and all research projects must be approved by the student’s advisor. The research requirement may be satisfied by working on a research project outside of Teachers College. The minimum time of participation is 5 days (40 hours), preferably within one semester. Students must complete this requirement within the first 2 years of the program (if they are full time). A letter completed by the supervisor of the research, stating that the student has completed this requirement, must be submitted to the students’ advisor prior to internship and be placed in the student’s permanent file.

**Master’s Project**

All students in the Ed.M. program are required to compile a portfolio of work they have completed in the course of their training. The internship coordinator will provide a detailed list of necessary documents for the portfolio and aid students in assembling their portfolios during their final year of study. The portfolio must be completed prior to graduation. If a student wishes to graduate in May of his/her third year in the program, the portfolio must be submitted to the internship coordinator no later than April 15. Failure to turn in the portfolio by this time will result in an October graduation.
Graduation
At the very beginning of the spring semester of the final year of the program, students must complete two applications, one for graduation (Registrar) and one for provisional certification as a school psychologist in New York State (Office of Teacher Certification). Students who are planning to work in other states should also apply for provisional certification as a school psychologist in New York State because doing so often makes it easier to get certified in another state. Since there is some confusion among students about the nature of the certification, the particulars are as follows: The “area of interest” is Administration & Pupil Personnel Services; The “subject area” is Psychology, the “grade level” is PreK-12, the certificate “title” is School Psychologist and the “certificate type” is Provisional. See Appendix E for a list of the tasks that need to be completed prior to graduation.

National Certification as a School Psychologist (NCSP)
Students are eligible for the NCSP after they have completed their internship, have graduated from the program, have a Certificate of Internship Completion signed by their site supervisor, and have passed the Praxis examination. All forms will be signed by the Ed.M. program director at the end of June after students have completed their internships and turned in their Certificate of Internship Completion.

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

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

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

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

Employment of Graduates
As based on a 2014 survey, we determined that approximately 79% of recent graduates are working as school psychologists in American public schools. We also determined that about 7% are working as school psychologists in private schools. About 2% are working in public health agencies and about 12% are working in private for-profit companies, corporations, or group practice.

Applications: Information and Procedures

♦ Applicants to the School Psychology Program should have a strong interest in psychology and practice as it relates to the functioning of children and adolescents in educational, community, and family contexts. All applicants must have completed an undergraduate course in cognitive development. If not, a course in cognitive development must be taken as part of the student’s program at Teachers College.

♦ The recommended GRE minimum score on the old GRE scale is 900 (Verbal and Quantitative combined) with recommended minimum scores not falling below 400 on the Verbal and Quantitative scales. The recommended GRE minimum score using the new scale for Ed.M. applicants is 292 (Verbal and Quantitative combined), with scores not falling below 146 on the Verbal and Quantitative scales. The minimum GRE Writing score is 3.5 for Ed.M. applicants.

♦ The recommended minimum GPA for Ed. M. students is 3.0

♦ The ability to work cooperatively with other students and faculty.

♦ The energy, flexibility, and organization to handle a heavy work load with diverse demands.

♦ The willingness and ability to move through the program in a timely manner.

♦ The willingness to adhere to standards of professional and ethical behavior. These are detailed in Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and The Principles For Professional Ethics (National Association For School Psychologists).

The following steps in the admission procedures must be followed carefully to avoid delay. It is the applicant's responsibility to see that proper procedures have been followed. Students are admitted for the fall semester only (applications for the Ed.M. program may be considered for the spring term if the program did not meet its enrollment goals for the Fall).
Application Form: The application form must be filled out on-line (www.tc.columbia.edu). On the application form you should state that you are applying to the program in Applied Educational Psychology: School Psychology.

Completed Application: The application form and all required material must be received by December 15 for Ph.D. applicants. The deadline for filing an Ed. M. application is April 15th. However, applicants should make every effort to send in their complete applications by January 15 as the incoming class may fill before April 15.

Transcripts: Official undergraduate and graduate transcripts must be forwarded to the Admissions Office.

Examinations: Applicants must submit a recent record of the results of the Verbal, Quantitative, and Writing portions of the Graduate Record Examination to the Admissions Office. The subject area exam in psychology is not required.

References: Two letters of reference are required of all applicants. These letters should address the candidate's scholarly, professional, and personal qualifications for graduate training. Faculty and supervisors of research and clinical work are appropriate references, not family and friends. Former or current professors should prepare at least one of the letters. It is the candidate's responsibility to ask these individuals to write the references, and to make sure the letters have been sent to the Admissions Office.

Research Paper: Send with your application a copy of a recent paper you have written which would be a good example of your writing and/or research skills (send a copy; it will not be returned).

Interview: We initially screen applicants and promising candidates are invited to participate in a face-to-face interview. Our graduate students and/or faculty typically interview Ed.M. applicants. Following the interviews, we decide on admission on the basis of GREs, GPAs, interview impressions, letters of reference, writing samples, and personal statements. Given the number of applications that we receive, our faculty typically does not meet with prospective students before their applications are received. If you are interested in speaking with one of our current students, please contact Professor Saigh (ps2121@columbia.edu). Telephone or electronic interviews are not conducted.

Transfer Students. As our programs provide unique courses and clinical experiences, we do not admit applicants with advanced standing and or degrees from other School Psychology programs.

Acceptance: If you are accepted, you must attend in the year that you are accepted. Deferrals will not be honored.
**Tuition and Fees**

*Tuition and fee rates are set annually by the Teachers College Board of Trustees.*

The estimated tuition rate for 2016-2017 (Fall 2016, Spring 2017, and Summer 2017) is $1,512 per credit hour. The estimated college fee is $438 per semester. Please note that the college fee cannot be waived.

The price of tuition per credit/point is the same for both master's and doctoral students. There is no in-state or out-of-state tuition rate; everyone will pay $1,512 per credit/point (with the exception of a few special cohort programs). The average class is three credit hours.

It is important to note that there is no "sticker price" for any program here at Teachers College (TC). Every student's budget will be different and will vary depending on the number of credit hours the student plans to take during the year. Additional items such as books/supplies, room/board, personal expenses, and transportation costs will also affect how much you will pay during your time at TC. Note that these additional items are expenses that are yours to determine and can be covered by your financial aid if you choose. Unlike tuition and fees, the additional budget items are not required charges; they can be factored into your own budget and covered by financial aid on an as-needed basis. Continue reading for additional budget information.

Information regarding student health insurance may be found on the [Office of Insurance and Immunization Records website](https://www.otis.org). 

**Credit Load and Financial assistance:** As stated previously, Ed.M. students take 69 credits (72 credits if the student does not have an undergraduate degree in psychology and needs to take a course in cognitive development). Students should assume that they will take 24-30 points each academic year (September-May) and 6-9 points during the first summer. Ed.M. students are not typically given financial aid by the program but they may be given financial aid by the College in their first year but not subsequent years. You will need to consult with the Student Aid Office to obtain information regarding these resources. The current sources of financial aid are as follows:

- Teachers College minority group, foreign student, and general scholarships;
♦ Grant support;
♦ Work Study;
♦ New York City Board of Education Scholarship Program. Call (718) 935-2449. Currently this internship is open to bilingual students, primarily English/Spanish (speakers of other languages are also occasionally acceptable), and African-American students;

**Organization of the School Psychology Program**

The Program faculty is responsible for implementing and overseeing your education, monitoring your progress, and defining those sequences of specialized knowledge and skills that are necessary for competence in school psychology. Faculty meet on a monthly basis to discuss policies, issues, and student progress. Meetings are chaired by the Ed.M. program coordinator. Two student representatives, chosen by the student committee, attend the meeting (one Ed.M. and one Ph.D. student attend). Student input is important. Program faculty is all available to be of assistance to students. All have office hours posted and will arrange for additional appointments as necessary.

**Advisors**

Students are assigned advisors early in their first semester. Assignments can be changed after the first year. Your advisor will help with course planning, program requirements, and any other questions you might have about the program and the College. All students must schedule an appointment and meet with their advisor at least once per semester.

**Please Note:** It is the student’s responsibility to seek advisement. Not seeking advisement can have unintended consequences such as failure to complete the program in a timely fashion and additional cost.

**Student Committee**

The program has an active, elected student committee that consists of Ed.M. and Ph.D. students. Representatives of the committee, typically consisting of two doctoral and two Ed.M. students works with the faculty in addressing program curriculum, program governance, program changes, and student concerns.

**Program Policies**

**Student Evaluation**

The faculty provide continual and timely appraisal in order to meet the needs of students and to ensure that they have the necessary skills to be competent psychologists. It is important to have working relationships with program faculty so that the student evaluation procedures can be implemented in a way that maximizes students’ growth and development. Assessment of student progress is ongoing and collected from several sources including supervisors, faculty and grades. At the end
of each academic year there is a formal meeting where all faculty and supervisors teaching the first and second year students meet to review student progress. The Ed.M. Program Director then sends a letter to each student informing them that they are either (a) performing above and beyond what is expected for a student at their level (excellent grades and strongly positive reviews of performance in practica), (b) performing as expected for their level of training, (c) a letter that reviews their performance in each area but also describes one area in need of improvement that does not rise to a level of requiring a meeting (e.g., three instructors complained of non-educational use of laptops in class), or (d) a letter raising significant concerns or placing the student on probation following a formal meeting with two faculty members to provide an opportunity for discussion and remediation of the problems. This letter summarizes the discussion and remedial plan. A subsequent meeting is then scheduled, after an agreed-upon period of time, to evaluate progress in meeting the objectives in the remedial plan. If sufficient progress has not been made, students will be placed on academic probation for the period of 1-2 semesters. If, after that time, the problem has not been alleviated, the student will be dismissed from the program. The faculty reserves the right, if the presenting problem is especially egregious and represents a clear violation of ethical and professional responsibilities, to immediately dismiss a student from the program.

**Student Grievances and Due Process**
See the section entitled *College Policies* later in this document.

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

♦ Ed. M. students must maintain a B average or better. Ed. M. students must receive grades of B or better in: HBSK 5050, HBSK 5320, HBSK 5321, HBSK 5378, HBSK 6382, HBSK 5280, HBSK 6380, and HBSK 5480. If a student gets less than a B these courses, he or she will have to retake the course, and will not be allowed to enroll in any course for which the course in question is a prerequisite. In addition, the following courses require a grade of B- or better: HBSK 4072, HBSK 6584, HBSK 5096, HBSK 4073, HBSK 4025, ORL 5362, HBSK 5031, HBSK 5051, HBSK 5074, HBSK 4030, HBSK 5085, HBSK 6380, HBSK 6383, CCPJ 6362, and HUDM 4122. If a student gets less than a B- these courses, he or she will have to retake the course, and will not be allowed to enroll in any course for which the course in question is a prerequisite.

♦ If a student receives a grade of C+ or less in any course, the status of the student in the program will be reviewed by the faculty and the student will have to retake the course (also, NY State Education Department regulations indicate that graduate students must receive a minimum of a B- in courses that are to be counted toward certification). In such cases, the student may be placed on probation. If a student receives a grade of F in any course, the student will be terminated from the program.
Complete all probationary courses within the first semester of graduate study (or as otherwise indicated by the student's advisor);

Have no more than one active incomplete. Any incomplete must be finished by the term subsequent to the term in which it was obtained. A student will not be allowed to go on internship if there are any active incompletes on the student’s record.

Demonstrate satisfactory progress in research through the research practica-apprenticeship (doctoral students only);

Purchase liability insurance in the first semester of the first year of the program and maintain coverage through completion of the internship;

Demonstrate satisfactory performance in all fieldwork, practica and internship placements;

Meet the appropriate advanced requirements successfully (doctoral students only);

Become a student member of NASP and/or its state affiliate.

Participate in program activities; and

Adhere to all ethical and professional standards for the practice of psychology. These are detailed in Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and The Principles for Professional Ethics (National Association for School Psychologists).

Letters of Reference
Program faculty is usually more than happy to write letters of reference for students who request them. However, the faculty of the School Psychology program views letters of reference as confidential communications between themselves and the persons or organizations that request the letters. Thus, we will write a letter of recommendation only if the student requests a confidential letter. Also, we will not provide students with copies of letters. If a student has concerns about what a faculty member might say in a letter, she or he should make an appointment with the faculty member to discuss the matter.

School Psychology Certification Examination
Starting with the class admitted in the Fall of 2005, all students in the Ed.M. Program are required to complete the National Association of School Psychologists (NASP) Praxis exam, and report the overall score and the domain scores to the program director, prior to graduation (send the scores to the Ed.M. Program director directly; do not send them to Teachers College). Starting with the class admitted in the Fall of 2014, students must pass the PRAXIS exam to graduate. Ed.M. students should take the exam in the Fall semester of their third (internship) year. Students must report their score on the exam to the Ed.M. program director, Professor Philip Saigh.
We will not sign off on certification and graduation forms until we have received the score (domain and total score).

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

**Other Program Information**

**Students in the Program**

At the beginning of the 2015-2016 academic year, there were 59 students in the Ed.M. program. Ninety percent were female (n = 53), 71% were white (n = 42), 19% were minority (n = 11) and 10% (n = 6) were from a foreign country. All of the students in the program are full time. For Ed.M. students over the last 3 entering classes the average GPA was 3.51. Mean GRE data using the old scale are as follows: GRE-V (580) and GRE-M (760). Mean GRE data using the new scale are as follows: GRE-V (154) and GRE-M (152). The mean GRE-W for all students is 4.2.

**Foreign Students: Certification and Licensure**

Foreign students should be aware that they can apply for provisional certification as a school psychologist upon completion of the Ed.M. Programs in New York State, but they must have a green card to apply for permanent certification (there may be issues of employment authorization, however). There are no related requirements for becoming a licensed psychologist in New York State. The program does not take responsibility for employment in the US after students graduate.

**Certification in School Violence and Child Abuse Prevention and Harassment, Bullying and Discrimination Prevention**

All students must complete (a) School Violence, (b) Child Abuse Prevention, and (c) Harassment, Bullying and Discrimination Prevention and Intervention workshops before they graduate and before they can become certified as a school psychologist in New York State. The Child Abuse training is taught in the fall of the 2nd year as part of Fieldwork. These School Violence training is not offered through the Program. You can take it at other colleges in the local area (e.g., Bank Street), or on-line (e.g., [www.childabuseworkshop.com](http://www.childabuseworkshop.com)).

**Transfer of Credit**

According to Teachers College regulations, students accepted to the Ed.M. can transfer a maximum of 30 credits. The number of credits counted toward your course of study in School Psychology is determined by your advisor. In this context, advisors compare the curriculum of TC courses to the curriculum from other institutions. If the course contents correspond, a member of our faculty may authorize a transfer of credit.
Breadth Requirement
To meet the College’s breadth requirement, students must take three non-HBSK Teachers College courses of at least two points each (two 3-point courses are not acceptable). This requirement is met by following the program curriculum.

Facilities and Resources of the School Psychology Program

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

Testing Materials
An extensive test collection is housed in the Test Library located in the Dean-Hope Center for Educational and Psychological Services on the 6th floor of Thorndike building. The School Psychology and Reading Specialist programs combined their collections of materials with that of Special Education and Clinical Psychology, allowing students access to a wide variety of testing materials. Most of these materials can be signed out for overnight review or use with clients—SEE THE TESTING ROOM SUPERVISOR FOR EXACT PROCEDURES. It is the student's responsibility to make sure 1) that materials are returned promptly and in good shape and organized for the next person to use them, and 2) to inform the test room supervisor when the number of response forms remaining is low. The latter is essential to allow for the 2 or 3 weeks needed for the orders to be processed and received. Testing room materials are maintained through student course material fees and faculty contributions.

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

Examples of Other Student Resources

Academic Computing & Information Services (241 Horace Mann). Offers a wide variety of computer support services.

Career Services Center (44 Horace Mann). Provides matriculants and alumni with career planning resources requisite to the development and refinement of job search skills.

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

Access and Services for Students with Disabilities (162 Thorndike Hall). Provides resources and arranges for accommodations for students with disabilities.
International Services. Offers a variety of services for students from other countries: student orientation, advising and counseling, immigration and tax information, and a variety of programs for students interested in multicultural issues. Currently there are approximately 500 students from more than 65 countries enrolled at the College.

Writing Skills Center. Provides assistance with academic writing.

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

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

Parking. Students are encouraged to use public transportation. Street parking is possible but difficult and local garages cost $200 or more per month.

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

Suggestions for Being Successful in the Program

♦ Become familiar with this handbook and the documents mentioned within.

♦ Buy and use the APA Publication Manual (6th Edition, 2010). It provides the basis for organizing and referencing of all written work prepared for courses and projects.

♦ Read and abide by the APA and NASP codes of ethical principles. These codes will be discussed in "Professional and Ethical Functions of School Psychologists."

♦ Be respectful of everyone.

♦ Exercise care when using email. The faculty has dealt with a number of instances of email messages that have offended the receiving party, oftentimes inadvertently.

♦ Complete all work related to clients in a timely manner.

♦ Dress professionally when meeting with clients or when you are on fieldwork and internship.

♦ If you are in the doctoral program, begin your research early.

♦ Notify the Ed.M. program Director and the Department Secretary immediately of changes in home address, email address and phone number. Also, we strongly advise you to use the email address given to you by the college. If
you fail to do any of these, you may miss important information sent to you by the faculty.

♦ Stay on top of your coursework by familiarizing yourself with the course syllabi, completing all assigned readings, utilizing faculty office hours for any necessary additional support, and addressing any difficulties with a course in a timely manner.

♦ Make it a point to consult with your faculty advisor if you have questions or concerns regarding academic issues.

**College Policies**

**Services for Students with Disabilities:** The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

**Statement on Academic Conduct:** A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

**Resolution of Student Academic Program Concerns:** Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with either the Ed.M. or Ph.D. Program Coordinator. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.
Grade Correction Procedure: The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the Chair of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Provost. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.
Table 1: Ed.M. Curriculum
All courses are required unless otherwise stated
(Semesters in parentheses represent other times courses are typically offered)

First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>HBSK 4025(3)</td>
<td>Professional and Ethical Functions of School Psychologists</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 4072(3)</td>
<td>Theory/Techniques of Reading Assessment/Intervention</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 5320(3)</td>
<td>Individual Psychological Testing I*</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 5378(3)</td>
<td>Pract. in Psychoeducational Assessment of School Subject Diff.*</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 5031(3)</td>
<td>Families as a Context for Child Development or</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 4073(3)</td>
<td>Childhood Disorders*</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 5321(3)</td>
<td>Individual Psychological Testing II*</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 6380(3)</td>
<td>Practicum in Psychoeducational Assessment of Culturally Diverse</td>
</tr>
<tr>
<td>Winter</td>
<td>HBSK 5031(3)</td>
<td>Families as a Context for Child Development or</td>
</tr>
<tr>
<td>Winter</td>
<td>HBSK 4073(3)</td>
<td>Childhood Disorders*</td>
</tr>
<tr>
<td>Winter</td>
<td>HBSK 5096(3)</td>
<td>Psychology of Memory: Cognitive-Affective Bases</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>HBSK 5070(3)</td>
<td>Neural Bases for Language and Cognitive Development</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 5085(3)</td>
<td>Observing and Assessing the Preschool Child**</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 5280(2)</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 6382(3)</td>
<td>Advanced Practicum in Psychoeducational Interventions in Schools</td>
</tr>
<tr>
<td>Fall</td>
<td>HBSK 5050(3)</td>
<td>Therapeutic Interventions for School Psychologists (if not taken in Summer A)</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 6383(3)</td>
<td>Neuropsychological Assessment of Children and Adults*</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 5280(2)</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>Spring</td>
<td>CCPJ 6362(3)</td>
<td>Group Practicum</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 5051(3)</td>
<td>Child-Adolescent PTSD and Related Disorders</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 4030(3)</td>
<td>Multicultural Issues in School Psychology</td>
</tr>
<tr>
<td>Spring</td>
<td>HBSK 6584(3)</td>
<td>Seminar: School Psychology Consultation</td>
</tr>
</tbody>
</table>
Summer

HUDM 4122(3)  Probability and Statistical Inference (most semesters)
HBSK 4074(3)  Reading Comprehension Strategies and Study Skills (if taking this and not HBSK 5085 and not taken earlier)

Third Year

HBSK 5480(2)  School Psychology Internship

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

**Register for HBSK5085 if you are interested in working with young children; Register for HBSK4074 if you are interested in late elementary/middle school & high school populations. If you register for HBSK 5085 please note that it does not start until October.
Appendix A: School Psychology Certification with a Bilingual Extension

The Ed.M. Program in School Psychology is approved by the State of New York to offer the Bilingual extension (see http://www.nystce.nesinc.com/PDFs/NY_flds24-59_objs.pdf for more information).

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

1. Pass a New York State proficiency examination (Bilingual Education Assessment) in English and your non-English language.

2. Take 2 additional courses. Choose from the following:
   - BBSQ 5111 Assessment and Evaluation
   - BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children, or,
   - ITSL 4021 Foundations of Bilingual/Bicultural Education

3. Complete a bilingual internship under the supervision of a certified school psychologist who has the bilingual extension (see Professor Saigh for information regarding the internship).
Appendix B: Fieldwork Sites

Second year students are required to complete two full school days of fieldwork at schools associated with the School Psychology program at TC. Fieldwork begins in September and goes through the end of May. Vacation schedules follow that of the fieldwork site (i.e., one week for Christmas break as opposed to TC’s month long break).

Following is a brief description of each of the fieldwork sites:

(1) CORPUS CHRISTI SCHOOL, is a private school located on 121st Street between Broadway and Amsterdam Avenues (212 662-9344). It is a small, ethnically diverse Catholic school (Pre K through 8). Principal Christian Mariano is our point person for fieldwork coordination. Approximately 3-5 practicum students are placed at Corpus Christi each year.

(2) ST. RAYMOND’S SCHOOL is located at the intersection of Tremont and Castle Hill Avenues, in an ethnically diverse section of the Bronx (718 824-5050). It takes approximately one hour to get from TC to St. Raymond (Take the M60 (cross-town bus) to Lexington Avenue. Change to the 6 train to Castle Hill). There are three schools, which form the St. Raymond complex: (a) the elementary school which houses pre-K through 8th grade, with two classes at each grade level; (b) the Girls Academy which is comprised of grades 9 through 12; and (c) the Boys High School, which is comprised of grades 9 through 12. Mr. Gregory Scott, head guidance counselor, serves as our point person. Approximately 3-5 practicum students are placed at St. Raymond’s School for Boys each year.

(3) XAVIER HIGH SCHOOL is a boys’ high school (grades 9-12) is an academically rigorous, Catholic, Jesuit school. It is located on 30 West 16th Street (212-924-7900). It is a college preparatory high school for fairly high achieving young men from all over the metropolitan NYC area. Regina Valinoti, head guidance counselor, serves as our point person. Approximately 3-5 practicum students are placed at Xavier each year.

(4) TEACHER’S COLLEGE COMMUNITY SCHOOL or TCCS, opened in the Fall of 2011. It is located at 168 Morningside Avenue, Manhattan, NY10027, Phone: 212-491-9302). TCCS is a New York City Department of Education public school that is strengthened by a special relationship with Teachers College. The school opened its doors in September 2011 with 50 kindergarten students, and currently enrolls over 180 students in Pre-K through 3rd grade. The school will continue to grow by one grade each year through grade 5. As a diverse and inclusive public school, TCCS provides a learning environment that fosters children’s academic, social, emotional and physical development. Children at TCCS also have regular access to facilities, events and activities on the Teachers College campus, including its science labs, art studios and library and cultural programs. Jeanene
Worrell-Breeden, the school principal, serves as our point person. Approximately 2-3 practicum students are placed at TCCS each year.

(5) IMMACULATE CONCEPTION – Immaculate Conception School, which is located at 378 E. 151 Street in the Bronx, is a parish school serving the Church in its mission of developing and educating the youth of the parish and the community of the South Bronx 718 585-4843). The Sisters of Christian Charity and the Redemptorist Fathers, in collaboration with other religious communities and the lay staff, operate Immaculate Conception School, which exists for the purpose of the Catholic formation and academic development of the children who attend it. The school, which educates children from grades Pre-K through 8th sets the stage for a life centered in Jesus Christ by providing a faith atmosphere and a formation program which is meant to assist the parents in their role as primary educators of their children. (Description taken directly from Immaculate Conception School website section entitled, “School Profile.” Bracketed text reflects modifications to original wording). Sr. Patrice Owens, head of school, serves as our point person. Approximately 4 practicum students are placed there each year.

(6) ST. GREGORY SCHOOL – St. Gregory the Great School, which is located at 138 W. 90th Street in Manhattan, is a Catholic school whose mission is reportedly to, “nurture the academic, emotional, physical and spiritual growth of its students with an education based on Christian values within a Catholic framework” (212 362-5410).

The site houses grades Pre-K through 8th. In regards to academics, St. Gregory’s, “provides students with an extensive education founded on Catholic Christian values. As an accredited school, St. Gregory's meets the standards established by the Middle States Association of Schools and Colleges. [They] offer a comprehensive approach to learning employing the curriculum designated by the Archdiocese of New York and the New York State Board of Regents. Instruction covers reading, religion, language arts, social studies, science, mathematics, computer lab, music and physical education. Principal Donna Gabella serves as our point person for fieldwork coordination. Approximately 2 practicum students are placed there every year.

(7) BROOKLYN ACADEMY HIGH SCHOOL – Brooklyn Academy High School is located at 832 Marcy Avenue in a beautiful landmark building in the heart of the Bedford Stuyvesant section of Brooklyn, NY. Brooklyn Academy is a small, alternative high school that provides support and structure for adolescents aged 16 years and older. The school offers nurturing, general education setting grades 10-12, with an emphasis on high standards and excellence for students who need a new environment and are motivated to make a change to receive their high school diploma. Brooklyn Academy is an "A" Rated school by NYC Department of Education and offers classes in American Sign Language and Spanish. All students attending Brooklyn Academy are provided with a variety of concurrent options that allow them to experience success including executive internships, after-school internships, PM tutorials, Saturday Regents Prep classes, and college and community collaboratives with CUNY's College Now, Alvin Ailey American Dance Theater, and
CAMBA's Learning To Work program. Approximately 3-4 practicum students are placed at Brooklyn Academy HS.

Please see the course description for HBSK 5280 for a description of fieldwork requirements.

Please see the course description for HBSK 5280 for a description of fieldwork requirements.
Appendix C: Graduation Checklist for the Ed.M. Program

To graduate and become provisionally certified as a school psychologist, you must have completed:

1. All courses, including practica and internship, successfully (all fieldwork and internship evaluations must be in the student’s file).

2. The Praxis exam and submitted your score to the Ed.M. program director (Starting for the class admitted in 2014, students must pass the exam to graduate). This must be submitted prior to December 15 in the year you intend to graduate. We will not sign your graduation, certification and other graduation and certification related paperwork until the Praxis scores are submitted.

3. An undergraduate or graduate course in cognitive development, if you do not have an undergraduate degree in psychology. This must be completed before internship.

4. The 40 hour research requirement. We must have or letter or email message from your supervisor stating the activities you engaged in and the number of hours you completed. This must be completed before internship.

5. The Child Abuse Prevention, School Violence Prevention and the Harassment, Bullying and Discrimination Prevention and Intervention workshops (these are required by the State of NY for provisional certification; the Child Abuse Prevention workshop is part of your curriculum; the others are not). These must be completed before internship. A copy of each certification must be given to your advisor and placed in your file.

6. The internship portfolio (submitted to and approved by Dr. Stevens, our internship director). Your internship portfolio will not be complete by the time we sign your graduation application, since most internships extend through June. However, to obtain our signature for graduation, Dr. Stevens must judge that you have made sufficient progress on the work you have completed by that point in time. Also, Professor Saigh will not sign your NASP program completion forms or other forms/letters until he receives notification from Dr. Stevens that all assignments have been completed satisfactorily. If you were supervised at another university, Professor Saigh must receive notification from your supervisor at that university that all assignments have been completed satisfactorily.

7. The application for the Ed.M. degree (Registrar’s Office).

8. The application for provisional New York certification as a School Psychologist (Office of Teacher Certification).
Appendix D: Site Statement of Internship Competition

School Stationary

School Name
Address
Telephone

Site Statement of Internship Completion

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

____________________________________________________________________

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

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

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

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

Signature of Site Internship Supervisor

____________________________________________________________________

Date: ________________________________
Student Acknowledgement if Having Read the Handbook

I have read the Handbook and agree to abide by its contents. (This form must be returned to Professor Peverly at the conclusion of HBSK4025. He will place it in students’ files.)

Print Name: _____________________________
Signature:_______________________________
Date: __________________________________

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