SCHOOL PSYCHOLOGY PROGRAM

Ph.D. STUDENT HANDBOOK

Teachers College

Columbia University

2016-2017

(http://www.tc.columbia.edu/health-and-behavior-studies/school-psychology/)

212-678-3942
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Purpose of the Handbook

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

Program Philosophy and Goals

The Applied Educational Psychology: School Psychology Program at Teacher College, Columbia University (the Program) offers doctoral education (Ph.D.) with a focus on the application of psychological science to the promotion of learning and mental health in schools and other educational and mental health contexts. Our goal is to train beginning level doctoral school psychologists to work in schools, universities, research centers, hospitals, testing companies and clinics that serve the educational and mental health needs of children, youth, and their families.

Our training model is one of both formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding, prevention, and treatment of mental health problems. 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 the Dean Hope Center (our college clinic), collaborating schools (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low and middle income environments), and organized externships in public schools, hospitals, and clinics in the New York City area. Under the close supervision of faculty, Ph.D. students apprentice in teaching (modules for assessment courses) and supervision of first year students with practicum clients at the Dean Hope Center. Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students to develop and apply their knowledge.

The overall goal of the program is to educate beginning level doctoral 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 through research and practice. Specifically, we prepare scientist/practitioners who:

- **Goal 1**: Demonstrate (a) a sound theoretical foundation in psychological science and (b) use this knowledge as scientists/practitioners to plan, conduct, and evaluate theoretically driven psychological and educational research.
- **Goal 2**: (a) Demonstrate knowledge and skills concerning fundamentals of measurement and assessment, including the use of psychological and educational assessment measures in a nondiscriminatory, reliable and valid manner; (b) Demonstrate knowledge and skills concerning the theories and techniques used to guide the design, implementation, and evaluation of effective interventions for children and adolescents.
• Goal 3: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.

• Goal 4: Demonstrate an understanding of individual and cultural differences (e.g., race, ethnicity, language, religion, socioeconomic status, gender and sexual orientation etc.) and the ability to apply this knowledge effectively in multicultural and pluralistic social contexts.

• Goal 5: Are scientists/practitioners actively involved in the profession, committed to professional ethics and standards, and to lifelong learning.

Core and Associated Faculty: Areas of Expertise

Core Faculty

Marla R. Brassard, Ph.D.
Professor of Psychology and Education
Director of Clinical Training Ph.D. Program

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:

Note: *signifies that the co-author is a PhD student/graduate.
Stephen T. Peverly, Ph.D.
Professor of Psychology and Education
His research focuses on the cognitive, personality and motivational processes that underlie reading comprehension and studying. He teaches courses on the cognitive and affective processes that underlie memory functioning, 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.

His research interests involve posttraumatic stress disorder (PTSD) and Internet Gaming Disorder. Professor Saigh was the first investigator to demonstrate the efficacy of imaginal 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.). Professor Saigh is a Fellow of the American Psychological Association’s Divisions of School Psychology, Clinical Psychology, and Trauma Psychology.

Sample Publications:


**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 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 area of her research 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:**

Perin, D., Grant, G.,* Raufman, J., & Santikian Kalamkarian, H. (under review). Learning from student retrospective reports: Implications for the college developmental classroom.  

**Lecturers**

**Gardith Marcelin, Ph.D.**  
*Fieldwork Coordinator*  
Her interests include psychoeducational assessment and interventions; learning and achievement in multicultural/diverse students; and childhood adversity.

**Sample Publications:**

**Helen Stevens, Ph.D.**  
*Internship and Externship Director*  
Dr. Stevens is a licensed psychologist and certified school psychologist with 25 years experience in private practice. She specializes in individual and family therapy and psychological assessment, including forensic, psycho-educational, employment, adoption, law enforcement appeals, and disability evaluations. She has over twenty years experience teaching and supervising graduate students in clinical and school psychology.

**Adjunct Faculty Associated with the Program Who Sponsor Dissertations**

**Noelle Leonard, Ph.D.**  
Adjunct Associate Professor

*Sample Publications:*

**James Sumowski, Ph.D.**  
Associate Professor of Neurology, Mt. Sinai Medical Center

*Sample Publications:*


**Adjunct Faculty**

**Ann E. Boehm Ph.D.** (Emeritus) Early childhood assessment including observation and concept development in young children; assessment of deaf/hearing of hearing and blind/visually impaired.

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

**Michael Koski, Ph.D.** Processes in group counseling.

**Leah McGuire, Ph.D.** Pediatric neuropsychology; differential diagnosis; evidence-based interventions and supports; posttraumatic stress disorder

**Erica Miller, Ph.D.** Linking assessment to practice/intervention; psychoeducational assessment; treatment of maltreated and under-served youth.

**Kelly Sichel Mulé, Ph.D.** Adolescent mating strategies; treatment of maltreated and substance abusing youth; consultation.

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

**Margaret Whelley, Ph.D.** Psychoeducational and neuropsychological assessment; academic remediation.

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

**Ph.D. Program in School Psychology**

(Official Title: School Psychology; Program Code—SPSD)

**General Description**

The doctoral program (Ph.D.) is fully accredited by the by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Attainment of the doctoral degree prepares students for certification as a school psychologist (at the state level and nationally with the N.C.S.P.), and licensure as a psychologist. In addition to the competencies listed above, graduates will be competent to (a) teach at the university level, and (b) conduct psychological research related to the cognitive and mental health functioning of children, youth, and young adults.

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

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1 In addition to the Ph.D., the Program in School Psychology also has a New York State Department of Education registered Ed.D. option. However, that degree is not accredited by the American Psychological Association (APA) and the program has not accepted applications or admitted students to the Ed.D. program in many years.
Overview of Curriculum
Our program focuses on the application of psychological science to the promotion of children’s competence in learning and mental health in schools and other educational and mental health contexts. The curriculum consists of a minimum of 90 semester credits that can be completed in five years if students attend full time and start their research early in the program. Most coursework can be completed in 3 years. The remaining two-three years consist of the completion of the dissertation, externship, and internship. Students have practica/externships in most, if not all, semesters prior to internship (see the description of the field experience component of our program below). See Table 1 for the suggested sequence of courses by year and semester.

Prerequisites
An undergraduate degree in psychology is desired but not required. 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

2 Questions about admissions should be directed to Philip Saigh, Box 1, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027, 212-678-3376, ps2121@columbia.edu.
requirement. To be eligible for admission to the Ph.D. program, the Graduate School of Arts and Sciences (GSAS) requires students to have a minimum of 90 undergraduate credits in the Arts and Sciences (a conferred BA or BS degree meets this requirement).

Field Experiences

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

- **Year 1:** an average of 1 day per week in assessment practica for both semesters or 300 hours (these take place in the Dean Hope Center for Educational and Psychological Services at Teachers College).

- **Year 2:** Two days per week of fieldwork (practicum) for both semesters (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 3/4:** Pre-doctoral externships: *please read the following carefully.*
  1. Students who want a school based internship are required to complete one externship—two days per week over an academic year in a non-school setting (typically a hospital or community clinic) working with children and/or adolescents. Students who want an APA/APPIC approved internship that is not in a school setting, must complete two externships, over 2 years (years 3 and 4): one in a hospital/community clinic and one in a school (a school as defined by NASP meaning that it has both regular and special education).

  2. Externships in the 3rd and 4th years of the program must be a minimum of 600 hours over an academic year but cannot exceed 16 hours a week in the 3rd year. Students completing a third externship in their 5th year may do up to 20 hours if their advisor approves (this is contingent on the progress made on the dissertation). Our rationale is that students who work more hours have noticeably diminished intellectual energy to put into research, courses, and their graduate assistantships and our belief, shared by other faculty in NYC and around the country, that more than 16 hours constitutes exploitation of free student labor.

  3. Students should register for HBSK5271 each semester that they are on externship. All students must take externship for two credits per semester in the first year and receive supervision at the College as well as at the externship site. Students who complete a second externship must register for HBSK5271 each semester for 0 credits. They do not need to receive supervision at the College but must receive it at the externship site. In all cases, students must receive supervision by licensed psychologists. Supervisor licensure status can be easily checked on each state’s website.

  4. Any student who completes 2 externships (one in a school) prior to their doctoral internship will be eligible for provisional certification as a school psychologist in New York State. In the spring semester of the second externship, the student should file applications for the Ed.M. degree (Registrar’s Office) and for provisional certification as a school psychologist (Office of Teacher Certification). The former must be completed very early in the semester and the other must be completed in late March or early April. See the Teachers College catalog for deadlines. They must also take and pass the Praxis exam and create a portfolio to be reviewed by the Internship Director (see the Internship Manual).

  5. Virtually all of our students enter the APA/APPIC match seeking APA-Accredited internships. For students seeking a school-based internship adhering to the Council of Directors of School Psychology Programs (CDSPP) 2012 Guidelines, see our internship guidelines, in a separate publication, for further information. All doctoral students must
have an internship eligibility form completed online by the Director of the Ph.D. Program as part of the internship application process if they are applying for APA/APPIC internships.

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

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

Advanced Requirements
The program is planned in a sequence so that students are exposed to theory, research, and practice throughout their training and meet the necessary requirements for doctoral study laid out by the American Psychological Association, the National Association of School Psychologists, and New York State. In addition to courses, specific program requirements include:

♦ Continuous registration requirements: Ph.D. students must register each Fall and Spring term for a doctoral dissertation advisement course (8900), following enrollment in Dissertation Seminar (HBSK7503; can be taken for 2 terms only), or the approval of the dissertation proposal, whichever comes first. The requirement of continuous registration stays in effect until all degree requirements are completed (consult with your advisor for exceptions);

♦ Pass the psychology research methods exam. This should be taken in the Fall semester of the third year of the program and must be completed by the Fall semester of the year in which the student is applying for internship (it is not given during the summer);

♦ Present a conceptual review of the research literature of publishable quality in the area of the dissertation. This review should be completed during the third year of the program and must be submitted, and approved by the dissertation sponsor and second reader, as a prerequisite to applying for internship;

♦ Present an empirical paper, which is a report of research you have undertaken. In general, this paper is a critical analysis of the pilot study conducted preliminary to the dissertation. This must be submitted, and approved by the dissertation sponsor and second reader prior to applying for internship;

♦ Once the research methods examination and the theoretical and empirical papers have been completed, and all credit-bearing courses have been completed (internship is not credit-bearing), students are eligible for Doctoral Certification and the Masters of Philosophy degree (M.Phil.) from GSAS (the Graduate School of Arts and Sciences). Students are responsible for accessing and completing the application online (Office of Doctoral Studies website) once they have completed the aforementioned requirements. The form must be signed by the Department Chair.

♦ Prepare a Program Plan. It must be submitted subsequent to the 1st year of graduate study (see “The Requirements for the Degree of Doctor of Philosophy” from the Office of Doctoral
Studies for more information). The form must be completed online (Office of Doctoral Studies website);

✧ For students entering from a bachelor’s degree program, the internship cannot begin until the fourth year of the program. In order to begin the internship, students need to have an approved dissertation proposal (this assumes that the theoretical and empirical papers have been completed) and must have passed the research methods examination. The director of the Ph.D. program will complete students’ internship application online form if they have completed the research methods exam, the theoretical paper, and their empirical paper. Students applying to APA-accredited internships must have completed these requirements by the beginning of November (internship applications are typically due by mid-November). Students applying to non-APA-accredited internships must have their theoretical and empirical papers completed by April 15 or before they accept an internship offer, whichever comes first. Note: Even though the director of the Ph.D. program will complete internship applications online before the proposal hearing is completed, it does not absolve students of the responsibility of having their proposal hearing by the end of the spring term before internship. Students must have an approved proposal prior to the internship. Having an approved proposal enhances students’ competitiveness in the APPIC match. Some internship sites will not accept applications from students unless they have an approved proposal. When students apply for internship they are asked to report a GPA for their work at Teacher College. Teachers College does not report a GPA. Students are asked to use the Columbia College online grade calculator (www.college.columbia.edu/academics/gpacalculator) to construct their own GPA.

✧ Dissertation proposal hearing. When the student and dissertation advisor have agreed on a proposal for dissertation research, a proposal hearing will be scheduled. The members of the reviewing group will include the student's dissertation committee (his or her dissertation advisor, plus one other faculty member) and one additional faculty representative of the psychology faculty (psychology faculty are represented across departments at Teachers College). Students must submit the proposal to Professor George Gushue 3 weeks in advance of the date requested for a proposal hearing (a 90 minute meeting). Professor Gushue assigns the third member of the committee. Students must be enrolled in Dissertation Seminar (HBSK 7503) during the semester in which they plan to have their dissertation proposal approved (prior to this, in every semester, every student must be enrolled in his/her advisor’s research practicum, HBSK 6371-9). The dissertation seminar can be taken for a second semester if approval does not occur during the first semester. HBSK 7503 can be taken for two semesters only. Students must register for HBSK8900 in all subsequent semesters, even if the proposal hearing has not taken place, with the exception of the semester in which a student plans to defend his/her dissertation. In that semester, students must sign up for TI8900.

✧ Advanced Seminar. When the student has completed the collection of data and written the Results chapter of their dissertation, with their advisor's approval, the student will request that an Advanced Seminar be scheduled (a 90 minute meeting). The purpose of the Advanced Seminar is for the committee to review data and the analyses so that problems can be resolved and additional data collected, and analyses conducted, if necessary, before the Dissertation Defense; and
Dissertation Defense. Ph.D. students must be enrolled in TI 8900 in the semester in which they plan to defend their dissertation (a 2 hour meeting). See the Teachers College catalog for the current fee for TI 8900. For all other requirements, see the Ph.D. requirements bulletin, which is available at the Office of Doctoral Studies (3rd floor of Thorndike). Be sure to read and follow the procedures carefully.

Internship Guidelines
The internship manual describes procedures and requirements for students applying to non-APA-accredited sites. Regardless of setting, Ph.D. students must be supervised by a licensed psychologist employed by the school or agency in which the internship takes place. All Ph.D. interns must be paid.

Student Admissions, Outcomes, and Other Data
Please see the following tables for information on time to completion, program costs, internship placement, attrition and licensure percentage.

Time to Completion
The Ph.D. program can be completed in 5.2 years (enter in September of Year 1, graduate in October of Year 5 as internships end on either June 30 or August 31 and the next graduation date is early October) if students begin a program of research early in the program and complete the doctoral certification requirements (research methods examination, theoretical and empirical paper) by the 4th year of the program. Typically, most of the coursework (including practica, fieldwork, and externship) is completed by the end of the third year if the student completes only the one required externship. However, for many years, all students have completed two externships to make themselves more competitive in the APPIC match (one in a clinical setting, one in a public school), extending externship into the 4th year. Some students have chosen to do a third externship if they are specializing in intellectual disabilities/autism or child neuropsychology. The third externship increases competitiveness in the internship match and postdoctoral competition. The 4th and 5th (or 6th) years are devoted to dissertation and internship.
### Time to Completion for all students entering the program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year in which Degrees were Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students with doctoral degree conferred on transcript</td>
<td>4</td>
</tr>
<tr>
<td><strong>Mean # of years to complete the program</strong></td>
<td>5.6</td>
</tr>
<tr>
<td><strong>Median # of years to complete the program</strong></td>
<td>5.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time to Degree Ranges</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in less than 5 years</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>29%</td>
<td>1</td>
<td>25%</td>
<td>3</td>
<td>60%</td>
<td>2</td>
<td>50%</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Students in 5 years</td>
<td>3</td>
<td>75%</td>
<td>2</td>
<td>40%</td>
<td>1</td>
<td>14%</td>
<td>2</td>
<td>50%</td>
<td>2</td>
<td>40%</td>
<td>1</td>
<td>25%</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Students in 6 years</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>29%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>25%</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Students in 7 years</td>
<td>1</td>
<td>25%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>14%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Students in more than 7 years</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>60%</td>
<td>1</td>
<td>14%</td>
<td>1</td>
<td>25%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

PhD Program Handbook, p. 20. We only take advanced students from our own EdM program. Most take a total of 6 years (starting the PHD in Year 3), rather than 5 years (those starting from a Bachelors degree).

### Program Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>2016-2017 1st-year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>$47,248 for 30 credits</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>NA</td>
</tr>
<tr>
<td>Tuition per credit hour for part-time students <em>(if applicable enter amount; if not applicable enter &quot;NA&quot;)</em></td>
<td>NA</td>
</tr>
<tr>
<td>University/institution fees or costs</td>
<td>$876</td>
</tr>
<tr>
<td>Additional estimated fees or costs to students (e.g. books, travel, etc.)</td>
<td>$2,860</td>
</tr>
</tbody>
</table>

### Internship Placement - Table 1

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</tr>
</thead>
<tbody>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
<td>5</td>
<td>100%</td>
<td>3</td>
<td>75%</td>
<td>4</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Students who obtained APPIC member internships that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited <em>(if applicable)</em></td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 2: Internship Placement

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students who obtained any internship</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>Students who obtained half-time internships* (if applicable)</td>
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<tr>
<td>Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>0</td>
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<td>Students who obtained internships that were not APA/CPA-accredited (if applicable)</td>
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<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
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<td>Students who obtained paid internships</td>
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<td>Students who obtained any internship</td>
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<td>Students who obtained half-time internships* (if applicable)</td>
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<td>Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)</td>
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<td>Students who obtained internships that were not APA/CPA-accredited (if applicable)</td>
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### Table: Attrition

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<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>5</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>3</td>
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<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>75</td>
<td>5</td>
<td>100</td>
<td>2</td>
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<td>Students still enrolled in program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40</td>
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<tr>
<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>0</td>
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<td>Outcome</td>
<td>2006-2016</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago</td>
<td>43</td>
<td></td>
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<tr>
<td>The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years</td>
<td>33</td>
<td></td>
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<tr>
<td>Licensure percentage</td>
<td>77%</td>
<td></td>
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</table>
Employment of Graduates
Upon graduation virtually all students obtain a postdoctoral fellowship (the majority) or work in a school or residential treatment facility where they can be supervised for licensure. After the first postdoctoral year, graduates are employed as psychologists in a variety of settings. Over the 7-year period from 2009-2016, we have had 33 graduates. More are currently working as psychologists in schools (34%) than in any other setting, followed by hospital psychologists (22%), private practice (12%), university or medical school faculty (6%), community mental health centers (6%), residential treatment center (6%), and one is a stay at home parent (3%). The remaining 3 graduates are in two-year postdoctoral fellowships in autism or pediatric neuropsychology.

State and National Certification and Licensure

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

National Certification as a School Psychologist (NCSP)
Students are eligible for the NCSP after they have completed their Ed.M. or internship, whichever comes first, and have passed the Praxis examination. All forms will be signed by the Ed.M. program Director at the end of June after students have completed their internships. Effective January 1, 2016, individuals applying for the NCSP credential as a graduate of a NASP-accredited program must submit their application within 10 years of completing the program. Previously, those completing NASP-accredited programs could apply through that process regardless of when they completed the program. More information on the logistics and rationale of this revision can be found at www.nasponline.org.
Foreign Students: Certification and Licensure

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

Practicing in Other States

Students are often interested in practicing in other states after they finish the program. Information on the 50 states’ psychology associations, psychology laws, and psychology regulations can be viewed at [http://www.uky.edu/Education/EDP/psyinfo2.html](http://www.uky.edu/Education/EDP/psyinfo2.html). It is recommended that students apply for NY State Licensure and school psychology certification before applying for licensure and certification in another state.

Applications: Information and Procedures on Student Selection

- 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 ability to produce highly competent graduate work, as shown by GRE scores, undergraduate transcripts, a sample research paper, a personal statement, letters of recommendation, and an in-person interview are required.

- The recommended minimum GRE score for Ph.D. applicants using the old GRE scale is 1200 (Verbal and Quantitative combined). Both the Verbal and Quantitative scores should be 500 or above and the Writing score 4.0 or above. The recommended minimum GRE score using the new scale for Ph.D. applicants is 310 (Verbal and Quantitative combined). Both the Verbal and Quantitative scores should be 145 or above and the Writing score 4.5 or above.

- The recommended minimum GPA for Ph.D. students is 3.25.

- Applicants should have the ability to work cooperatively with other students and faculty.

- It is important that applicants have the energy, flexibility, and organization to handle a heavy workload with diverse demands.

- Applicants should be willing and able to move through the program in a timely manner.

- The ability to exert leadership in class discussions, as well as instructional, supervisory, student leadership, and research roles is important.

- Applicants must be willing to adhere to standards of professional and ethical behavior. These are detailed in [Ethical Principles of Psychologists and Code of Conduct](http://www.apa.org/ethics/code/index.html) (American Psychological Association).
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. Doctoral students are admitted for the Fall semester only.

♦ **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 Ph.D. program in Applied Educational Psychology: School Psychology.

♦ **Completed Application**: The application form and all required credentials must be submitted by December 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 responsibilities 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 that is 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 an on-campus a face-to-face interview. One or more members of the faculty and one doctoral student typically interview doctoral 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 program has a strong apprenticeship component that trains PhD students in the teaching and supervision of junior students in first year courses and practica, we do not admit applicants with advanced standing and or degrees from other School Psychology programs. We do admit about 2 students a year from our Ed.M. program in school psychology and have admitted graduates of our Ed.M. program into the PhD program.
Acceptance: If you are accepted, you must attend in the year that you are accepted. Deferrals will not be honored.

Tuition, Fees and Financial Assistance

Teachers College Tuition, Per Point (Credit) $1,512
Teachers College Fee, Per Term $438
Teachers College Research Fee $438
Columbia Health Fee - (Fall/Spring) $510 / $510
Gold Health Insurance Fee - (Fall/Spring) $1,362 / $2214
Platinum Health Insurance Fee - (Fall/Spring) $1,980 / $3217
One-time Transcript Fee (charged in first term enrolled ) $35
Application Fee (non-refundable and payable at time of application) $65
Tuition deposit (non-refundable but applicable against tuition assessment) $300
Library Research Fee (for non-college users) per month $100
Doctoral Dissertation Advisement fee $4,536
Ph.D. Dissertation Defense fee TBD
Late registration fee $100
Late application fee for conferring of degrees $25
Special examination fee (each course) $25
Student identification card replacement fee $20
Late payment fee (flat fee) $50
Late payment (monthly fee) 1- 1/3% (16% annually)
Returned check fee $20
Deferred payment plan fee $50

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

♦ Teachers College minority group, foreign student, and general scholarships;

♦ Graduate assistantships in the 2nd to 3rd years, wherein students receive $2700 and 3 credits each semester while being trained in clinical supervision and teaching;

♦ The Miller Scholarship, established to provide student support of approximately $4,000 yearly to a student in the program;

♦ 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;

♦ Students are eligible for a Student-Grant-in-Aid toward the end of their doctoral program. Awards are need based and are available for a maximum of 2 semesters and on a first come first serve basis. These awards should be used when students are enrolled in HBSK 8900 and TI 8900. See your advisor for details.

♦ A Doctoral Dissertation Grant, which is available to students while they are working on their dissertations. See http://www.tc.columbia.edu/financialaid/index.asp?Id=Merit-Based+Aid&Info=Doctoral+Dissertation+Grant+%28DDG%29

Organizations 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 meets on a monthly basis to discuss policies, issues, and student progress. Two student representatives, chosen by the student committee, attend the meeting. Student input is important. The student committee conducts an anonymous bi-annual survey of student satisfaction in the first two years of the program and shares a summary of the findings with the faculty. 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. Your research advisor is also your program advisor unless your research advisor is not a member of the School Psychology faculty. In that case, one of the school psychology faculty will be assigned as your advisor. Assignments can be changed after the first year. Your advisor will help with course planning, program requirements, and any other questions you might have about the program and the College. All students must schedule an appointment and meet with their advisor at least once per semester.

Student Committee
An elected student committee, 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 of students using a series of gateway assessments (see Figure 1 below). First, students are admitted after a careful evaluation of the academic (grades, major, GRE scores, writing sample) and dispositional preparedness (letters of recommendations, personal statement, interview). Second, after the first semester in the program (or earlier if concerns arise) the Director of Clinical Training (DCT), who teaches HBSK Individual Psychological Testing I in the first semester, confers with Dr. Stevens who teaches HBSK 5378 Practicum in Psychoeducational Assessment of School Subject Difficulties (also
taught in the first semester when students see their first client in pairs under close supervision in the Dean Hope Center) about the student’s readiness for the second semester practicum, HBSK 6380 Practicum in Psychoeducational Assessment with Culturally Diverse Students. In this second practicum each student has his or her own client under close supervision. If there are concerns about the student’s ability to accurately administer and interpret tests or interact professionally with a client, there are three possible courses of action: (a) the student will receive feedback about what needs to be improved, and given remedial goals to be performed over the winter break, if the problem is seen as easily addressed with extra practice and feedback; (b) the student will be placed on probation, if the difficulties are perceived to be more intractable, and not be allowed to take practicum in the second semester. The student will be required to retake the problematic first semester courses in the next year, and demonstrate competence before s/he is allowed to continue in practicum or (c) if the concerns are quite serious, the student will be counseled out of the program. If concerns are raised, the DCT sends inquiries to each of the student’s other instructors to see how he or she is performing and then reports the findings to the faculty at one of the regularly scheduled faculty meetings. A decision is made as to who will meet with the student to provide feedback and inquire about perceived barriers to success in any of the courses. Two faculty members meet with the student and notes of the meetings are taken. A written letter stating the concerns raised and what was discussed at the meeting is then sent to the student for feedback. The student has an opportunity to respond to the letter. The letter and student response are sent to the faculty and a decision about how to proceed is discussed and decided on at one of the regularly scheduled faculty meetings, which is communicated to the student verbally and in writing.

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

The fourth gateway assessment, readiness for internship, is a multiyear process that begins at the end of the second year when students are evaluated on their clinical readiness for Externship as part of their summative evaluation for Practicum (Fieldwork) in School Psychological Services. Annual reviews at the end of the 3rd, 4th, 5th (and if necessary 6th) years assess ongoing progress in research requirements, course work, quality of teaching and supervision as a graduate assistant (GA), and externship evaluations, all of which play a role in faculty approval for internship. The Doctoral Student Annual Evaluation form in Appendix F is used to summarize students’ progress according to the goals of the program. If a remedial plan is needed, the narrative section of the evaluation for that year will elucidate the concerns and how the plan will address those concerns. 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 been made, the student will be informed, and a note to that effect will be placed in the student’s file. If sufficient progress has not been made, the student 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.
### Figure 1: Gateway Assessments in School Psychology Ph.D. Program

| Admissions | Undergraduate/Graduate Transcripts  
|            | GRE Scores  
|            | Letters of Recommendation  
|            | Writing Sample  
|            | Interview  
|            | Personal Statement  
| Readiness to See Own Client | HBSK 5378 Evaluation  
|            | Liability Insurance  
|            | Membership in a Professional Organization  
|            | Mid-Year Evaluation  
| Readiness for Practicum | End of Year 1: Readiness for Practicum (Fieldwork) Evaluation  
| Readiness for Internship | End of Year 2: Practicum (Fieldwork) Summative Evaluation  
|            | End of Year 3, 4, and 5: Annual Evaluation  
|            | Transcript Review  
|            | Quality of Teaching and Supervision  
|            | Externship Evaluations  
|            | Research Progress  
|            | End of Year 4-Beginning of Year 5: Research Competence Evaluation  
|            | Research Methods Exam  
|            | Theoretical Paper  
|            | Empirical Paper  
|            | Readiness for Internship Checklist  
|            | End of Year 5: Dissertation Proposal Defense  
| Readiness for Practice | Internship Completion  
|            | Advanced Seminar  
|            | Dissertation Defense  

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

**Student Performance Evaluation**
Progress of students, as indicated above, is monitored throughout the course of study. Students must:
Maintain a grade point average and receive the grade of B+ or better in 4 of the 7 courses taken to fulfill basic psychology requirements (doctoral students only), which are HBSK5096, HBSK5070, ORLI5540, HUDK6520, CCPX6020, as well as, HBSK5050, HBSK5378, HBSK5320-21, HBSK5280, HBSK6380, and HBSK6382. If a student does not get a B+ or greater, the student will have to retake the course, and will not be allowed to enroll in any course for which the course in question is a prerequisite. If a student receives a grade of C+ or less in any course, the status of the student in the program will be reviewed by the faculty and the student will have to retake the course (also, NY State Education Department regulations indicate that graduate students must receive a minimum grade of B- in courses that are to be counted toward certification). In such cases, the student may be placed on probation. If a student receives a grade of F in any course, the student 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 (judged on average as adequate or exceeds expectations by the research mentor on the Doctoral Student Annual Evaluation form in section 7);
- Purchase liability insurance in the first semester of the first year of the program and maintain coverage through completion of the internship;
- Demonstrate satisfactory performance in all fieldwork, practica, externship, and internship placements (ratings of adequate or meets expectations) on all rated items in the spring evaluation);
- Meet the appropriate advanced requirements successfully as outlined in the section that begins on p. 12;
- Become a student member of APA, and/or the 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 are usually more than happy to write letters of reference for students who request them. However, the faculty of the School Psychology program view letters of reference as confidential communications between themselves and the persons or organizations that request the letters. Thus, we will write a letter of recommendation only if the student requests a confidential letter. Also, we will not provide students with copies of letters. If a student has concerns about
what a faculty member might say in a letter, she or he should make an appointment with the faculty member to discuss the matter.

School Psychology Certification Examination
All Ph.D. students who wish to receive the Ed.M. in School Psychology are required to pass the National Association of School Psychologists (NASP) Praxis exam, and report the overall score and the domain scores to the Ed.M. program director, prior to graduation (send the scores to the Ed.M. Program director directly; do not send them to Teachers College). The Praxis exam should be taken in the Fall semester of their school-based externship or internship, whichever applies. The electronic scores must be submitted to Professor Saigh by December 15. He will not sign off on certification and graduation forms until he has received the score report (domain and total scores).

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.

Dress Code
When working with clients in the Dean Hope Center, in schools, or in clinic settings students must dress professionally. Depending on the setting this can vary from business casual (nice slacks/skirt, dress shirt/blouse) to business wear (suit, dress) but never includes jeans, flip-flops, or shorts. Students must also avoid wearing clothing that is too tight or revealing (e.g., of legs, cleavage, thongs) or in any way appears provocative.

Other Program Information

Students in the Program
At the beginning of the 2015-2016 academic year, there were 19 students in the Ph.D. program. Eighty-four percent (84%) are female (n = 16), 68% are white (n = 13), and 32% are minority (n = 6). None are from a foreign country. One claims a disability. All students are full-time. The averages for critical admission variables are for the past three years are: GPA (3.61); old scale GRE-V (587), old-scale GRE-M (672), and GRE-W (4.7). For the new scale: GRE-V (160) and GRE-M (156). Our admissions statistics for the Ph.D. program are an average of 67 applications per year with 4.8 admitted and 4.4 attending.

Certification in School Violence, Child Abuse Prevention 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 can become certified as a school psychologist in New York State. The Child Abuse training is completed in the fall of the 2nd year as part of Fieldwork. The other trainings are not offered through the Program. You can take them at other colleges in the local area (e.g., Bank Street), or on-line (e.g., www.childabuseworkshop.com).

Transfer of Credit
According to Teachers College regulations, students can transfer a maximum of 30 credits. Your advisor determines the number of credits counted toward your course of study in School
Psychology. In this context, advisors compare the curriculum of TC courses to the curriculum from other institutions. If the course content corresponds, a member of our faculty may authorize a transfer of credit.

**Breadth Requirement**

To meet the College’s breadth requirement, students must take three non-HBSK Teachers College courses of at least two points each (you cannot meet the requirement by taking two, 3-point non-HBSK courses). The requirement is met by following the program curriculum.

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

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

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

The School Psychology Program is located on the 5th floor of 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) materials are returned promptly and in good shape and organized for the next person to use them, and 2) to inform the test room supervisor when the number of response forms remaining is low. The latter is essential to allow for the 2 or 3 weeks needed for the test orders to be processed and received. Testing room materials are maintained through student course material fees and faculty contributions.

**Dean-Hope Center for Educational and Psychological Services**

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

**Examples of Other Student Resources**

*Academic Computing & Information Services (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 Zankel Hall.

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

Parking. Students are encouraged to use public transportation. Street parking is possible but difficult and local garages cost $300 or more per month.

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

Suggestions for Being Successful in the Program

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


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

4. Be respectful of everyone. This includes fellow students. Our program has strong practice and theoretical components. Students must feel psychologically safe in order to fully participate through the sharing of ideas and by role playing skills.

5. 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.

6. Complete all work related to clients in a timely manner.
7. Dress professionally when meeting with clients or when you are on fieldwork and internship.

8. Begin your research early.

9. Notify the Ph.D. program director and the department secretary immediately of changes in home address, email address and phone number. Also, we strongly advise you to use the email address given to you by the college. If you fail to do any of these, you may miss important information sent to you by the faculty.

10. 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.

**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 coursework, 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 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 Ombudsman.
Table 1: Doctoral Curriculum
All courses are required unless otherwise stated
(Semesters in parentheses represent other times courses are offered)

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

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

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

Fall
HBSK4025(3)  Professional and Ethical Functions of School Psychologists
HBSK5320(3)  Individual Psychological Testing I*
HUDM4122(3)  Probability and Statistical Inference (most semesters)
HBSK4072(3)  Theory and Techniques of Reading Assessment and Intervention
HBSK5378(3)  Practicum in Psychoeducational Assessment of School Subject Difficulties*
HBSK657_(1)  Research Practicum

Spring
HBSK5321(3)  Individual Psychological Testing II*
HUDM5122(3)  Applied Regression Analysis (most semesters)
ORL5362(3)  Group Dynamics: A Systems Perspective (most semesters)
HBSK6380(3)  Practicum in Psychoeducational Assessment with Culturally Diverse Students
HBSK4073(3)  Childhood Disorders*
HBSK657_(1)  Research Practicum

Summer
HUDM5123(3)  Linear Models and Experimental Design

Second Year
Fall
HBSK5070(3)  Neural Bases of Language and Cognitive Development
ORLJ5040(3)  Research Methods in Social Psychology
HBSK5280(2)  Fieldwork in School Psychological Services
HBSK6382(3)  Advanced Practicum in Psychoeducational Interventions in Schools
HBSK5050(3)  Therapeutic Interventions for School Psychologists (Summer A)
HBSK657_(1) Research Practicum

Spring
HBSK6584(3) Seminar: School Psychology Consultation
HBSK6383(3) Neuropsychological Assessment of Children and Adults*
HBSK657_(1) Research Practicum
HBSK5280(2) Fieldwork in School Psychological Services
CCPJ6362(3) Group Practicum
HBSK 4030 Multicultural Issues in School Psychology

Summer
CCPX6020(3) History and Systems of Psychology or
HBSK5096 Psychology of Memory: Cognitive and Affective Bases
HUDM5059(3) Psychological Measurement

Third Year

Fall
HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
HBSK657_(1) Research Practicum
HBSK5031(3) Family as the Context for Child Development
HUDK6520(3) Seminar in Lifespan Developmental Psychology (offered every other year)

Spring
HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
HBSK5273(1) Supervised Experience in Supervision
HBSK5051(3) Child-Adolescent PTSD and Related Disorders
HBSK657_(1) Research Practicum

Summer
HBSK4074 (3) Development of Reading Comprehension Strategies and Study Skills
CCPX6020(3) History and Systems of Psychology or
HBSK5096 The Psychology of Memory: Cognitive and Affective Bases

Fourth Year

Fall
HBSK7503(1) Dissertation Seminar**
HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)
HBSK5085(3) Observing and Assessing Preschool Children

Spring
ORLJ5540 (3) Proseminar in Social Psychology
HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)
HBSK8902(0) Dissertation Advisement

Fifth Year

HBSK6480(2) School Psychology Internship
HBSK8902(0)  Dissertation Advisement

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

** If the student has a proposal hearing after one semester of HBSK7503, s/he must enroll in HBSK8900. HBSK7503 cannot be taken more than twice.
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). The Ed.M., including the bilingual extension, can be earned by Ph.D. students as they move through the Ph.D. program. See School Psychology Certification Exam section on p. 25 above.

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,
   - A&HB 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: Practicum (Fieldwork) Sites

Second year students are required to complete two full school days of practicum (fieldwork) at schools associated with the School Psychology program at TC. Fieldwork begins in September and goes through the middle of June. 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) 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. NYC DOE Fingerprinting is required. Approximately 2-4 practicum students are placed at Brooklyn Academy HS.

(2) 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 8th). Principal Christian Mariano is our point person for fieldwork coordination. Approximately 3-5 practicum students are placed at Corpus Christi each year.

(3) IMMACULATE CONCEPTION SCHOOL, which is located at 378 E. 151 Street, Bronx, NY, Phone: 718 585-4843. Immaculate Conception 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 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). Sister Patrice Owens, school principal, serves as our point person. Approximately 3-4 practicum students are placed there each year.

(4) ST. AGATHA SCHOOL is located at 736 48th Street, in the Hispanic and Chinese community in Sunset Park, Brooklyn. St. Agatha School describes itself as a “vibrant, safe, nurturing and high-achieving academic environment, which recognizes the unique gifts and talents of all”. The school’s mission boasts a commitment to multi-cultural education and “Unity through Diversity by [striving] to enable every member of our school community regardless of language,
ethnicity or original culture…to be the best that they can be academically.” (Description taken directly from SAS website). SAS has approximately one classroom per grade as well as programs for ESL, Title 1 academic support and Title 1 PreK class, and a fencing program. Maximo Catala, the school principal, serves as our point person. Approximately 2 practicum students are placed at SAS each year.

(5) 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 2-3 practicum students are placed there every year.

(6) ST. RAYMOND’S HIGH SCHOOL FOR BOYS 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’s School (Take the M60 (cross-town bus) to Lexington Avenue. Change to the 6 train to Castle Hill). 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.

(7) TC OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS SITES:

(7-A) TEACHERS COLLEGE COMMUNITY SCHOOL
TCCS, which opened in the Fall of 2011, is located at 168 Morningside Avenue in Harlem. 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 4th grade. 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. Michelle Verdiner, the school principal, serves as our point person. NYC DOE Fingerprinting is required. Approximately 2 practicum students are placed at TC Community School each year.

(7-B) FREDERICK DOUGLASS ACADEMY II
FDA2 is located at 215 West 114th Street, in Harlem. FDA2 is a New York City Department of Education public middle school that offers small classes, uniforms, and a curriculum designed with the help of Teachers College. The school is one of six university-assisted community schools focusing on: teaching and learning, school leadership, expanded learning opportunities for students, physical and mental health, family
engagement, and early childhood education. Strategies are designed in collaboration with TC faculty, and delivered by TC students and community partners, which include several Columbia University affiliates. The School of Social Work, School of Engineering and Applied Science, Department of Pediatrics, Mailman School of Public Health and Barnard College are realizing OSCP’s vision for a University-wide integrated school-based service model. (Description taken directly from TC OSP website.). NYC DOE Fingerprinting is required. Kareen Wright, the school guidance counselor, serves as our point person. Approximately 2 practicum students are placed at FDA2 each year.

(8) XAVIER HIGH SCHOOL is a boys’ high school (grades 9-12) run by the Jesuits. It is located on 30 West 16th Street (212-924-7900). It is a competitive high school for fairly high achieving young men from all over the metropolitan area. Regina Valinoti, a guidance counselor serves as our point person. Approximately 4-5 practicum students are placed at Xavier each year.

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

To graduate you must have:

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

2. Completed the child abuse and violence prevention workshops (these are required by the State of NY for provisional certification; they are not part of your curriculum). These must be completed before internship. A copy of each certification must be given to your advisor and placed in your file.

3. Passed research methods exam (should be done by the end of the 3\textsuperscript{rd} yr.).

4. Completed the theoretical paper with approval of sponsor and second reader (should be done by the beginning of the 4\textsuperscript{th} year).

5. Completed the empirical paper with approval of sponsor and second reader (should be done by the beginning of the 4\textsuperscript{th} year).

6. Completed the first externship with satisfactory ratings (an average of 3.0 (“meets expectations”) or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.

7. Taken Praxis exam if applying for Ed.M.

8. If applying for APA/APPIC internship, completed the second externship with satisfactory ratings (an average of 3.0 or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.

9. Filed Program Plan with ODS.

10. Filed for Doctoral Certification and the Masters of Philosophy degree from GSAS (the Graduate School of Arts and Sciences).

11. Passed proposal defense (should be done by the beginning of the 5\textsuperscript{th} year).

12. Passed Advanced Seminar Hearing (should be done by the end of the 5\textsuperscript{th} year).

13. Passed dissertation defense (should be done by the end of the 5\textsuperscript{th} year).

14. Completed the internship with satisfactory ratings (3.0 or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics.
Appendix D: Doctoral Student Annual Evaluation Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY
GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

DOCTORAL STUDENT ANNUAL EVALUATION (6/14/13)

Student ______________________ Year _____ Advisor _________________________

Goal 1: Have a sound theoretical foundation in psychological science; can assess and diagnose learning, behavior, and social-emotional problems and strengths; and can plan, implement, and evaluate the effectiveness of psychological and educational prevention and intervention programs that promotes cognitive, behavioral, and social-emotional growth of children and families.

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<thead>
<tr>
<th>Student:</th>
<th>Year</th>
<th>Inadequate needs improvement</th>
<th>Adequate improvement</th>
<th>Exceeds expectations</th>
<th>Not applicable</th>
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<td>1. Demonstrates a sound theoretical foundation in cognitive and developmental psychology</td>
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<td>Year 5</td>
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Grades of B+ or better in:
HBSK 4072 Theory and Techniques of Reading Assessment and Intervention ______

Grades of B or better in:
HBSK 5096 The Psychology of Memory: Cognitive and Affective Bases ______
HUDK 6520 Seminar in Lifespan Developmental Psychology____
ORLJ 5540 Proseminar in Social-Organizational Psychology____
HBSK 5070 Neural Bases of Language & Cognitive Development ______
HBSK 5031 Family as a Context for Child Development ______
HBSK 4074 Development of Reading Comprehension Strategies Study Skills ______
CCPX6020 History and Systems of Psychology ______

2. Assesses and suggests diagnoses for learning, behavior, and social emotional
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<td>a. produces a well-organized and clearly-written psychoeducational report</td>
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<td>b. adequately administers and scores psychological and educational tests</td>
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<td>c. accurately interprets test results</td>
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<td>d. plans an appropriate assessment battery (2nd yr only)</td>
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<td>e. develops rapport with clients</td>
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<td>f. responds appropriately to supervision</td>
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<td>g. demonstrates initiative in conceptualizing cases and planning assessments</td>
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j. maintains clients files according to guidelines

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Grades of B+ or better in:
- HBSK 5320 Individual Psychological Testing I
- HBSK 5321 Individual Psychological Testing II
- HBSK 5378 Practicum in Psychoeducational Assessment of School Subject Diff.
- HBSK 6380 Practicum in Psychoeducational Assessment with Cult Diverse Students
- HBSK 5280 Fieldwork in School Psychological Services
- HBSK 5085 Observing and Assessing Preschool Children

3. Demonstrates beginning competence in case conceptualization and treatment planning for prevention/intervention

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a. writes/develops recommendations that are realistic and likely to address the problem

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b. implements consultation procedures, problems focused interviews

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Grades of B or better in:
- HBSK 4073 Childhood Disorders
- HBSK 5050 Therapeutic Interventions for School Psychologists
- HBSK 5051 Child-Adolescent PTSD and Related Disorders
- HBSK 6383 Neuropsychological Assessment of Children & Adults
- CCPJ6362 Group Practicum
- HBSK 6382 Advanced Practicum in Psyched Interventions in Schools
- HBSK 6584 Seminar: School Psychology Consultation

**Goal 2:** Effectively participate in their community by promoting the cognitive, behavioral, social-emotional, and educational growth of children and families.

### 4. Respects individual differences and works effectively with diverse clients

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### c. clients

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### d. support and clinic personnel

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### 5. Demonstrates leadership behavior

#### a. participates constructively in class

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#### b. organizes one or more activities in the first years assessment/practicum sequence and or second year fieldwork

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#### c. is effective as a GA

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**Goal 3:** Understand and respect individual differences and differences in culture, race/ethnicity, gender, socioeconomic status and sexual orientation and can work effectively in multicultural and pluralistic social contexts.

### 6. Demonstrates sensitivity needed to work with diverse clients

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Grades of B or better in:
- ORL 5362 Group Dynamics: A Systems Perspective
- HBSK 4030 Multicultural Issues in School Psychology

**Goal 4:** Have a breadth of knowledge and variety of skills to plan and conduct psychological and educational research.

### 7. Is developing research skills

#### a. critiques research articles

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#### b. analyzes descriptive data, compares groups, and interprets multiple regressions

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<tr>
<td>c. participates as a team member in a research group, doing fair share of work quickly and well</td>
<td>1  2  3  4</td>
<td>N/A</td>
<td>N/A</td>
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<td>d. relates well to research participants</td>
<td>1  2  3  4</td>
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<td>N/A</td>
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<tr>
<td>e. demonstrates curiosity, initiative and interest in research and pursuing research questions</td>
<td>1  2  3  4</td>
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<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>f. completes research assignments on time and well</td>
<td>1  2  3  4</td>
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<td>N/A</td>
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Grades of B or better in:
- HUDM 4122 Probability and Statistical Inference _____
- HUDM 5122 Applied Regression Analysis _____
- HUDM 5059 Psychological Measurement _____
- ORLJ 5040 Research Methods in Social Psychology _____
- HUDM 5123 Linear Models & Experimental Design _____

Goal 5: Are actively involved in the profession, committed to professional ethics and standards, and to lifelong learning.
## 8. Demonstrates the habits of a lifelong learner

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<tr>
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<td>a. is a member of APA or other national professional organization</td>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>b. demonstrates commitment to ethical and legal foundations of the profession</td>
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Grade B or better in:
HBSK 4025 Prof & Ethical Functions School Psychologists ___

### Year 1: Comments on Progress in the Program

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Advisor’s Signature ____________________________ Date: ______________

### Year 2: Comments on Progress in the Program

______________________________________________________________________________
Third Year Students

_____ Passes research methods exam (should be done by the end of the 3rd yr) (Date ______)
_____ Makes satisfactory progress on writing the theoretical paper
_____ Makes satisfactory progress on writing the empirical paper
_____ Poster/paper session at national/international conference with sponsor/other (Date ______)
_____ Completes first externship with satisfactory ratings (an average of 3.0 (“meets expectations”) or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics (Date ______)
_____ Take Praxis exam (Date ______, Score _____)

Year 3: Comments on Progress in the Program

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Advisor’s Signature ________________________________ Date: ______________
Student’s Signature ________________________________ Date: ______________
Fourth Year Students

____ Completes theoretical paper (should be done by the beginning of the 4th year)
(Date ______)
____ Completes empirical paper (should be done by the beginning of the 4th year)
(Date ______)
____ Completes second externship with satisfactory ratings (an average of 3.0 or above in every area): Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics
(Date ______)
____ Program Plan submitted to ODS (Date: ______)
____ Statement of Total Program submitted to ODS (Date: ______)

Earns grade of B or better in
ORLJ 5540 Pro-seminar in Social-organizational Psychology

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Year 4: Comments on Progress in the Program

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Advisor’s Signature ___________________________ Date: ______________

Student’s Signature ___________________________ Date: ______________

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Fifth Year Students

____ Co-author or publication with sponsor/other (Date ______)
____ Completes proposal defense (should be done by the end of the 5th year (Date ______)
____ Completes internship with satisfactory ratings (3.0 or above in every area):
Psychoeducational Evaluation Skills; Consultation and Collaboration Skills; Intervention Skills; Counseling and Communication Skills; Personal & Professional Characteristics (Date______)

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Year 5: Faculty Comments on Progress in the Program

______________________________________________________________________________
______________________________________________________________________________
Sixth Year Students

___ Completes advanced seminar (Date: _____)
___ Completes dissertation defense (Date: _____)

Year 6: Faculty Comments on Progress in the Program

Advisor’s Signature ____________________________ Date: ____________

Student’s Signature ____________________________ Date: ____________
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.)

Name: __________________________________________________________

Date: ______________