This handbook is intended as an introduction to the Programs 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**

The theoretical model of our program involves the application of cognitive and developmental psychology to the promotion of competence in learning and mental health in schools and other educational contexts. Course work provides students with a strong foundation in the theory and research from cognitive and developmental psychology and its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding and treatment of mental health problems. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including our collaborating schools (we provide school psychological services to children and youth in 4 schools that serve children from racially, ethnically, and linguistically diverse low and middle income environments). Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students (doctoral primarily) to develop and apply their knowledge.

The overall goal of the program is to educate school psychologists who can promote the cognitive, behavioral, and social growth and development of children, youth and families from diverse linguistic, cultural or racial background, through the ability to:

- Demonstrate a sound theoretical foundation in cognitive and developmental psychology that has relevance to school-related learning and mental health;
- Assess and diagnose learning, behavioral, and social-emotional problems and strengths, from early childhood through middle adulthood, with an emphasis on school-age children and youth;
- Generate recommendations that are developmentally appropriate, remediate deficits effectively, and promote competence;
- Implement and evaluate theoretically and empirically sound educational and mental health prevention and intervention programs for school personnel, families and children. Examples include cognitively based early reading programs and cognitive-behavioral individual and group interventions for coping with anxiety and affective disorders, including those involving trauma exposure, bereavement problems, divorce, study skills, and social skills.
- Implement and evaluate instructional, behavioral and mental health consultation with school personnel and parents relative to children’s instruction and learning, mental health, and behavior;
- Implement information technology and do so in ways that safeguard and enhance the quality of services. *(Note: Very few technology skills are taught in the program. Students who are not familiar with email, Word, Excel, Access, SPSS, etc. may take courses through our center for Academic Computing and Information Services)*;
• Demonstrate an understanding of (a) the role of cultural differences in manners, values, and mores and (b) how to work effectively with culturally and linguistically diverse populations;
• Demonstrate an understanding of how (a) schools are organized within States and districts, their organizational structure and typical personnel, the State and federal laws and regulations and personnel contracts under which they operate; and (b) to work effectively with school personnel, parents and students to engage in system level change;
• Integrate knowledge and applied skills through the provision of a wide-range of services that have a measurable positive influence on youth and families.
• Manage relationships with clients, colleagues and members of the public in an emotionally, socially, and ethically competent way.

Core and Associated Faculty: Areas of Expertise

Core

Marla R. Brassard, Ph.D.  Associate Professor of Psychology and Education. For the past 20 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. She also studies psychological aggression in the teacher-student and peer relationships and its impact on children’s functioning. She is an author/editor of 4 books, 2 on psychological maltreatment, and numerous research articles and chapters. She was a co-chair of the task force that wrote the Guidelines for the Psychosocial Evaluation of Suspected Psychological Maltreatment (APSAC, 1995) which is the standard for forensic practice and governmental agency investigation. She teaches courses on family as the context in child development, personality and behavioral assessment of children and adolescents, a practicum on psychological assessment where student’s perform comprehensive forensic evaluations of clients in the Center for Educational and Psychological Services. Clinically, she has worked in schools (preschool-high school), a prison, and clinics with normally developing as well as maltreated and other troubled children and youth and their families.

Sample Publications


Stephen T. Peverly, Ph.D. Associate Professor of Psychology and Education; Director, Programs in School Psychology. His research focuses on 2 areas: (a) the cognitive processes that underlie reading comprehension and studying, and (b) cross-cultural differences between U.S. and Chinese children in mathematical performance and the reasons for differences in performance. He teaches courses on memory, reading comprehension and studying, law and ethics for school psychologists, and individual psychological testing.

**Sample Publications**


Philip A. Saigh, Ph.D., Professor of Psychology and Education. He has worked with traumatized children, adolescents and adults since 1977. His research interests involve the epidemiology, etiology, assessment, and cognitive-behavioral treatment of posttraumatic stress disorder (PTSD) in children and adolescents. His interests also involve test development and childhood psychopathology. He is currently investigating the relationship between trauma exposure, PTSD, and cognitive functioning. Professor Saigh was the first investigator to demonstrate the efficacy of imaginal exposure in the treatment of children and adolescents with PTSD. He developed 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 the current President of the Academy for Research on Traumatic Stress. He also is a Fellow of the American Psychological Association’s Divisions of Clinical Psychology and School Psychology.

Sample Publications:


Adjunct Faculty

Ann E. Boehm (Emeritus)  Psychoeducational assessment; observation and concept development in young children; intergenerational literacy
Renee Clauselle  Individual and group counseling; consultation
David Erlanger  Neuropsychological assessment, cognitive remediation, individual psychotherapy
Roseanne Gotterbarn  Fieldwork Coordinator; cognitive-behavioral prevention and intervention programs, psycho-educational assessment;
Michelle Greenwald  Psychoeducational assessment; aggression & violence in adolescents
Sascha Griffing  Family violence, child and adolescent trauma, individual and group therapy
Pamela Jacobs  Psychoeducational assessment; development of reading and other academic skills; educational consultation
Noelle Leonard  Individual & group counseling, HIV, therapeutic interventions with families affected by HIV,
Michael Koski  Processes in group counseling
Amy Margolis  Psychoeducational and neuropsychological assessment; academic remediation
Britta Rothschild  Internship Coordinator; psychoeducational assessment, individual and group counseling, attachment theory and its application to teacher consultation, conflict resolution
Margaret Whelley  Psychoeducational and neuropsychological assessment; academic remediation

Department Faculty Associated with the Program

Robert Kretschmer  Deaf and hard-of-hearing; language processing
Dolores Perin  Adult literacy; cognitive processes in writing

Faculty from Other Departments Associated with the Program

Herbert Ginsburg  Cognitive development; development of children’s mathematical thinking; the roles of personality and motivation in intellectual development; clinical interviewing
Suniya Luthar  Developmental psychopathology and resilience among children and families at risk

Program Secretary  Stephanie Shestakow (212-678-3942)

Program Options: Masters and Doctoral

Doctoral (Ed.D., Ph.D.) and masters (Ed.M.) degree programs in School Psychology are available at Teachers College. Most students follow the general curriculum of their
degree program; however, with some additional coursework, students in either program can develop competence in working with the Deaf and the Hearing Impaired.

**Doctoral Program**

The doctoral program (Ed.D., Ph.D.), which is fully approved by the American Psychological Association (APA), and the National Association of School Psychologists (NASP), requires approximately 95 semester credits. Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a psychologist. In addition to the competencies listed above, graduates from the program 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 adults. If you have questions regarding the program before you decide to apply please contact:

Marla Brassard, Ph.D.
Box 63
Teachers College
Columbia University
525 West 120 Street
New York, NY 10027
212-678-3368 (or 3942)
Brassard@exchange.tc.columbia.edu

Once you have applied to the program and have questions about the review of your application by the program please contact:

Philip Saigh
Box 1
Teachers College
Columbia University
525 West 120 Street
New York, NY 10027
212-678-3376 (or 3942)
Saigh@exchange.tc.columbia.edu

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

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
202-336-5500
http://apa.org
If you have questions regarding the accreditation of the program by the National Association of School Psychologists (NASP) contact:

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

The Ph.D. and the Ed.D: Similarities and Differences. Students in the Ph.D. and the Ed.D. programs take the same number of credits, the same courses, and are eligible for the same types of internships. Also, both degrees can lead to certification as a school psychologist and eligibility to sit for the psychology licensing exam in New York State. The differences between the 2 degrees are in how they are administered, their application requirements, and the dissertation. The Ph.D. is administered jointly by the Graduate School of Arts and Sciences (GSAS) at Columbia University and Teachers College. The Ed.D. is administered solely by Teachers College. GSAS requires all Ph.D. applicants to have 90 undergraduate credits in the Arts and Sciences. Ed.D. applicants are not required to meet this requirement. Ph.D. students’ dissertation committees consist of 5 members, 4 of which can be from Teachers College. The 5th must be a GSAS approved faculty member from another part of the university. Ed.D. students’ dissertation committees consist of 4 members, all of which can be from Teachers College. Ph.D. students’ dissertations must be theoretically driven and empirical. Ed.D. students’ dissertations can be more “applied.”

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 (these take place in the Center for Educational and Psychological Services at Teachers College),
♦ Year 2: Two days per week of fieldwork for both semesters (in one of the 3 schools associated with our program). Fieldwork is a minimum of 600 hours over the academic year. See Appendix A for a description of our fieldwork sites.
♦ Year 3/4: Students who want a school based internship are required to do one externship, 2 days per week over an academic year, in a non-school setting (typically a hospital or community clinic). Students who want an APA/APPIC approved internship that is not in a school setting, must do two externships, over 2 years (years 3 and 4): one in a hospital/community clinic and one in a school. Each must be a minimum of 600 hours over an academic year. Students should sign up for HBSK5271 each semester that they are on externship. All students must take externship for one credit per semester in the first year and receive supervision at the College as well as at the externship site. Students who do a second externship must sign up forHBSK5271 each semester for 0 credit. They do not need to receive supervision at the College but must receive it at the externship site. Finally, any student who completes 2 externships 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 and for provisional certification as a school psychologist with the Registrar’s
Office. 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.
♦ Year 4/5: an internship that consists of a minimum of 1750 hours. See our internship
handbook for further information.
♦ 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 June not the middle of May). 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.

Time to Completion: The Program can be completed in 5 years if students begin a
program of research early in the program, do not choose to do an APA approved
internship (unless it is in a school) and complete the doctoral certification requirements
(research methods examination, theoretical paper, and empirical paper) by the 4th year of
the program. Typically, most coursework (including practica, fieldwork and externship)
is completed by the end of the third year, if the student does 1 externship. The fourth and
fifth years are devoted to the dissertation and internship. See Table 1a for the doctoral
curriculum and Table 1b for approved general psychology courses.

Master’s Project (for the Ed.M. degree): All students in the doctoral program are required
to compile a portfolio of work they have completed in the course of their training. The
internship coordinator will provide a detailed list of necessary documents for each
student’s 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.

Employment of Graduates: Graduates of the doctoral program are employed in a variety
of settings. Thirty-three percent are working in schools and 21% are working at a college
or university. The other 46% are employed in other settings: residential treatment centers
for emotionally disturbed youth, mental health clinics, research centers, and private
practice. Several of our students have done postdoctoral fellowships.

Ed.M. Program

An Ed.M. in school psychology can be obtained through successful completion of a
three-year program of 69 credit hours. The degree requires 69 credits for students who
have not taken a cognitive development course as part of their undergraduate coursework
(HUDK 5023 may be used to fulfill this requirement). The first two years (including at
least one summer) consist of coursework, practica, and fieldwork. Students do a full time
school-based internship in the 3rd year that consists of a minimum of 1200 hours. See
Table 2 for the Ed.M. curriculum.
Attendance Requirements: Ed.M. students should plan on three years of full-time attendance, including at least one summer. Though part-time attendance is possible (minimum of 6-9 credits per semester), full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Internships are full-time. In addition, students must be available for classes during the day in order to follow courses in an orderly sequence.

Field Experiences:
♦ Year 1: an average of 1 day per week in assessment practica for both semesters (these take place in the Center for Educational and Psychological Services at Teachers College).
♦ Year 2: Two days per week in fieldwork for both semesters (these take place in one of the 3 schools associated with our program). Fieldwork is a minimum of 600 hours over the academic year. See Appendix A for a description of our fieldwork sites.
♦ Year 3: School based internship. Must be a minimum of 1200 hours. See our internship handbook for further information.
♦ Students are required to abide by the academic calendar of the school in which they are working, not the Teachers College academic calendar (e.g., fieldwork terminates at the end of June not the middle of May). If you have to extend your Teachers College housing contract, it is your responsibility to contact the housing office to make the appropriate arrangements.

Research Experience: All students in the Ed.M. program must participate in a research project. Students can satisfy this requirement by working for a professor who is doing research on a topic that is relevant to students’ functioning in schools. The research requirement may be satisfied by working on a research project outside of Teachers College. The minimum time of participation is 5 days (40 hours), preferably within one semester. Students must complete this requirement within the first 2 years of the program (if they are full time). A letter completed by the supervisor of the research, stating that the student has completed this requirement, must be submitted to the students’ advisor prior to internship and be placed in the student’s permanent file.

Master’s Project: All students in the Ed.M. program are required to compile a portfolio of work they have completed in the course of their training. The internship coordinator will provide a detailed list of necessary documents for each student’s portfolio and aid students in assembling their portfolios during their final year of study. The portfolio must be completed prior to graduation.

Graduation: At the very beginning of the spring semester of the final year of the program, students must complete 2 applications, one for graduation and one for provisional certification as a school psychologist. Both can be obtained from the Registrar’s office. For New York State Regulations for certification see: http://www.highered.nysed.gov/tcert/certificate/req_ppspychologist.htm

Employment of Graduates: Almost all of our graduates are working in schools.
Students in the Program

At the beginning of the 2005-2006 academic year, there were 97 students in the School Psychology Program: 59 Ed.M. and 38 Doctoral (all Ph.D.). Eighty-eight percent are female, 25% are minority, 2 students are disabled (2%) and one student is from another country (1%). Most of the students in the program are full time.

Foreign Students

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

School Violence and Child Abuse Prevention

All students must complete School Violence and Child Abuse Prevention workshops before they can become certified as a school psychologist in New York State. These workshops are not offered through the Program. You can take them at the College through the Center for Educational Outreach and Innovation (more information regarding dates and fees can be found at www.tc.columbia.edu/ceoi or by calling (212) 678-3987), at other colleges in the local area (e.g., Bank Street), or on-line (e.g., www.childabuseworkshop.com).

Transfer of Credit

By Teachers College regulation, students accepted to the Ed.M. and Ph.D. programs can transfer a maximum of 30 credits. Students accepted to the Ed.D. program can transfer as many as 45. The number of credits counted toward your course of study in School Psychology is determined by your advisor.

Students and Out-of-State non APA/APPIC Internships

Students who wish to do 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. Some states place severe restrictions on out-of-state students. For example, Connecticut prohibits any kind of field experience by students from out-of-state programs. California does not allow out-of-state students to be paid although they do not prohibit the internship itself. It is the students’ responsibility to check the regulations of the state in which they wish to do their internship. Also, students who obtain an out-of-state internship or an internship in another part of New York State must receive weekly supervision by us, over the phone, or by a NASP approved school psychology program close to the internship site.
Program Cost and Financial Assistance

Because tuition and fees change, we suggest you consult the current Teachers College Catalog for the cost of one point of credit. Assume that you will take 25-30 points each academic year (September - May) and 6-9 points during the summer. 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 as follows:

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

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

♦ Grant support;

♦ New York City Board of Education Scholarship Program. Call (718) 935-5266. Currently this internship is open only to English-Spanish bilingual and African-American students;

♦ Doctoral students are eligible for a Student-Grant-in-Aid toward the end of their doctoral program. Awards 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. See your advisor for details.

Application to the Doctoral and Ed.M. Programs:
Information and Procedures

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

♦ The ability to do highly competent graduate work, as shown by GRE scores (desired cut-off of 1200 combined verbal and quantitative), undergraduate transcripts, and a sample research paper.

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

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

♦ The willingness and ability to move through the program in a timely manner.
The willingness to adhere to standards of professional and ethical behavior. These are detailed in Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and The Principles For Professional Ethics (National Association For School Psychologists).

The following steps in the admission procedures must be followed carefully to avoid delay. It is the applicant's responsibility to see that proper procedures have been followed. Doctoral students are admitted for the Fall semester only. Ed.M. students are admitted for the Fall or Spring semesters.

- **Application Form** – An application form can be obtained by calling (212-678-3710) or writing to the Admissions Office (Box 302, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027) or from the Teachers College web site (www.tc.columbia.edu). On the application form you should state that you are applying to the program in Applied Educational Psychology: School psychology.

- **Completed Application** - Send the completed application to the Admissions Office. For the Doctoral program (Ph.D. or Ed.D.), the application form and all required credentials must be received by December 15. For the Ed.M. program, all materials must be received by January 15 for Fall admission and November 1 for Spring admission (Note: we do not always consider students for Spring admission; it depends on how many were admitted in the Fall of that academic year).

- **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 Analytic portions of the Graduate Record Examination to the Admissions Office.

- **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. Previous faculty and supervisors of research and clinical work are appropriate references, not family and friends. It is the candidate's responsibility to ask these individuals to write the references, and to make sure the letters have been sent to the Admissions Office.

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

- **Interview** (only a small portion of the applicant pool is called for an interview).
Organization of the School Psychology Program

The Program faculty are responsible for implementing and overseeing your education, monitoring your progress, and defining those sequences of specialized knowledge and skills that are necessary for competence in school psychology. Faculty meet on a weekly or bi-weekly basis to discuss policies, issues, and student progress. Meetings are chaired by the program coordinator. Student input is important. If an issue arises, please bring it to the attention of the program coordinator in a timely fashion. Program faculty are all available to be of assistance to students. All have office hours posted and will arrange for additional appointments as necessary.

Advisors

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

Student Committee

An elected student committee, typically consisting of 4 doctoral and 2 Ed.M. students works with the faculty in addressing program curriculum, program governance, program changes, and student concerns.

Program Policies

Student Evaluation

The faculty provide continual and timely appraisal in order to meet the needs of students and to ensure that they have the necessary skills to be competent psychologists. It is important to have working relationships with program faculty so that the student evaluation procedures can be implemented in a way that maximizes students’ growth and development. Assessment of student progress is collected from several sources including supervisors, faculty, grades, and progress in research (the latter applies only to doctoral students). Based on a review of this information by the program faculty, advisors will meet individually with students each year prior to their internship year. If a concern arises, the student will be informed of the problems in writing and a meeting will be scheduled with 2 members of the program faculty to provide an opportunity for discussion and the remediation of the problems. (These will be summarized in a written report and sent to the student.) A subsequent meeting will be scheduled, after an agreed-upon period of time, to evaluate progress in meeting the objectives in the remedial plan. If sufficient progress has not been made, 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 one’s ethical and professional responsibilities, to immediately dismiss the student from the program.

**Student Grievances**

Students who feel that they have been treated unjustly by a member of the faculty, the administration, or another student, should attempt to resolve their concerns immediately. If at all possible, the student should speak directly to the person (or persons) involved. If the problem is not resolved or the student feels unable to speak with the person directly, the student should confer with his or her advisor, or the program director, whichever is the most appropriate. Subsequent levels of recourse are the Department Chair and the Associate Dean, in that order. At all times, we expect the individuals involved in a complaint to respect the rights of all individuals, and to act in a professional and ethical manner.

**Monitoring Progress**

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

♦ Maintain a B+ average and receive the grade of B+ or better in 4 of the 7 courses taken to fulfill basic psychology requirements (doctoral students only), as well as HBSK4072, HBSK5378, HBSK5320-21, HBSK5280, HBSK6380 and HBSK6480. If a student does not get a B+ or greater, the student will have to retake the course, and will not allowed to enroll in any course for which the course in question is a prerequisite. If a student receives a grade of C-, C, or C+ in any course, the status of the student in the program will be reviewed by the faculty. In such cases, the student may be placed on probation. If a student receives a grade of F in any course, the student will be terminated from the program.

♦ Complete all probationary courses within the first semester of graduate study (or as otherwise indicated by the student's advisor);

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

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

♦ Purchase liability insurance in the first semester of the first year of the program;

♦ Demonstrate satisfactory performance in all fieldwork and internship placements;

♦ Meet the appropriate advance requirements successfully (doctoral students only);
♦ Become a student member of NASP, APA, and/or their state affiliates.

♦ 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).

School Psychology Certification Examination

All students in the Ed.M. and Doctoral Programs are required to complete the National Association of School Psychologists (NASP) praxis exam for certification prior to graduation. Students must report their score on the exam to the program director.

Advanced Requirements for Doctoral Students

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 and New York State. In addition to courses, specific program requirements include:

♦ Continuous registration requirements: Ed.D. students are required to be in continuous enrollment (a) for a minimum of 3 points of Teacher College course credit, or (b) in the dissertation advisement course, every Fall and Spring term, beginning with the completion of the certification exam or the approval of the dissertation proposal, whichever comes first. Ph.D. students must register continuously for the doctoral dissertation advisement course (8900), following enrollment in dissertation seminar (7500; 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;

♦ 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 going on 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 completed prior to internship;
Once the research methods examination and the theoretical and empirical papers have been completed, and all courses have been completed, students are eligible for Doctoral Certification and the M.Phil. (Masters of Philosophy) from GSAS (the graduate school of arts and sciences).

Prepare a Statement of Total Program and Program Plan. These must be submitted subsequent to the 1st year of graduate study (see “The Requirements for the Degree of Doctor of Education or The Requirements for the Degree of Doctor of Philosophy for more information);

Apply for doctoral certification. Ed.D. candidates must take 20 post-certification points including the points taken in the semester in which the certification exam is taken;

The internship cannot begin until the fourth year of the program, at the earliest. 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 they must have passed the research methods examination. The director of the program will sign students’ internship application forms if they have completed the research methods exam and the theoretical paper and have collected and analyzed the data for their empirical paper. Students applying to APA/APPIC approved internships must have completed these requirements by the beginning of November (internship applications are typically due by mid-November). Students applying to non-APA/APPIC approved 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 program will sign internship applications 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. Also, please note that some research advisors outside of the School Psychology Program have different requirements. For example, some require students to write the empirical paper first and do not put much emphasis on the theoretical paper. Regardless of advisor, School Psychology students must meet School Psychology requirements, as stated above.

Students must be enrolled in Dissertation Seminar (HBSK 7503) during the semester in which they plan to have their dissertation proposal approved. 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 sign up for HBSK8900 in all subsequent semesters even if the proposal hearing has not taken place. Students must have an approved proposal prior to the internship;

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 psychology (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. Professor Gushue assigns the third member of the committee;

♦ **Advanced Seminar.** When the student has completed the collection of data, with the advisor's approval, the student will request that an Advanced Seminar be scheduled. 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. See the Teachers College catalog for the current fee for TI 8900. For all other requirements, see the Ed.D. or Ph.D. requirements bulletin which is available at the Office of Doctoral Studies (1st floor of Horace Mann). Be sure to read and follow the procedures carefully.

### Facilities and Resources

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

**Center for Educational and Psychological Services** - This is our training clinic and is the practicum agency for students in several programs at Teachers College. The Center publishes a manual which governs the functioning of the clinic.

### Examples of Other Student Resources

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

**Career Services Center** (44 Horace Mann). Provides matriculants and alumni with career planning resources requisite to the development and refinement of job search skills.
Center for Infants and Parents. Provides child care for infants of parents who are students, faculty and full-time staff at the University.

Access and Services for Students with Disabilities (162 Thorndike Hall). Provides resources and arranges for accommodations for students with disabilities.

International Services. Offers a variety of services for students from other countries: student orientation, advising and counseling, immigration and tax information, and a variety of programs for students interested in multicultural issues. Currently there are approximately 500 students from more than 65 countries enrolled at the College.

Writing Skills Center. Provides assistance with academic writing.

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

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

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

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

Suggestions for Being Successful in the Program

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

5. Dress professionally when you are seeing your clients or you are on a fieldwork and internship placement.

6. Begin your research early.
Table 1

Doctoral Study:

A. 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

First year

Fall
HBSK4025(3) Professional and ethical functions of school psychologists
HBSK5320(3) Individual Psychological testing I
ORLJ5040(3) Research methods in social psychology (the decision to take this or the first statistics course must be done in consultation with your advisor)
HBSK4072(3) Theory/techniques of reading assessment/intervention (Sect.1 only)
HBSK5378(3) Practicum in Psychoeducational Assessment
HBSK657_(1) Research Practicum

Spring
HBSK5321(3) Individual Psychological Testing II
HUDM4122(3) Probability and Statistical Inference
ORL5362(3) Group dynamics: A systems perspective
HBSK6380(3) Practicum in Psychoeducational assessment w/ cult. diverse students
HBSK4073(3) Assessment/Interventions with Childhood Disorders
HBSK657_(1) Research Practicum
Summer
HUDM5122(3)  Applied Regression
HBSK6584(3)  Seminar: School Psychology Consultation

Second Year

Fall
HBSK5085(3)  Observing and Assessing Preschool Children
HBSK5070(3)  Neural Bases for Language and Cognitive Development
HBSK5280(2)  Fieldwork
HBSK6382(3)  Advanced Practicum in Psychoeducational Interventions in Schools
HBSK5050(3)  Therapeutic Interventions for School Psychologists
HBSK657_(1)  Research practicum

Spring
HBSK6383(3)  Neuropsychological Assessment of Children and Adults
HBSK657_(1)  Research Practicum
HBSK5280(2)  Fieldwork
CCPJ6362(3)  Group Practicum
HUDM5123(3)  Linear Models and Experimental Design

Summer
CCPX6020(3)  History & Systems of Psychology
HUDM5059(3)  Psychological measurement

Third Year

Fall
HBSK5031(3)  Family as a Context for Child Development
HBSK5271(2)  Supervised externship in psychoeducational practice (Sect. 1)
HBSK657_(1)  Research practicum
ORLJ5540 (3)  Proseminar in social and organizational psychology

Spring
HBSK4074 (3)  Development of Reading Comprehension Strategies and Study Skills
HBSK5096(3)  Psychology of memory
HBSK5271(2)  Supervised externship in psychoeducational practice (Sect. 1)
HBSK5273(1)  Supervised experience in supervision
HBSK5051(3)  Child-Adolescent PTSD and Related Disorders

Fourth Year

Fall
HBSK7503(1)  Dissertation seminar*
HUDM6122(3)  Multivariate I/elective (in consultation with advisor)
HBSK5271(0)  Supervised externship in psychoeducational practice (Sect. 1)

Spring
HBSK5271(0)  Supervised externship in psychoeducational practice (Sect. 1)
HBSK7503(1)  Dissertation seminar

Fifth Year

HBSK6480(2)  School Psychologist Internship
HBSK8900(0)  Dissertation Advisement

* If the student has a proposal hearing after one semester of HBSK7503, s/he must enroll in HBSK8900.
B: Doctoral Program--Approved General Psychology Courses

Doctoral students in all areas of psychology are required to take at least one course from each of the categories listed below. Modifications or exemptions should be discussed with your advisor and/or the faculty member listed (*) in each category below.

I. Biological basis of behavior (A. Gentile*)
   1. BBS 5069    Brain and Behavior (Gentile), and either
   2. BBS 5069    Brain and Behavior II (Perception & Cognition), or
   3. SCFC 5000   Neurocognitive Models of Information Processing
   4. HBSK 5070   Neural Bases For Language and Cognitive Development (Kirk)

II. Cognitive-affective basis of behavior (S. Peverly*)
   1. HBSK 5096   Psychology Of Memory (Peverly)
   2. HUDK 4015   Psychology Of Thinking
   3. HUDK 5023   Cognitive Development (Kuhn)
   4. CCPX 6532 (Section 2) Cognition, Emotion and Health (Bonanno)

III. Social Basis of Behavior (C. Block*)
   1. CCPJ 5362   Group Dynamics (Noumair)
   2. CCPJ 5020   Racism and Racial Identity In Psychology & Education (Carter)
   3. HBSK 5031   Family As A Context For Child Development (Brassard)
   4. HUDK 5029   Personality Development & Socialization Across Life Span (TBA)
   5. HUDK 5092   Sociocultural Factors In Psychological Development (TBA)
   6. HUDK 5121   Personality Development & Socialization In Childhood (Brooks-Gunn)
   7. HUDK 5125   Cross-Cultural Developmental Psychology (Fernandez)
   8. ORLJ 5106   Psychological Aspects of Organization (TBA)
   9. ORLJ 5540   Proseminar In Social and Organizational Psychology (Block)

IV. Individual Differences (B. Farber*)
   1. CCPX 5032   Personality And Psychopathology (Midlarsky)
   2. CCPX 5034   Developmental Psychopathology (Farber)
   3. CCPX 5330   Principles And Techniques of Clinical Assessment (Lapidus)
   4. HBSK 5320   Individual Psychological Testing I and II (Peverly & Brassard)
   5. HUDK 4121   Development and Psychopathology: Atypical Pops. (Luthar)

V. Psychometrics (L. DeCarlo*)
   1. HUDM       Psychological Measurement (DeCarlo)
VI. History and Systems (E. Midlarsky*)

1. CCPX 6020 History and Systems of Psychology (Midlarsky)

VII. Research Design, Methodology, and Statistics (J. Monroe *)

HUDM 5122 Applied Regression Analysis
HUDM 5123 Linear Models and Experimental Design
ORLJ 5040-1 Research Methods In Social Psychology (Block & Perry)

Faculty members authorized to grant exemptions are:

I. Learning and Cognition: Professor Stephen Peverly
II. Development: Professor Deanna Kuhn
III. Personality: Professor Elizabeth Midlarsky
IV. Social Bases of Behavior: Professor Caryn Block
V. Measurement: Professor Lawrence DeCarlo
VI. Biological Bases of Behavior: Professor Antoinette Gentile

Any of the faculty mentioned above are authorized to give exemptions to the general psychology courses listed above, if in their estimation, a similar graduate course taken at another university fulfills the requirement. It is the students’ responsibility to make sure that the written exemption should become part of the student's permanent file.
Table 2:
Ed.M. Curriculum: All courses are required unless otherwise stated
(Semesters in parentheses represent other times courses are offered)

First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>HBSK 4025(3)</td>
<td>Professional and ethical functions of school psychologists</td>
</tr>
<tr>
<td></td>
<td>HBSK 4072(3)</td>
<td>Theory/techniques of reading assessment/intervention (Sect.1 only)</td>
</tr>
<tr>
<td></td>
<td>HBSK 5320(3)</td>
<td>Individual psychological testing I*</td>
</tr>
<tr>
<td></td>
<td>HBSK 5378(3)</td>
<td>Practicum in Psychoeducational Assessment of School Subject Diff.*</td>
</tr>
<tr>
<td></td>
<td>HBSK 5031(3)</td>
<td>Families as a context for child development</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>HBSK 5321(3)</td>
<td>Individual psychological testing II*</td>
</tr>
<tr>
<td></td>
<td>HBSK 6380(3)</td>
<td>Practicum in psychoeducational assessment w/ cult diverse students*</td>
</tr>
<tr>
<td></td>
<td>HBSK 4073(3)</td>
<td>Assessment/Interventions with childhood disorders*</td>
</tr>
<tr>
<td></td>
<td>HUDF 4029(3)</td>
<td>Sociology of Schools (4021, 4022 &amp; 4027 are alternatives) (Sum A)</td>
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<tr>
<td></td>
<td>HBSS 6100(3)</td>
<td>Measurement and Program Evaluation</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>HBSK6584(3)</td>
<td>Seminar: School Psychology Consultation</td>
</tr>
<tr>
<td></td>
<td>ORL 5362(3)</td>
<td>Group dynamics: A systems perspective (all semesters)</td>
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Second Year

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<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>HBSK 5070(3)</td>
<td>Neural Bases for language and cognitive development</td>
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<tr>
<td></td>
<td>HBSK 5085(3)</td>
<td>Observing and assessing the preschool child**</td>
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<tr>
<td></td>
<td>HBSK 5280(2)</td>
<td>Fieldwork</td>
</tr>
<tr>
<td></td>
<td>HBSK 6382(3)</td>
<td>Advanced Practicum in Psychoeducational Interventions in Schools</td>
</tr>
<tr>
<td></td>
<td>HBSK 5050(3)</td>
<td>Therapeutic Interventions for School Psychologists (Summer A)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>HBSK 6383(3)</td>
<td>Neuropsychological Assessment of Children and Adults*</td>
</tr>
<tr>
<td></td>
<td>HBSK 5096(3)</td>
<td>The Psychology of Memory</td>
</tr>
<tr>
<td></td>
<td>HBSK 5280(2)</td>
<td>Fieldwork</td>
</tr>
<tr>
<td></td>
<td>CCPJ 6362(3)</td>
<td>Group Practicum</td>
</tr>
<tr>
<td></td>
<td>HBSK 5051(3)</td>
<td>Child-Adolescent PTSD and Related Disorders</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>HBSK 4074(3)</td>
<td>Reading comprehension strategies and study skills (most semesters)**</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122(3)</td>
<td>Probability and statistical inference (most semesters)</td>
</tr>
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Third Year

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSK 6480(2)</td>
<td>School psychology internship</td>
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</tbody>
</table>

*Includes a lab that is not part of the scheduled time for the course. Lab times are decided on a group by group basis once lab supervisors are assigned.
**Take HBSK5085 if you are interested in working with young children; take HBSK4074 if you are interested in late elementary/middle school & high school populations. If you take HBSK5085 please note that it does not start until October.

**Table 3: Focus on the Hearing Impaired in School Psychology**

Students in the School Psychology Program can choose, if they wish, to focus on the hearing impaired. This option is detailed below.

**Hearing Impaired**

The focus on Low Incidence Handicaps: Hearing Impaired requires a core of 9 courses (20 credits) plus appropriately planned fieldwork and internship experiences. Students are expected to become proficient in communicating by sign at an intermediate level before completion of the program.

The required courses and the suggested time-line are as follows:

1. HBSE4073I Audiolog prin. & teaching speech and listen skills to the deaf and hard of hearing I
2. HBSE 4079 Language development & habituation: the foundation
3. HBSE 6070 The psychology of deafness
4. HBSE 4072 Development of language for the deaf
5. HBSE 5907 Linguistics for ASL
6. HBSE 4071 Special methods for teaching the hearing impaired
7. HBSE 4070 Psycho-social-cultural aspects of deafness II
8. HBSE 4871 American Sign Language I
9. HBSE 4872 American Sign Language II

There are many opportunities for fieldwork and internship experiences in the New York City area including public and private schools (e.g., St. Mary's School for the Deaf; St. Joseph's School for the Deaf; and St. Francis School) and hospitals (e.g., Manhattan Eye and Ear Hospital).
Appendix A: Fieldwork Sites

Second year students are required to complete 14 hours per week (or two full school
days) of fieldwork at one of the three schools associated with the School Psychology
program at TC: Corpus Christi, St. Raymond’s Academy located in the Bronx, or the
Heritage School located in Manhattan. Fieldwork at both placements begins in
September and goes through the end of the site’s school year, which is the end of June
(note: this goes beyond the TC semester). As well, 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:

**Corpus Christi School**, located on 121st Street between Broadway and Amsterdam
Avenues, is a small, ethnically diverse Catholic school (Pre K through 8)

**St. Raymond’s School** is located at the intersection of Tremont and Castle Hill Avenues,
in an ethnically diverse section of the Bronx. It takes approximately one hour to get from
TC to St. Raymond (Take the M60 (cross-town bus) to Lexington Avenue. Change to the
6 train to Castle Hill). There are three schools, which form the St. Raymond complex:
(a) the elementary school which houses pre-K through 8th grade, with two classes at each
grade level; (b) the Girls Academy which is comprised of grades 9 through 12; and (c)
the Boys High School, which is comprised of grades 9 through 12. Regardless of school
placement at St. Raymond’s, all students will have their own space at the Outreach
Center, located approximately one block from each of the schools.

**The Heritage School** is a relatively small, ethnically diverse, New York City public high
school (grades 9 through 12) that attempts to incorporate the arts into its curriculum. It is
located on the top two floors of a building at 106th street and Lexington Avenue.

**Monsignor Scanlan High School** is a co-educational highschool (Grades 9-12) and is part
of the educational services of the Parish of St. Helena, serving the Bronx and Manhattan.
It is located at 915 Hutchinson River Parkway, Bronx, NY 10465-1897 (Tel: (718) 430-
0100 Fax: (718) 892-8845).

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