Welcome to the MA Program in the Department of Clinical Psychology at Teachers College, Columbia University! We look forward to working with you and to making your experience a fulfilling and productive one. We believe every student has a unique contribution to realize within the field of psychology. This belief is reflected in the overall mission of the program which is to help you clarify your professional goals by providing you with relevant coursework, rigorous research, clinical fieldwork, and in-depth academic advisement.

Instructions for Using This Handbook
This handbook is designed to provide program and course information, as well as highlights of the College and its resources. While it is meant to be a helpful resource, it will not answer all of your questions. We strongly encourage you to meet with your academic advisor to review the details. See the Teachers College Catalog and the Teachers College Student Handbook for further information.

ATTENTION:
Every year a new handbook is distributed. The ONLY guidelines relevant to each incoming class are those contained in the handbook for your year. HOLD ON to the copy of your incoming year handbook!
The Gateway... to the Mental Health Professions

The Department of Clinical Psychology at Teachers College is a world-renowned training ground for researchers and clinicians, particularly known for innovation in theory, pedagogy, and clinical practice. Students within the MA Program are given an unprecedented opportunity to experience the demands of a graduate-level education in Clinical Psychology while also exploring the multiple avenues available in the ever-growing mental health field beyond. Our mission is to provide students with a platform to clarify their interests and then direct themselves toward their next professional goals. The field of applied psychology is vast. The MA Program exposes students to diverse perspectives and populations, and supports them with intensive academic advisement, so that they may discover the best fit for their unique abilities. Graduates of the MA Program leave prepared to confidently pursue higher education or employment.

The MA Program is intended to awaken a student’s passion and to give him/her the knowledge-base and skill-set to pursue it in earnest. Whether a student has a set path (e.g., to pursue a Ph.D. Program) or a vague hunch (e.g., to work with children), the MA Program offerings will allow for a range of opportunities. Regardless of background, students may unilaterally pursue a doctoral degree (Applied Track), immerse in a specialized area of Psychology (Spirituality Concentration), weave an interdisciplinary program of study (Psychology and Nutrition), or pursue several of these approaches at once. The MA degree is not intended to prepare students for the independent practice of professional psychology and will not lead to licensure. It is instead designed with the notion that there is more than one road to achieving a fulfilling career in Psychology. Many of our graduates have applied their degree to pursue prestigious doctoral programs, to engage in compatible disciplines (Social Work, Neuroscience, Anthropology, Public Health), or to become more gainfully employed (Research Laboratories, Non-profit Organizations, Undergraduate Colleges, Human Resource Departments) with the understanding that their degree can be effective in many settings.

The MA Program student body is represented by individuals from various ages, cultures, geographies, and training backgrounds. International professionals, mid-life career changers, and psychology majors are only a few examples of the diversity that enriches our community. The MA Program celebrates that our students are not of one voice. This chorus of perspectives is considered necessary to solve the very real-world problems they will encounter upon graduation. Each student has a unique contribution to make.
The MA Program: An Introduction

The Master of Arts degree in Psychology in Education is intended for students interested in the field of Clinical Psychology and the mental health professions at large. This introductory-level graduate program provides foundational knowledge of psychopathology, treatment theories, and research methods. It is ideally suited for applicants who are looking to strengthen their background prior to applying to doctoral programs. In addition, it is well matched for candidates who do not hold undergraduate degrees in psychology and who wish to gain exposure to the field. The program is not intended to prepare students for the independent practice of professional psychology and will not lead to licensure.

How does the MA Program work?

During their tenure, students are closely guided by MA Program Advisors, which include current Ph.D. students from the department. Advisors help to clarify students' academic goals, to gauge progress, and to assist with their professional development. MA Program Ambassadors, which include current 2nd year MA students, also assist with community-building and information-sharing so that student needs are heard and creatively addressed. Through the innovative MA Program curriculum, which includes a combination of didactic instruction and experiential learning, students develop the critical thinking skills needed to interpret scientific knowledge, review traditional and contemporary treatment models, engage in innovative research, and contribute to fieldwork sites throughout NYC. By the end, students are intimately familiar with the depth and breadth of the Clinical Psychology orientation as a result of their tailored educational experience.

MA Program Offerings: Tracks & Concentrations

Students can choose one of two available tracks: The Personality & Psychopathology Track (PSY-A); The General Track (PSY-G). The PSY-A track is a structured curriculum of 24 out of 36 credits that consists of pre-selected blocks of coursework to ensure a strong background in the fundamentals of applied psychology. The PSY-G track consists of the same course offerings, but allows students to independently tailor their own curriculum since there are less required credits (18 out of 36) and more room for electives.

There are currently FIVE concentrations available to students in the PSY-G track: A) Research Methods; B) Child & Family; C) Spirituality & Contemplative Practices, D) Training in Underserved Populations; E) Psychotherapy & Psychoanalysis.

NOTE: All students from the MA Program graduate fairly with the same degree and diploma regardless of chosen Track or Concentration. Tracks and Concentrations were intentionally created as curricular distinctions for academic purposes only. See Q & A section to see what your diploma and transcript will state.
The MA Program Requirements

The MA program requires a total of **36 credits**. For students in the PSY-G track, **18** of these credits **must be** taken in the Clinical Psychology Department only (CCPX). For students in the PSY-A track, **24** credits must be taken within CCPX. In addition, **both tracks require a Special Project**. Degree requirements may be completed in a calendar year (two semesters plus a summer session), one year and one semester, or longer as part-time study. Many students prefer to remain in the MA program for more than one academic year in order to develop relationships with faculty members and to focus on research and fieldwork. Students may take **no more than 5 years to finish** the program.

**MA in Psychology in Education: General Track (PSY-G) – 18 Credits**

Students in the General Track (PSY-G) may have ‘a little or a lot’ of formal background in psychology. This relatively unstructured track provides students the leeway to choose their curriculum independently. This flexibility may be used to: remain within the CCPX program and explore the wide array of course offerings across categories; to integrate outside program offerings for the creation of an interdisciplinary curriculum (e.g., Human Development); or to concentrate on a topic area of sub-specialty (e.g., Spirituality; see Concentrations Section). Students must take caution to craft an adequate program of study with the assistance of a program advisor. Remember, the goal of the PSY-G track is to provide students with the opportunity to enhance (not replace) their overall comprehension of clinical psychology by individualizing their studies. Foundational courses, while not required, should not be skipped unless a student has sufficient and demonstrable competency. Students in PSY-G who wish to advance further in applied psychology may use PSY-A requirements as guidance.

**MA in Psychology in Education: Applied Track (PSY-A) – 24 Credits**

Students in the Personality & Psychopathology Track (PSY-A) may have ‘a little or a lot’ of formal background in psychology. This structured track provides students with pre-selected blocks of coursework that have been chosen by faculty in order to ensure a strong background in applied psychology. The PSY-A track requires a series of core CCPX courses and emphasizes the research methods (see Breadth Requirement) central to any study of clinical psychology. Students are given leeway to select CCPX courses within each category. Only 1-2 electives remain upon completion of the 24 credits. Graduates can be confident they have completed a rigorous curriculum that prepares them for the pursuit of further doctoral training.

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"Don’t Have a One Track Mind"

Both tracks lead to an MA degree in Psychology of Education. Equal numbers of students from either track have successfully pursued doctoral training in clinical psychology or other fields of applied psychology. Just make sure you have chosen the appropriate program of study by meeting regularly with your academic advisor. You may switch tracks if necessary. The choice is yours!
The MA Curriculum

The MA Program Curriculum is a well-rounded program designed to allow students to choose from three categories of introductory courses in Applied Psychology.

I. **Foundations:** These core courses include the basics of diagnosis and psychopathology for children and adults, as well as an introduction to the professional responsibilities of clinical psychologists and the standard research methodologies unique to our field. These courses are foundational and highly recommended.

II. **Applications & Populations:** Course offerings in this category include the theoretical *application* of various modalities of psychotherapy and testing to the assessment and treatment of psychopathology. This category also includes courses focused on the unique challenges and needs of special *populations*.

III. **Specialties & Innovations:** This category includes a mixture of coursework best described as providing either a *specialty* in a topical area of interest (e.g., Human Intimacy) or *innovations* in research and practice as taught by expert or cutting-edge scholars and practitioners.
Curriculum Guidelines

Students in the (PSY-G) Track must take a minimum of 18 CCPX credits by independently choosing coursework from ANY of the three categories below. Students in the (PSY-A) Track must take a minimum of 24 CCPX credits by adhering to the pre-selected structure below: 12 credits from category I; 6 credits from category II; 6 credits from category III.

I. Foundations (12 Credits)
- CCPX 4000: Introduction to Applied Psychology (3)
- CCPX 5032: Adult Personality & Psychopathology (3)
- CCPX 5034: Child Psychopathology (3)
- CCPX 5533: Research Methods in Clinical Psychology (3)

II. Applications & Populations (6 Credits)
- CCPX 4035: Personality and Behavior Change (3)
- CCPX 4037: Introduction to Cognitive Behavior Therapy (3)
- CCPX 4038: Comparative Psychotherapies (3)
- CCPX 4040: Introduction to Psychological Testing & Assessment (3)
- CCPX 4542: Introduction to Contemporary Psychoanalytic Thought (3)
- CCPX 5533: Psychotherapy, Religious Diversity, and Spirituality (3)
- CCPX 5033: The Evolution of Freud’s Psychological Theories (3)
- CCPX 4032: Assessment/ Treatment of Alcohol/Chemical Dependence (3)
- CCPX 4125: Women & Mental Health (3)
- CCPX 4150: Introduction to Forensic Psychology (3)
- CCPX 5010: Global Mental Health (3)
- ***CCPX 4199s: Introduction to Health Psychology (3); Geriatric Mental Health (3); LGBT Mental Health (3)

III. Specialties & Innovations (6 Credits)
- CCPX 4010: Social Problems for Clinical Psychologists (3)
- CCPX 4030: Psychology of Adjustment (3)
- CCPX 4036: Psychology of Human Intimacy (3)
- CCPX 4039: Non-Traditional Psychotherapies (3)
- CCPX 4060: The Psychology of Loss & Trauma (3)
- CCPX 4120: Psychotherapy Through Fiction & Film (3)
- CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications (3)
- CCPX 4230: Fieldwork in Clinical Psychology (3)
- CCPX 5020: Emotion, Culture, & Health (3)
- CCPX 5532: Clinical Issues: Families from Diverse Backgrounds (3)
- CCPX 5040: Development & Psychopathology: Atypical Contexts & Populations (3)
- CCPX 5546: Research Perspectives on Critical Social Problems (3)

Note: The above course listing covers only standard classes permanently in the TC course catalog. A diverse array of Special Topics courses (a.k.a. CCPX 4199s) are added every semester. Full CCPX course listings will be posted via email and online every semester, so that students may plan their year. Speak with your advisor to check if a new 4199 fulfills any of the above categories (e.g., I, II, or III).
Breadth Requirement

Teachers College wants its graduates to be well-rounded and therefore requires a student to take THREE classes that are not being taught within his/her department but WITHIN Teachers College. This is a college-wide requirement and cannot be waived! Our department is the Counseling and Clinical Psychology Department that includes courses starting with CCPJ (Counseling) or CCPX (Clinical). Regardless of program track, THREE out-of-department courses (not CCPJ or CCPX), made of 2 or 3 credits each (totaling in 6-9 credits) are required. 1-credit courses do not count toward fulfillment of this requirement. Students in the General Track (PSY-G) can choose ANY three out-of-department courses. Students in the Personality and Psychopathology Track (PSY-A) should follow the guidelines below to make their choices. For a full course listing of available classes taught within Teachers College, please go online and download the TC Academic Catalog or browse the Course Schedule (see #3 below for links).

Requirements for PSY-A Students Only (PSY-G students choose any 3 courses at TC):

1. Research Methods (Pick one from below)
   - HUD 4120 (2-3) Methods of Empirical Research
   - ORLJ 4009 (2-3) Understanding Behavioral Research
   - HUDM 4050 (3) Introduction to Measurement

2. Statistics (Pick one from below)
   - HUDM 4122 (3) Probability and Statistical Inference
     Note: Also offered online
   - HUDM 5122 (3) Applied Regression Analysis
     Prerequisite: HUDM 4122

3. Any course taught outside of CCPJ or CCPX (Pick one from any MA level course in TC catalog)

   This is a purely elective class of your own choosing. The only college-wide restriction is that it may not be taken from within the Counseling and Clinical Psychology Department (e.g. any course that begins with CCPX or CCPJ). To find a full course listing of all the courses available at TC you may:
   a) Look at the Course Schedule online:
      http://www.tc.edu/academics/index.htm?Id=Course+Schedule&Info=Course+Schedule
   b) Look at the Academic Catalog online: http://catalog.tc.columbia.edu/tc/

   REMEMBER: The degree is 36 credits in total made of 18 or 24 credits within CCPX, plus the Breadth Requirement of 3 (2-3 credit) courses outside of the entire Counseling and Clinical Psychology Department (CCPJ or CCPX), but still within TC. Once you have fulfilled your breadth requirement, any remaining elective credits can be applied to courses anywhere in the TC or Columbia University & Health Sciences campus (see Cross-Registration).
PSY-G: Concentrations

The MA in Psychology and Education provides students in the General Track with the ability to concentrate their credits in a particular area of study. These concentrations are designed to accommodate the special interests and strengths of students by allowing them to focus on a particular area of sub-specialty. Foundational knowledge in the form of a required 3-credit core course from the CCPX department is complemented with a range of additional options from a suggested course list (see below). The total requirement for a concentration is 12 credits. There are currently SEVEN areas of concentration being offered: a) Research Methods; b) Child & Family; c) Spirituality & Contemplative Practices; d) Community Mental Health & Care Services; e) Psychotherapy & Psychoanalytic Perspectives; f) Global Mental Health & Trauma; g) Sexuality, Women & Gender. In order to qualify for one of these areas of concentration, you must be enrolled in the General Track (PSY-G).

Along with the above requirement, it is HIGHLY recommended to secure a fieldwork placement and to focus your Special Project in the selected area of concentration. The combination of coursework, research/fieldwork, and writing experience serves to help students acquire the necessary background to prepare them for longer-term career opportunities consistent with their chosen sub-specialty. Choosing a concentration, while not necessary, may assist students to clarify their personal and professional goals and to find well-matched opportunities upon graduation. Concentrations should be boldly highlighted in your CV and elsewhere, as it is an indication that you have been trained with a significant focus in this area.

Concentrations (12 credits)

A) Research Methods
B) Child & Family
C) Spirituality & Mind/Body Practices
D) Community Mental Health & Care Services
E) Psychotherapy & Psychoanalytic Perspectives
F) Global Mental Health & Trauma
G) Sexuality, Women & Gender

Research/Fieldwork

It is highly suggested to secure a fieldwork or research opportunity that matches your concentration of choice.

Special Project

It is highly suggested to focus your Special Project topic to match your concentration.
PSY-G: Concentration Requirements (12 credits)

NOTE: The courses listed below each concentration above and beyond the concentration requirement(s) are not comprehensive. If you find a course in the TC catalog that is befitting of the concentration, but not on the list, you may email the Program Coordinator or the faculty concentration head for approval.

A) Research Methods: This area of focus prepares students for in-depth understanding of quantitative procedures in psychological research. Courses will focus on the methods of research design and statistical inference/mathematical modeling. This concentration helps students to work as highly competent researchers. The ONE requirement is CCPX 5533. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Randall Richardson is the head of this concentration.

CCPX 5533: Research Methods in Clinical Psychology I (3)
- CCPX 5534: Research Methods in Clinical Psychology II (3)
- HUDM 4050: Introduction to Measurement (3)
- HUD 4120: Methods of Empirical Research (3)
- ORL 4009: Understanding Behavioral Research (3)
- HUDM 4122: Probability and Statistical Inference (3)
- CCPX 4199: The Practice and Research of Psychology (3)
- HUDM 5122: Applied Regression Analysis (3)
- HUDM 5123: Linear Models and Experimental Design (3)
- HUDM 5124: Multidimensional Scaling and Clustering (3)
- HUDM 6026: Statistical Treatment of Mass Data (3)
- HUDM 6122: Multivariate Analysis I (3)

B) Child & Family: This area of focus prepares students for in-depth understanding of children, families, and developmental processes. This concentration has two fundamental areas of emphasis: i) child development; ii) the family in context. This concentration orients students to the challenges of working with children and their families. The ONE requirement is CCPX 5034. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Susan Bodnar (Adjunct Assistant Professor) is the interim head of this concentration.

CCPX 5034: Child Psychopathology (3)
- CCPX 5040: Development & Psychopathology: Atypical Contexts & Populations (3)
- CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications (3)
- HUDK 4021: Developmental psychology: Infancy (3)
- HUDK 4022: Developmental psychology: Childhood (3)
- HUDK 4023: Developmental psychology: Adolescence (3)
- HUDK 6036: Child & Family Policy I (3)
- HBSK 5031: Family as a Context for Child Development (3)
- ITSF 5005: Interdisciplinary Study of the Family (3)
- ITSF 4034: Dynamics of Family Interaction (3)

C) Spirituality & Mind/Body Practices: This area of focus prepares students for in-depth understanding of the role of spirituality and contemplative practices (e.g., meditation) as contributors to mental health and well-being. This concentration fosters competency in exploring the essential spiritual principles and practices of human experience within the context of illness and healing. The ONE requirement is CCPX 5045. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Lisa Miller is the head of this concentration.
**CCPX 5045: Psychotherapy, Religious Diversity, and Spirituality (3)**
- CCPX 4039: Non-Traditional Psychotherapies (3)
- HUDK 5028: Spiritual Development Across the Lifespan (3)
- CCPX 4199: Jung: Theory and Practice (3)
- CCPX 4199: TBA (Several added every semester); especially any 4199 mind-body related or mindfulness courses; many Summer A B offerings via the Spirituality & Mind-Body Institute.

**D) Community Mental Health & Care Services:** Formerly known as “Training in Underserved Populations” this area of focus has been re-envisioned to prepare students to improve services for underserved populations within their specialized contexts. This concentration enables students to seek out work settings that serve the growing numbers of patients facing barriers to mental health treatment due to aging, gender/sexuality, illness/disabilities, incarceration, addiction, poverty, globalization, etc. The ONE requirement is **CCPX 4010**. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Dinelia Rosa is the head of this concentration.

**CCPX 4010: Social Problems for Clinical Psychologists (3)**
- CCPX 4125: Women & Mental Health (3)
- CCPX 4199: Geriatric Mental Health (3)
- CCPX 4199: Introduction to Health Psychology (3)
- CCPX 4150: Introduction to Forensic Psychology (3)
- CCPX 4199: Introduction to Global Mental Health (3)
- CCPX 4199: LGBT Mental Health (3)

**E) Psychotherapy & Psychoanalytic Perspectives:** This area of focus prepares students to deepen their understanding of the various psychotherapeutic perspectives and their styles of intervention. Students will sample theories of contemporary and classical therapeutic orientations so they may one-day train to become psychotherapists or psychoanalysts. Upon graduation, students may pursue this training within doctoral programs (PsyD programs focus on clinical practice), psychoanalytic institutes (many now have licensure tracks and welcome MA level applicants), or even an LMHP Licensure track Masters (Licensed Mental Health Practitioner). This concentration is for those who wish to one-day focus on direct patient contact and the treatment of individuals through psychotherapy and counseling theories and techniques. The ONE requirement is **CCPX 4038**. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Barry Farber is the head of this concentration.

**CCPX 4038: Comparative Psychotherapies (3)**
- CCPX 4035: Personality & Behavior Change (3)
- CCPX 4037: Introduction to Cognitive Behavior Therapy (3)
- CCPX 4120 Psychotherapy through Fiction and Film (3)
- CCPX 4199: Jungian Analysis in Theory and Practice (3)
- CCPX 4199: Technology, Psychology, and Psychotherapy (3)
- CCPX 4199: In the Room: The Process of Psychotherapy (3)
- CCPX 4542: Introduction to Contemporary Psychoanalytic Thought (3)
- CCPX 5033: The Evolution of Freud’s Psychological Theories (3)

**F) Global Mental Health & Trauma:** This concentration provides coursework in two closely associated fields: global mental health and trauma. Courses offer exposure to:

- **Longitudinal** and prospective studies of individuals’ reactions to adversity and their cross-sectional context; risk and protective factors for various forms of resilient outcomes; basic research in cognitive and emotional processes that inform adjustment
- **Assessment** of local idioms of distress, mental health needs and attitudes towards illness and treatment in regions around the world; Development and psychometrics of new and validation of
existing symptom and functioning scales; Definition and development of metrics of individual and community-level resilience

- **Intervention**: training in principles and strategies of evidence-based psychotherapies relevant to GMH and trauma exposure for prevention, treatment, implementation/dissemination; Adaptation for cultural relevance and manualization of psychosocial interventions; Design and implementation of clinical trials and program evaluations; Ethical conduct of cross-cultural research with vulnerable populations; Development of e-tools and knowledge management for quality improvement.

- **Policy**: Country-wide mental health situational analysis; Partnering with government and non-government stakeholders to develop and implement mental health policy

There are TWO requirements for this concentration: CCPX 5010 **AND** CCPX 4060. Please choose TWO additional courses from the list below. Total = 4 courses/12 credits. Drs. Lena Verdèli and George Bonanno are the heads of this concentration.

**CCPX 5010**: **Introduction to Global Mental Health (3)**  **AND**  **CCPX 4060**: **Psychology of Loss and Trauma (3)**
- CCPX 4037: Introduction to Cognitive Behavior Therapy (3)
- CCPX 4199: Interventions and Mechanisms of Trauma (3)
- CCPX 4199: Community Disaster Response (3)
- CCPX 4199: Policy and Advocacy (3)
- CCPX 5020: Cognition, Emotion, Culture & Health (3)
- ORL 5524: Instrument Design and Validation - Seminar (3)
- CCPX 5532: Clinical Issues: Families from Diverse Backgrounds (3)
- CCPX 5033: The Evolution of Freud’s Psychological Theories (3)
- CCPX 5533: Research Methods in Clinical Psychology (3)

**G)** **Sexuality, Women, & Gender**: This area of focus prepares students to envision and implement the next wave of theories and practices to improve well-being of persons with the above identities. Students will sample and apply women, gender, and sexuality theories to better understand the psychological and social lives of understudied groups such as women, LGB and Transgendered persons. This concentration is also relevant to the study of the human development of gender differences and roles (“masculinities/feminities”), sex and intimacy, reproductive and maternal mental health, and violence against women (VAW), among others. The ONE requirement is CCPX 4038 **OR** CCPJ 4180. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Aurélie Athan is the head of this concentration.

**CCPX 4125**: **Women and Mental Health (3)**  **OR**  **CCPX 4180**: **LGBT(Q) Issues in Psychology and Education (3)**
- CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications (3)
- CCPX 4199: LGBT Mental Health (3)
- CCPX 4036: The Psychology of Human Intimacy
- CCPJ 4199: Transgender Mental Health (3)
- A&HF: Gender & Violence (3)
- A&HF 4199: Media & Gender
- C&T 4032: Gender, Difference & Curriculum

**IMPORTANT**: It is up to PSY-G students to keep track of their overall requirements versus concentration requirements. PSY-G students **must still** fulfill 18 credits within the CCPX department and 3 out-of-department (non CCPX/CCPJ) breadth courses. Any leftover credits can be used as electives and can be taken anywhere within TC or via cross-registration at the CU campus.
TIP: If you are satisfied with the concentration you have chosen, and wish to go on to collect more classes in this area of concentration: do so! Other departments throughout TC and Columbia University are likely to have related coursework. You are free to continue to build upon your area of interest as long as you are on track to fulfill the MA program or PSY-G concentration requirements.

Cross-Registration

All TC students have the option of taking courses at Columbia University, Barnard College, Union Theological Seminary, and Jewish Theological Seminary. To find out how to register for courses offered uptown at Columbia’s Health Sciences campus (e.g., School of Public Health), please contact the TC Registrar. Graduate courses (4000-level or above) approved by the major advisor may be used toward the degree program. However, these courses may not be used toward the breadth (out-of-department) requirement for Masters degrees. Registrations are normally accepted on the Student Information System or Touch-tone Services. Enter the call number listed on the Columbia University website as the CRN. All courses taken outside TC are subject to the tuition rates of the school offering the course. Please check TC website for current rates.

How to Register:

• Cross-registration with Columbia University begins later than registration in TC courses. At the latest, in any given semester, we would anticipate opening cross-registration one week before the start of that semester. However, the actual opening date for cross-registration varies term by term. An e-mail blast is sent to all TC students to announce specific dates for the start of cross-registration. You may also e-mail registrar@tc.edu for information.

• Search Columbia’s directory of classes. Make sure to take note of the five-digit call number needed to register.

• For a course requiring instructor or departmental approval, be prepared to obtain written, signed permission from the instructor or departmental representative. You may use TC’s special approval form, or you can ask the instructor/departmental rep to write up a short note indicating that you have permission to register. Bring the permission note to the Office of the Registrar at Teachers College (324 Thorndike) or fax it to (212) 678-3005. We will then enter the approval, and you can proceed to register.

• Once the TC Registrar has received all necessary course approvals, you may register for a Columbia course online through the myTC Portal. Simply enter the five-digit Columbia call number when you are prompted to add classes; enter the call number in the same space where you would enter the CRN of a TC course. Save any changes and confirm your registration.

• Occasionally, Columbia courses do not load properly in TC’s system, and you will not be able to register online. If you enter a Columbia call number and your request is rejected, you may register either in person in the Registrar’s Office at TC or by faxing a completed registration request to (212) 678-3005. Be sure to sign your request form and to include the following course information: five-digit call number, subject, course number, and section. You can confirm your registration through the myTC Portal one business day after sending your fax or registering in-person.

• Be aware that you will be billed according to Columbia’s tuition rates based on the school in which you register. However, please remit any balance due to TC’s Student Accounts Office, even if the tuition due is for a Columbia course.

• Ensure CUB mail is forwarded to your TC Gmail account. Your TC Gmail address will be formatted as UNI@tc.columbia.edu.

• Grades: Course instructors will submit grades to the Columbia Registrar. The TC Registrar will obtain your course grades from Columbia near the end of each semester from instructors. You can view your Columbia grades through the myTC Portal.

NOTE: Certain Columbia schools have special procedures in place to grant approval for cross-registrants. Click the link provided below for special registration instructions for each Columbia school (e.g., School of Architecture) or affiliate (e.g. UTS, Barnard):

http://www.tc.columbia.edu/registrar/index.asp?id=Registration+Tools&info=Cross-Registration+for+TC+Students
Core Faculty

George Bonanno, Ph.D.

**Background:** George Bonanno (Professor) obtained his Ph.D. from Yale University. His clinical training included both individual and group psychotherapy.

**Scholarly Interests:** Resilience and coping with grief and trauma. Emotion and emotion regulation. The adaptive consequences of self-deception.

**Selected Publications:**
- “The other side of sadness” (Basic Books).
- “Complicated grief and deficits in emotional expressive flexibility” (Abnormal Psychology).
- "The importance of being flexible: The ability to enhance and suppress emotional expression predicts long-term adjustment" (Psychological Science).
- "Grief processing and deliberate grief avoidance: A prospective comparison of bereaved spouses and parents in the United States and China" (Journal of Consulting and Clinical Psychology).
- "Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely adverse events?" (American Psychologist).
- "Resilience to loss and chronic grief: A prospective study from pre-loss to 18 months post-low" (Journal of Personality and Social Psychology).

Barry Farber, Ph.D.

**Background:** Barry Farber (Professor) received his Ph.D. from Yale University. He has had clinical training in both behaviorally and dynamically oriented psychotherapies.

**Scholarly Interests:** Psychotherapy research (attachment theory and object relations; therapist and patient representations; self-disclosure in patients, therapists, and supervisors); the influence of emerging technologies (e.g., cell phones, text messaging, blogging, emails) on self-disclosure; Carl Rogers and person-centered therapy (e.g., positive regard).

**Selected Publications:**
- “Self-disclosure in Psychotherapy” (Guilford).
- “Rock’ n Roll Wisdom” (Greenwood)
- "The Psychotherapy of Carl Rogers" (Guilford).
- “Patients’ disclosures about therapy: Discussing therapy with spouses, significant others, and friends” (Psychotherapy).
- “The Benefits and risks of patient self-disclosure in the psychotherapy of women with a history of childhood sexual abuse” (Psychotherapy).
- “The therapist as secure base” (Guilford Publications).
- “On the enduring and substantial influence of Carl Rogers’ not-quite essential nor necessary conditions” (Psychotherapy).
- "Gender and representation in psychotherapy" (Psychotherapy).
- "The therapist as attachment figure" (Psychotherapy).
- "Disclosure to therapists: What is and is not discussed in psychotherapy" (Journal of Clinical Psychology).
- "Positive regard in psychotherapy" (Psychotherapy).
Lisa Miller, Ph.D.

Background: Lisa Miller (Director, Ph.D. Program in Clinical Psychology; Associate Professor of Psychology and Education) obtained her Ph.D. from the University of Pennsylvania. Her clinical training was in cognitive, interpersonal, and short-term approaches to therapy.

Scholarly Interests:
Religion & spirituality, depression and substance abuse, related risk factors and protective factors.

Selected Publications:
- “Spirituality Health and Medical Care of Children and Adolescents” (Southern Medical Journal)
- “A Randomized Trail of Mindfulness-Based Cognitive Therapy for Children” (Child and Family Studies)
- "Religion and substance use and abuse among adolescents in the National Comorbidity Survey” (Journal of the American Academy of Child and Adolescent Psychiatry).
- "Religion and depression; Ten year follow-up of depressed mothers and offspring" (Journal of the American Academy of Child & Adolescent Psychiatry).

Elizabeth Midlarsky, Ph.D.

Background: Elizabeth Midlarsky (Professor) obtained her Ph.D. from Northwestern University, Evanston. Her clinical training was both in psychodynamic and social learning approaches. Her secondary concentration was social psychology, wherein she was a student of Donald T. Campbell.


Selected Publications:
- “Personality characteristics of heroic rescue during the Holocaust” (Journal of Personality).
- “Religion, altruism, and prosocial behavior” (Oxford University Press).
- "Helping by siblings of children with mental retardation" (American Journal of Mental Retardation).
- "A history of violence in the schools" (Springer Press).
- "Anorexia nervosa in post-menopausal women" (Mental Health and Aging).
- “Prosocial behavior in late life” (Oxford University Press).

Helen Verdeli, Ph.D.

Background: Helen Verdeli (Assistant Professor) obtained her Ph.D. from Yeshiva University. Her clinical training was in Cognitive Behavioral Therapy and Interpersonal Psychotherapy, individual and group, with adults and adolescents.

Scholarly Interests: Treatment and prevention of mood disorders through psychotherapy; IPT; International mental health. The effects of mental illness in mothers on their children.

Selected Publications:
- “A clinical trial of group interpersonal psychotherapy for depression in rural Uganda.” (JAMA)
- “Towards building feasible, efficacious, and sustainable treatments for depression in developing countries.” (Depression and Anxiety).
- “Screening for depression in mothers bringing their offspring for evaluation or treatment of depression” (American Journal of Psychiatry).
- “Psychopathology in children of parents with opiate dependence and/or major depression” (Journal of the American Academy of Child & Adolescent Psychiatry).
• "Review of evidence-based psychotherapies for pediatric mood and anxiety disorders" (Current Psychiatry Reviews).
• "Group Interpersonal Psychotherapy for depressed youth in IDP camps in Northern Uganda: Adaptation and training" (Child and Adolescent Psychiatric Clinics of North America).

Additional Faculty

FULL-TIME

Aurélie Athan, Ph.D.

Full-Time Lecturer
Program Coordinator, MA Program
Email: ama81@columbia.edu
Tel: 212-678-7461
Room: 328B Horace Mann

Appointments: Available during office hours (sign-up sheet) or by appointment only. Academic advisement is largely provided by MA Program Advisors who are doctoral students within the Clinical Psychology department under my supervision. Requests to meet with me regarding programmatic issues should be focused on higher order administrative needs (signatures, etc.) or to discuss more in-depth academic advisement. MA Program Advisors also refer students to me on a case-by-case basis.

Teaching and Research Interests: Creativity and positive adaptation across the lifespan with a focus in women’s development. My research is specifically on the subjective experiences of motherhood, postpartum psychopathology and parenting satisfaction. I mainly teach courses related to women’s mental health, reproductive and maternal mental health, and symbolism/depth psychology (specifically the interplay of art and psychotherapy). Qualitative methods and R programming. Students should sign up for Mother-Child Matrix (or perhaps Women and Mental Health) if interested in joining the research laboratory on women’s health and motherhood.

IMPORTANT: Regarding paperwork for graduation: GREEN & PINK SHEETS are to be placed in my mailbox or left with Ms. Shulevitz. Students risk being turned away if dropping in outside of office hours or without an appointment.

Randall Richardson-Vejlgaard, Ph.D.

Full-Time Lecturer
Integrative Project Supervisor
Email: rr2626@tc.columbia.edu
Room: 328A Horace Mann

Teaching and Research Interests: My research examines the psychological factors that contribute to the initiation of behavior. Specifically, my current work examines the precipitants of suicidal behavior in individuals with Borderline Personality Disorder and Major Depressive Disorder to better understand the cognitive and emotional states associated with suicide attempts. I teach Psychological Assessment, Neuropsychological Assessment, and Theories of Personality.

Appointments: Available during office hours or by appointment. It is required to meet with me for approval of the Integrative Project and selection of offsite TC Sponsors.
Adjunct Faculty

ADJUNCT ASSISTANT PROFESSORS

We are grateful to our team of Adjunct Faculty who are the mainstay of the MA Program and provide the majority of teaching. We actively and annually recruit psychology and mental health professionals who strengthen our community by bringing knowledge and skills borne from the frontlines of mental health practice, research, and policy creation. Our adjunct professors seek to create intensive, theoretically-grounded, empirically-supported, cutting-edge courses for our students. Their real-world experience allows them to communicate the possibilities abundant in each specialty. They believe that teaching is an art, and that the best courses employ a blend of pedagogical methods. Our instructors focus on 7 principles:

Current knowledge: Provide a body of knowledge that is well-supported in the field and that may be concretely acquired by students through a mix of readings, lectures, discussions, experiential exercises.

Clear Assessments: Assess student progress with clear rubrics and well-designed assignments (reaction papers, case studies, journaling, classroom presentations, midterm, final exams and/or academic papers).

Critical Discourse: Stimulate a graduate-level discourse that promotes independent and critical thinking. Inductive and deductive reasoning is to be modeled in service of teaching our students how to pursue the process of inquiry through phases of doubt and uncertainty.

Active Learning: Create active, collaborative learning environments, with the knowledge that much of what our students will learn they will learn from each other.

Diverse Exposure: Expose students to sub-disciplines and sister disciplines related to Psychology (e.g. geriatric, ABA training, pet therapy, healthy psychology, forensics, etc.), and thus awaken them to the diverse intellectual, academic, and professional paths before them.

Outside Links: Provide linkages to off-site volunteer opportunities for research or practical fieldwork experience when able. Sites may be for- or non-profit organizations that apply the principals of psychology.

Individual Research: Foster opportunities for special individualized research projects by students, including possibilities for students to experience or take part in the instructor’s own research work, if applicable.

DOCTORAL CANDIDATE INSTRUCTORS

Several classes are also taught by doctoral-level instructors each year. This is part of the doctoral training program and a unique opportunity for both doctoral candidates and MA-level students to interface.

***As our Adjunct Faculty are always evolving. To find a comprehensive list of adjunct instructors and their courses offered each semester, check the MA Program website online.

Did you know? A rotating subset of Adjunct Faculty are regularly recruited to teach Special Topics courses (CCPX 4199) that showcase a specialty in their area of expertise. Check back every semester to see what courses have been added. A Special Topic class is offered twice maximum.
Thinking of research with Faculty?

Depending on the year or availability, some full-time faculty will take on MA students to join their research laboratories.

Inquiries to work with faculty members should be made to them directly. There are no guarantees for a response or invitation to participate.

Try the following:
- Enroll in their related courses
- E-mail them
- Sign up for Office Hours

Thinking of stepping outside of TC?

The MA Program in Psychology in Education has a LinkedIn page used by students, faculty, advisors, and alumni. It is an active networking group with a mission to share valuable news, ideas, and resources with members of our community. Members can post discussions related to their education, career goals, and networking events that will enrich their MA Program experience and beyond. It is a forum for current students and alumni to exchange information about the program and future opportunities that may await graduates with this degree. Field placements and job listings will also regularly be posted here. To take advantage of these opportunities, we STRONGLY recommend all students to join the group. We also encourage students to post frequently on any events or opportunities or questions or insights that will foster community and communication. To join:
- Go to www.linkedin.com
- Click on the “Groups” tab.
- Search for TC-MA Clinical Psychology.
- Click “Request to join group.”
Fieldwork

Field placements provide a unique opportunity for students to obtain clinical experience. While it is not required for the MA degree, students are highly encouraged to engage in fieldwork outside of Teachers College and to enroll in CCPX 4230: Fieldwork in Clinical Psychology.

Searching for Fieldwork Placements

Students are expected to find placements on their own, preferably beginning to seek opportunities in the semester prior to enrolling in the fieldwork course. However, there are resources available to help with this process. For example, the Department of Counseling and Clinical Psychology has a fieldwork coordinator, Ms. Ayanna Ferguson (212-678-3320, ferguson@tc.edu, Box 102, Room 422E Thompson), who has a packet of previously available placements. The Program Advisors are also available to help students think through their fieldwork placements. Dr. Julia Sheehy, the professor supervising the fieldwork course, is also available to speak with for guidance navigating this aspect of your training: js1802@tc.columbia.edu.

Fieldwork placements sites are regularly being added or dropped depending on the year and availability of a site to mentor students. Do not be discouraged! NYC is full of opportunities!

You may also find newer opportunities by regularly checking our Linkedin announcements:

Linkedin

Ayanna Ferguson the Fieldwork Coordinator has also created this site for you, with the current listing of Fieldwork sites and details about liability insurance, the Fieldwork Handbook, etc:

https://sites.google.com/a/tc.columbia.edu/clinical-psychology-fieldwork/?invite=CO3gr68D&pli=1

REMEMBER: Announcements of positions available for students are not a guarantee of placement. Students must individually contact, apply, and interview for positions as typical of any and all fieldwork, volunteer, or job placements with outside organizations. Contact information quickly becomes out of date as turnover in these sites are often very high. For further clarification, questions or details, please contact the sites directly. Tip: The contact info is only the starting point in your searching. If it is incorrect, ask the site who else to contact, transfer to their volunteer department, or go onto the site’s website to find additional information!

Tools of the Trade:

Contact the Volunteer Services or Human Resources departments of public/private city hospitals, outpatient community clinics, non-profit organizations, drug treatment facilities, schools/afterschool/tutoring programs, social work agencies, criminal justice programs, etc. Check online bulletin boards often, ask 2nd-year students or alumni about their previous placements, and use your social networks. Some students manage to locate paid positions that they continue with after graduation. Best of all, employees of the Columbia Health Sciences campus may be eligible to receive partial tuition exemption!
Fieldwork Course

Enrolling in CCPX 4230:
Students interested in fieldwork are highly encouraged to enroll in CCPX 4230 during the Spring and Summer or Fall (typically for 2nd year students) semester during which they will be working in the field. Before enrolling, students should already obtain a placement. They are required to become a student member of the American Psychological Association so they can obtain Professional Liability Insurance for psychology graduate students at very low rates. Forms are available online at the APA website: www.apa.org.

While it is not required to enroll in the Fieldwork course, there are important benefits:

• Your fieldwork placement is designated as school-sanctioned and will show up on your transcript.
  - If you are not enrolled in CCPX 4320, your placement is considered an independent voluntary experience not affiliated with this university (you may only list it on your CV).

• You are given a forum to process your experiences with peers under the supervision of an experienced clinician.
  - Some sites do not have a licensed psychologist to supervise you, and so this is a distinct opportunity to apply a clinical lens to your experience. A clinical lens is a special one.

• Your Student Liability Insurance is valid.
  - Your placement will not be recognized as university-sanctioned by Student Liability Insurance unless you are enrolled in the corresponding Fieldwork course – therefore you will not be covered for liability if anything happens to you or a patient while on-site.

Look out for these Deadlines!

In order to enroll in CCPX 4320, you must hand in your Fieldwork application to the Fieldwork Coordinator, Ms. Ayanna Ferguson, by these deadlines (contact her for forms and directions):

Fall ➔ July 1st
Spring ➔ December 15th
Summer ➔ April 15th

* Accommodations by Ms. Ferguson are made on a case-by-case basis if you secure a last-minute placement past the deadlines above.
Uptown (NYSPI) Opportunities

If you are interested in pursuing a volunteer research or non-research placement within one of the many outstanding facilities at the uptown NYSPI campus please contact Matt Gold directly.

New York State Psychiatric Institute
Matt Gold, Coordinator of Volunteer Services
goldmat@pi.cpmc.columbia.edu
(212) 543-5240

RESEARCH

What to expect: You will be asked to schedule a meeting with Matt Gold and to bring a copy of your resume (your C.V. in brief, 1-2 pages). Soon after, your availability as a volunteer will be broadcast to NYSPI researchers. If a researcher is in need and finds you to be a good match, you will be contacted by the laboratory research staff directly. You will then interview with them and receive an offer if appropriate. There are no guarantees for an interview or a hire.

Tips:
- Schedule an appointment to meet with Matt Gold as soon as possible. The sooner you get started, the sooner your availability will be advertised.
- Make sure to highlight within your resume any applicable skills you possess or unique academic/clinical/research-related experience you have that others should know about.
- Remember, they have to train you. Your attractiveness goes up the longer you are able to commit! Most placements request a minimum of six months.
- The number of hours you must volunteer/week depends on the site and may be less important to your supervisors than ensuring a consistent schedule within the semester (e.g., every Tuesday/Thursday 3-5pm). It is understood that your schedule may change across semesters.
- Periodically, Volunteer Services stops accepting applications for a period of time if there are already more applicants in the pool than can be accommodated.
- Follow the flow of the academic calendar year: Fall and Spring is best! Summertime is downtime as demand for volunteers is at its lowest.
- The need for Volunteers, their hire, and the tasks expected are defined by the research laboratories themselves not Volunteer Services.
- There are on average 500 Volunteers in the registry (on average ½ are undergraduate students) so please be patient for a placement. Again, there are no guarantees.

Today’s discoveries in Mental Health... a subway ride away!
**CLINICAL**

What to expect: The process is the same as above. However, there are only three non-research placements available to you. NYSPI welcomes Volunteers to gain invaluable experience working with their patient population in a non-clinical capacity. **Since you are not clinicians-in-training as of yet, these are not technically called clinical placements.** Please read the available facility descriptions below.

Available Facilities:

1. **Children’s Day Unit**
   a. **Population:** Children presenting mostly with Depression/Anxiety, Attention Deficit and Hyperactivity Disorder and School Phobia within an outpatient day program.
   b. **Responsibilities:** You will work with an interdisciplinary team to provide academic support to child patients in the form of tutoring.

2. **Spanish-Language Interpretation**
   a. **Population:** Patients in the Washington Heights Community Service adult inpatient units.
   b. **Responsibilities:** You will work with interdisciplinary team (social workers, psychiatrists, clinical psychologists, occupational therapists, etc.) to assist translating patient communications from Spanish to English to clinical staff.
   c. **Skills:** Spanish-fluency required.

3. **Adult Research Inpatient Units**
   a. **Population:** Patients enrolled in predominantly adult inpatient units.
   b. **Responsibilities:** Teaching specific skills-training to adult inpatients. These are not technically therapeutic groups. However, your unique skills are welcomed to enrich patient experience during their hospitalization.
   c. **Skills:** Volunteers have taught skills such as creative writing, gardening, yoga, current events discussion, etc. Speak with Matt Gold to verify if your skill is appropriate. This is a wonderful way to impart knowledge and to gain exposure to this population.
The Integrative Project
(a.k.a. Special Project)

An Integrative Project is required for completion of the MA degree and is an exciting opportunity for students to weave together the knowledge base they have developed during their time within the program. Students are expected to consolidate the different components of their education: integrating their practical training, didactic courses, and the research skills they have honed with professors or other mentors in venues outside of TC. The Integrative Project is an invitation, a space for students to think about a particular area of interest that they have been clarifying or intensifying during their tenure in the program. This paper is an opportunity for creativity and self-motivation to shine, to showcase a burgeoning area of expertise, or to finally examine a previously unexplored topic. The result should be a polished product students can make use of once they leave TC and begin their careers in the helping professions. This project is to be written under the supervision of a TC faculty sponsor or an approved non-TC sponsor. Any TC faculty member, inside or outside of the Department of Counseling and Clinical Psychology, adjunct or full-time, may serve as a sponsor. When a sponsor has been identified outside of TC, Dr. Randall Richardson’s approval is required (see below). Approval is also required for your topic selection. Any questions about the Integrative Project should be directed to Dr. Richardson at rr2761@tc.columbia.edu or during his office hours.

At its best, the Integrative Project can serve as a bridge between a student’s classroom education and the world that lies outside. It is highly suggested that students use the Integrative Project as a vehicle to make contacts with professionals beyond TC that may later serve as useful links (e.g. employment, publication, graduate school, etc.). The Integrative Project is yet another way to expand one’s network and build relationships for the future. The Integrative Project can also act as the culmination of students’ research or clinical opportunities they have already established during their time in the program, either through lab work with in-house professors, or internships/fieldwork in other relevant settings. Either way the Integrative Project is the apex of the MA degree training, a jumping off point to bigger opportunities upon graduation!

Integrative Projects are welcome to be nominated by sponsors to be considered as “worthy of mention.” Student Integrative Projects which are considered notable will be featured with their approval on our website with a brief description, bio of the student, and summary of the papers insights and findings. A wonderful opportunity!

Randall Richardson, Ph.D.
Integrative Project Supervisor

Dr. Randall Richardson is an accomplished research scientist and professor of research methods. His expertise and passion for scholarship will help students to navigate their Integrative Project experience. Under his leadership, students are encouraged to contribute to a culture of excellence in research and scholarship in the MA Program and to complete high quality Integrative Projects. rr2761@tc.columbia.edu

Yakov Barton, M.A., M.S.
Research Development and Integrative Project Advisor

Yakov Barton offers guidance with research design, development, and statistical analysis, among other facets. He is committed to helping students conceptualize and develop integrative research projects, with special focus on both theoretical and empirical research methodology as well as data analysis using SPSS. You may drop by his office hours or make an appointment any time: yab2104@tc.columbia.edu
**Beginning (Brainstorm!):**

To begin the process, start with what you know, or have always wanted to learn more about. Pick an area of research that is well matched with the type of work or training you wish to engage in after graduation. If you are currently in a research laboratory, working in a mental health or related facility, or affiliated with a worthwhile organization: look around. Is there a question to be explored? A problem that has been left unaddressed? An inquiry to pursue?

1. Begin brainstorming ideas for your Integrative Project
2. Meet Dr. Randall Richardson, Integrative Project Supervisor, to briefly discuss and approve your topic. Dr. Randall Richardson’s approval is required. Visit his office hours or by appointment.
3. Identify a sponsor inside or outside of TC to sponsor your project through your network of faculty and mentors. (Steps 2 & 3 may be reversed)
4. If you are working with a non-TC sponsor, he/she must e-mail Dr. Randall Richardson his/her CV along with acknowledgment that they will indeed supervise you.

**Note:** Meeting with Dr. Randall Richardson is key. He will serve as a sounding board to help you think critically about what you want to research and what type of project to seek out. He may also be able to link you with sponsors outside of TC if you have not been able to establish a connection independently. A sponsor should ideally be someone who knows you and your clinical/research/professional interests well, or someone who can support your authentic engagement with the topic at hand. The sponsor can be any faculty member (full-time, adjunct, etc.) at TC regardless of department OR anyone outside of TC with the following qualifications:
- An advanced degree (Ph.D., Psy.D., M.D., J.D., etc.)
- Working in the field in some capacity

**Middle (Immerse!):**

The project can consist of an extensive literature review of a particular area of interest, an empirical research study, or case study, among others. While the content, length, and design of your Integrative Project is ultimately agreed upon with your sponsor, the guidelines below must be followed:

- APA Style
- Between 20-40 pages including references (it should be on average longer than a final paper for a class).
- Do not simply hand in writing already turned in from a previous class. You may use select parts of your previously written work, not duplicate it in its entirety. This to be an ORIGINAL exposition. Plagiarism on the Special Project is treated very seriously and may result in expulsion from the program.
- You will be spending considerable effort on this “special” project – treat it as such! Be proud of your effort and quality of writing. You may even aim to submit it for publication somewhere in the future!
- Think “not too big, not too small.” This is not a doctoral dissertation, nor is it simply a final class paper. Flesh out the scope and feasibility. If you have a good idea for a research study, you may not be able to execute it in its entirety – pick a slice, and work on that (e.g. review the literature, interview a few subjects, design the survey, etc.)

The integrative project should follow a process in which:

- Students work largely independently, sponsors are used as mentors during initial conceptualization of project and final feedback.
- Students immerse in their own scholarship. A sponsor helps the student to conceptually frame the issue they are exploring, and then to meet as needed: a ratio of 95/5 student to supervisor commitment.
- The Integrative Project sponsor will then read the paper critically and provide feedback.
- Expect 1-3 rewrites of drafts. Organize your time accordingly to make room for finalizing drafts.
NOTE: Along the way you may be in need of more support to flesh out your research ideas and writing. Do not forget that you may always avail yourself of the Writing Center at TC! For additional support do not hesitate to meet with Yakov Barton during this middle phase. He can be reached by email or during his office hours.

End (Finish!)
At the completion of the project, make sure not to leave any loose ends. You will need to close the loop by interfacing with your Sponsor, the Integrative Project Supervisor, the Registrar, and the TCPPMA team. The student is responsible for gathering all necessary paperwork and getting it in on time.

1. Have the “Evaluation of the Integrative Project for MA Program” signed and filled out by your sponsor by providing a hard copy or link to the online copy. The Evaluation Form is to be turned in to Dr. Richardson directly by the sponsor by email, mail, online form, or in a sealed envelope by you (provide envelope to sponsor to expedite). If a sponsor is a faculty member from the department, they may directly put the form into Dr. Richardson’s mailbox in HM328.

2. Fill out the “Pink Sheet” (supplementary form of “Green Sheet”) to be signed by Dr. Richardson. Place in Dr. Richardson’s mailbox ONE-WEEK BEFORE REGISTRAR DEADLINE. Last minute Pink Sheets risk not being signed. **Pink Sheets will not be signed without an Evaluation form.

3. The departmental office manager, Rebecca Shulevitz, will submit the Pink Sheet to the Registrar on your behalf. You may check directly with her if it has indeed been submitted: rcs35@exchange.tc.columbia.edu

4. SEND A DIGITAL COPY of your Integrative Project for our records to: maprogram.ccpx@tc.columbia.edu

There are three deadlines for the submission of the pink sheet. See below. Please note that the Integrative Project is NOT a formal masters essay, so that rules and deadlines for the latter do not apply.

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<td>Registrar Deadline: September 1</td>
<td>Registrar Deadline: January 2</td>
<td>Registrar Deadline: April 30</td>
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<td>Turn in to Sponsor: August 1</td>
<td>Turn in to Sponsor: December 2</td>
<td>Turn in to Sponsor: March 30</td>
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Remember: the deadlines above are for transmission of the pink sheet to the Registrar. You MUST turn in a draft of your Integrative Project to your sponsor ONE MONTH prior in advance of the final deadline to give him/her a draft of your project. In most cases, two or more drafts are required before a project can be approved. Your relationship with your sponsor is central to the development and completion of an acceptable Integrative Project. You must be guided by your sponsor’s expectation and timetable. It is up to you in collaboration with your sponsor to determine how many subsequent corrections from your initial draft must be submitted, and in what form (hard copy or email). If you choose to hand in a paper at the last minute, or at a very busy time of the semester, or miss the ONE MONTH deadline, then no sponsor is obligated to sign off on it for you. This is also true for the submission of the Pink Sheet and Evaluation Form to Dr. Richardson less than ONE WEEK prior to the Registrar deadline. You may check in with Dr. Richardson, to ensure his availability to sign and transmit your Pink Sheet. The Pink Sheet will not be signed without the Evaluation Form. The Evaluation Form is an insurance that your sponsor has indeed read and rated your work. The pink sheet is transmitted from Dr. Richardson to the Registrar’s office via Rebecca Shulevitz. It is your responsibility to follow-up with Ms. Shulevitz or the Registrar’s office to confirm receipt of the Pink Sheet!

Faculty members at TC probably may or may not prefer a hard copy of the Evaluation of the Integrative Project when you turn in your paper—ask them! Offsite mentors will likely appreciate a digital version. You may email the MA Program Advisors for the online link, find it on our website, or copy and paste:

https://docs.google.com/a/td.columbia.edu/forms/d/1VwYmTtSSnOA5Gk1rl6UZISRa7WVsA9dmkmXTfyt_A/viewform
Evaluation of Integrative Project for MA Program

This form will be used to evaluate an MA student’s performance on his or her Integrative Project within the Clinical Psychology department. Only the student’s sponsor may complete and turn in this form. The form asks the sponsor to rate the Integrative Project on three dimensions: Critical Thinking, Originality, and Adequate Breadth. The Integrative Project must follow APA format. Please also nominate whether the student’s Integrative Project is worthy of mention. This form is double-sided.

Title of Integrative Project:

_____________________________________________________

Student’s Name (Please Print Clearly):

_____________________________________________________

Name and degree of Integrative Project Supervisor:

_____________________________________________________

Rate the degree of CRITICAL THINKING:
The Special Project should demonstrate the application of critical thinking to the question at hand. Critical thinking should be rated as how successfully the student has interpreted information using logical inquiry and reasoning skills (e.g., examined assumptions, discerned hidden values, evaluated evidence, etc.) to reach well-justified conclusions.

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Rate the degree of ORIGINALITY:
The Special Project may be based on primary research (collection of own data or analysis of pre-existing data) or secondary research (summary, review or synthesis of existing research). Originality should be rated as how successfully the student has produced new knowledge on the subject or re-interpreted existing understanding.

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Rate the degree of ADEQUATE BREADTH:
The Special Project should draw on an adequate breadth of source information within and beyond the field of study as reflected by the bibliographic references. Exclusive reliance on a delimited set of articles, authors, or theoretical expositions should be taken into consideration when rating how successfully the student has demonstrated breadth.

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The Special Project can be best described as:
- Analysis of pre-existing data
- Analysis of data collected by student
- Literature Review
- Ethnographic, Case Study, etc.
- Action Research/Field Research
- Questionnaire Construction
- Structured Interview(s)
- Quantitative
- Qualitative
- Other: ________________________________

Did this Integrative Project meet the standards of APA style?  YES  NO  Needs Improvement

IMPORTANT: Do you nominate this Integrative Project to be considered for honorable mention? (See details on back)

YES
Comments (if any) regarding the above ratings:

Integrative Project NOMINATION:
The program showcases a few Integrative Projects annually based on the overall quality of scholarship. An integrative Project should be nominated based on its unique contribution to the field or group being studied, its intriguing subject matter, excellent writing style, or any other attribute you deem worthy. Only those Integrative Projects nominated by sponsors will be considered. If you checked “YES” and rate this Integrative project to be excellent or worthy of honorable mention, please say why.

Was this Integrative Project completed with a supervisor outside of the Clinical Psychology program?
If yes, please clearly print name, site location (or department) and contact information below.

Signature of Supervisor:  
Date:
Academic Program Advisors

The educational mission of Academic Advisement is to assist students through their academic journey in all possible ways. Thus, it is an on-going educational partnership between an advisor and his/her assigned student. Our Academic Program Advisors truly care about student’s success. Some have even completed the MA Program themselves. By the end of the first semester students should know the name and contact information of their advisor and have met with them at least once during their office hours.

Important things to keep in mind regarding Academic Advisement:

- Inform yourself of program expectations, graduation requirements, and TC policies.
- Make sure to discuss your concerns, don’t keep it to yourself.
- Ask right away for clarification if you don’t understand something in the handbook.
- Make contact regularly each semester (especially before registration!).
- Be an active learner: use campus resources.
- Keep a record of your progress, outline goals (e.g., classes to take, when to start Special Project, whether to apply to doctoral programs etc.)
- Use advisement to learn how to develop a relationship with faculty members.
- Most of all use advisors as sounding boards about your professional path. They have successfully navigated their professional paths as doctoral students, and know first hands the twists and turns. Go and speak with them frequently and let them listen and provide feedback!

Matt Blanchard is a magna cum laude, Phi Beta Kappa graduate of the University of Pennsylvania and a former newspaper reporter. He did his psychology MA coursework at New York University and is now working in Dr. Barry Farber’s lab at TC, studying aspects of disclosure in psychotherapy.

Marina Mazur graduated cum laude with a Bachelor of Arts in psychology and religion from Hofstra University Honors College. She also earned a Master of Arts degree in Psychology in Education at Teachers College. Marina is currently working with young Lisa Miller with homeless mothers, adapting spiritually oriented interpersonal psychotherapy for this population.

Each year an additional two academic advisors are added. Check online on our website for their names and profiles. There are a total of FOUR academic Program Advisors. Check Room 330A Horace Mann and online for the listings of Office Hours for each advisor.
Frequently Asked Questions (FAQ)

Questions frequently asked before the program:

Q: What do I need to apply?
A: Application Form and Fee; Personal Statement (No more than 3 pages); Résumé; Official Transcript(s); 2 Letters of Recommendation (at least one must be academic)

Q: When is the application deadline?
A: The early deadline is January 15. The final deadline is April 15. Students are encouraged to apply prior to the early deadline. However, students are not penalized should they apply closer to the final deadline.

Q: Do you require GRE scores?
A: No. You are welcome to submit them, but they are not required.

Q: Do I need a degree in psychology to be considered for this program?
A: No.

Q: What kind of research and/or clinical experience do I need to apply?
A: Previous research and clinical experience is not required to apply.

Q: Do I have to specify a professor with whom I would like to work?
A: No.

Q: How many applicants are admitted?
A: This varies each year and is based on how many applications we receive.

Q: Can I apply for spring or summer admission?
A: The program only admits new students in the Fall semester.

Q: What is your cutoff score for the TOEFL?
A: Your score must be at least 100 on the computer test and 600 on the paper test

Questions frequently asked while in the program:

Q: What are the requirements to complete the degree?
A: Each student is required to complete 36 credits worth of coursework. Additionally, students must submit a special project, which can consist of an extensive literature review of a particular area of interest or an empirical study.

Q: How long does it take to complete the program?
A: It is a 36-credit program. If you are a full-time student you may be able to complete it in three semesters (including summer). If you are part-time it is very likely to take longer. Many students find that spending more than one year is highly useful. It may permit them to become closer with faculty members, become more deeply involved in clinical and research activities, and generally prepare to become stronger applicants for doctoral admission or employment. Up to five years are allowed for degree completion.

Q: How do I get an advisor?
A: The program will assign an advisor for you when you enroll in the program.

Q: Where can I find a list of classes?
A: You can find one by going to www.tc.edu, selecting the academics tab, and then clicking on the course schedule tab.

Q: What is the average class size?
A: The class size changes depending on whether it is an intimate seminar course or a large survey course. It can range from 8 to 50 people, but the average is between 20 and 30.

Q: Will I have the opportunity to work with faculty?
A: Yes. You will have the opportunity to apply to work in a faculty member’s lab. However, each faculty member is unique with regard to their availability to speak with individually or work in their laboratories.

Q: Where is the fieldwork and the research being done in the Masters Program?
A: There is a very wide variety of placements in which our students are involved (see the Fieldwork section of this Handbook (pg.15) for their applied work. Students often become involved in research projects with faculty in our program.

Q: Is fieldwork a requirement for completion of the degree?
A: No. However, students are encouraged to seek out fieldwork while in the program. You can meet with the fieldwork coordinator to explore possibilities or check in to the LinkedIn site for updated opportunities.

Q: How do I go about finding a fieldwork placement?
A: You should work closely with the department’s Fieldwork Coordinator, Ms. Ayanna Ferguson (212-678-3320; ferguson@tc.edu, Box 102, Room 422E Thompson). The Program Ambassadors and Advisors are also available to provide guidance. LinkedIn will also contain current postings about possible fieldwork positions and sites. Students will be held responsible for following through on the opportunities provided by the program in securing a fieldwork position.

Q: What types of research opportunities are available to students? How does a student find a research placement?
A: Every faculty member in the MA program is actively involved in research and has a research lab. More information on individual faculty research interests and uptown research opportunities are available in this Handbook.

Q: How do I find a supervisor for my special project? Must the supervisor be a full-time faculty member from the department or can the sponsor be a full-time faculty member in any department in the College?
A: The supervisor can be any faculty member in the program or beyond the department. They may be any fulltime or adjunct faculty within TC. If outside of TC, or any other unusual circumstance, you must first approve your decision with the Program Coordinator, Dr. Athan, or first discuss it with your advisor.

Questions frequently asked about what happens after the program:

Q: What can students do with this degree after graduation?
A: This program best serves students making career changes into the field of psychology, those who wish to integrate psychological principals into their current expertise, and especially for those who are pursuing advanced degrees such as a Ph.D. Graduated students have been known to work in research institutions and to strengthen their doctoral applications by clarifying their long-term goals. Graduates typically find employment in research centers, clinics, hospitals, social service agencies, and community colleges.

Q: Can I acquire a license to practice therapy with this degree?
A: No. This brief (36 credit) MA Program is not designed to prepare students for MA-level licensure in New York State. Most graduates are interested in ultimately studying for more advanced degrees.
Q: What will my diploma say after graduating from this program?
A: Your diploma will reflect that you graduated with a Master of Arts from Columbia University. Your transcript will say: Degree Awarded: Master of Arts Major: Psychology in Educaion. Neither the Track or Concentration will be reflected on your Diploma or Certificate. It is a curricular distinction which you note on your CV. For additional questions please contact the Office of the Registrar at 212-678-4050.

Q: I want to go to a Ph.D. program. Which track is best for me?
A: Either track would be acceptable. Your choice of track depends on how structured you want your academic experience here to be. The applied track, however, is specifically designed to reflect a curriculum of study in line with an advanced and focused study of Clinical Psychology.

Q: Why is the program titled Masters in Education in Applied/ General Psychology?
A: Program Change form should be obtained from the Registrar’s office and brought to the appointment.

Q: What is the difference between the Applied Track and the General Track?
A: Both tracks lead to the ultimate obtainment of the MA degree. Students from either the track have historically gone on to pursue a doctoral degree in Psychology. However, each track provides unique opportunities depending on a student’s background and future goals. The Applied Track is structured and requires greater number of credits within the CCPX department to ensure a thorough education in applied psychology. The General Track is for students who wish greater flexibility in course selection, to integrate other disciplines, or to concentrate their training in a sub-speciality. Each track has its costs and benefits. It is up to you along with your advisor to select the appropriate avenue to match your goals. Once in the program if a student elects to switch tracks this may be readily done after a discussion with the Program Coordinator, by appointment. A Program Change form should be obtained from the Registrar’s office and brought to the appointment.

Q: Why is the program titled Masters in Education in Applied/ General Psychology?
A: The program called “Psychology and Education” has existed at Teachers College for many, many years. It was a program with almost unlimited choice of courses, but graduates reported that it was unstructured and that its usefulness was very limited. The program in Clinical Psychology recognized the need for an MA focused on academic clinical psychology. We took this title, and certain basic requirements (total number of credits, the “breadth requirement” and the Special Project) and used it to house the MA program in Clinical Psychology. The Personality and Psychopathology Track is actually the clinical track, and the General Track is close to the original “Psychology in Education Program.”
Q: I was placed in the Masters Program after having been rejected from the Ph.D. Program. Is this common? Are all students not accepted to the Ph.D. program automatically placed in the Masters Program?
A: Only students whose credentials qualify them for admission into the MA program (but not the Ph.D. program) are invited into the MA program. Successful MA applicants meet standards regarding undergraduate grade point average, English proficiency (where relevant), have good personal statements and letters of recommendation.

Q: How many students are placed in the MA Program annually after having been denied admission to the Ph.D. program? How many apply annually? What is the proportion of accepted students to applicants?
A: The Admissions Office is the most reliable source regarding “numbers.”

Q: What is the difference between the clinical and counseling programs?
A: Please see the counseling program’s website for a description of their program. For specific questions about the clinical program, please schedule a time to meet with a Program Advisor or Dr. Athan.

Q: Is there a Masters Thesis to be completed?
A: There is a “Special Project” for which the MA Handbook outlines guidelines. The term “Masters Thesis” is not used, and college guidelines for the Masters Thesis are not applicable.

Q: How large is the entering class in the Masters Program approximately each year?
A: Approximately 150 students enter the MA program each fall.

Q: International students make up what percentage of the class?
A: This varies each year and is based on how many applications we receive. However, it is excitedly an ever increasing number of international students who are seeking to train at TC.

Q: Can I transfer credits from a previous graduate level degree?
A: Transfer credits are not accepted by the program.

Q: Can this program be completed online?
A: No because most of the classes are not offered online.

Q: Do you offer financial aid and/or grants?
A: Students can receive loans, but there are no scholarships or grants offered within our department for the MA degree. Please contact the Office of Financial Aid if you have any further questions.
Filing the MA Degree Application

Specific instructions on applying for the Master of Arts degree are provided on the application form available in the Registrar’s Office, which includes green and pink sheets. Note that you are in an M.A. program in which your final paper is an "Integrative Project" and not a "formal Master’s Essay." Deadlines for a formal essay do not apply to you!

The green sheets must be completed in accordance with the instructions provided. They require that you supply certain personal information, the date on which you expect your degree to be awarded (October, February, or May), and a list of all your courses. Please be sure to list your in-department courses (CCPX and CCPJ) in the column on the left, and your out-of-department courses on the right. Remember that your “Department” is "Counseling and Clinical Psychology." Your "Area of Concentration" is "PSY-A" or "PSY-G."

Attached to the green sheets is a "pink sheet" which is usually due two months after the green sheets (degree application) are submitted (see below for specific deadlines). The main purpose of the pink sheet is to inform the Registrar that you have completed the last step toward graduation—an approved special project. The purpose of having the deadline for the pink sheet come later than the deadline for the green sheets is to provide additional time for you to make final revisions to your Integrative Project after filing your degree application.

The green sheets are to be filled out and approved by your Program Advisor assigned to you. They will initial the form and turn it in to Dr. Athan for final signature and approval. All greensheets are then turned over to the departmental office manager Rebecca Shulevitz. Email her directly to find out if the green sheets were submitted.

The pink sheet is to be given to the Integrative Project Sponsor, Dr. Richardson, for signature. The pink sheet must also have the “Evaluation of Integrative Project for MA Program” form that is signed by the Integrative Project sponsor. Without this form, the pink sheet will not be signed. All THREE forms are entered into a database in the our office as evidence that you have filed all the necessary paperwork, and the signed originals are kept by the Registrar. Remember, you (and only you!) are responsible for keeping track of the official deadlines and adhering to them.

Mistakes are often and forms will not be turned into the Registrar unless correct. Make time to get them right. If more in-depth questions are required during, students may sign up for an appointment during Program Advisor office hours. Students who drop in last minute risk being turned away due to high volume.

### Deadlines for Filing Documents with Registrar’s Office

<table>
<thead>
<tr>
<th>Month of Graduation</th>
<th>Green Sheets Due</th>
<th>Pink Sheet Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>February 1</td>
<td>April 30</td>
</tr>
<tr>
<td>October</td>
<td>August 1</td>
<td>September 1</td>
</tr>
<tr>
<td>February</td>
<td>November 1</td>
<td>January 2</td>
</tr>
</tbody>
</table>

Documents to be placed in mailbox of Program Coordinator, Dr. Athan:

1. Green Sheet → Program Advisor for approval → Dr. Athan for signature → Rebecca Shulevitz → Registrar
2. Pink Sheet → Dr. Richardson (along with signed Evaluation Form) → Rebecca Shulevitz → Registrar
3. Evaluation of Integrative Project for MA Program (signed by sponsor) → Dr. Richardson (along with Pink Sheet) → Rebecca Shulevitz → Registrar
Teachers College Academic Policies and Guidelines

1. TC DISABILITY POLICY: Students with disabilities who will be taking this course and may need disability-related classroom accommodations or support services are encouraged to make an appointment to see me as soon as possible. Students with disabilities are also encouraged to speak with someone in the Disabled Student Services Office for more specific information regarding support services and accommodations. 212-678-3689/139 Thorndike.

2. TC POLICY ON INCOMPLETE GRADES: The grade of incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of incomplete was received and a first grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of incomplete, with a transcript notation indicating the date that the grade of incomplete was replaced by a final grade.

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

3. PLAGIARISM. Students must be very cautious about learning what plagiarism is, and how to avoid it. In the TC Student Handbook, in the statement on Academic Conduct the policy is as follows: “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. (2004-5 edition, pg. 73).” What this means is that all work presented for evaluation at Teachers College must be work created by the student. Cheating by submitting work produced by others- including other students- is considered to be dishonest. Plagiarism, cheating, copying, and/or presenting purchased materials as one’s own are treated as academic misconduct.

An excellent discussion of plagiarism can be found on pages 349-355, and on p. 395 of the Fifth Edition, of the Publication Manual of the American Psychological Association. On p. 395, for example, the statement about plagiarism is as follows: "Psychologists (or students of psychology) do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally." The material about plagiarism on pp. 349-355 is more extensive, and needs to be carefully read.

**PLEASE NOTE THAT PLAGIARISM IS TREATED AS MISCONDUCT AT TEACHERS COLLEGE.**

Teachers College: The College exercises control over the general academic requirements for degrees. These requirements are presented in the annual Teachers College Catalog. You should check the Catalog for detailed information regarding degree requirements, period of candidacy, college fees, and student life and services (including health insurance).
Academic Probation

There are two main reasons a student in the MA Program is placed on academic probation:

1. More than one class with a grade of C- or less per semester
2. Evidence of Academic Dishonesty

1. Grades
The TC Registrar Policy states that students can only count a max of 3 credits of C- toward their degrees. In other words, if you get C- in two classes for 3 credits each, only one of those courses will count toward your TC degree. You must take one of the courses again and get a grade above C-. The Program Coordinator is informed by the Registrar when a student has received more than one grade of a C- or lower. In the event you are placed on academic probation, you will have to meet with the Program Coordinator to devise a plan to return to good standing.

2. Academic Dishonesty
The TC-wide policy on Academic Dishonesty was provided in the previous pages. The MA Program policy reflects the same principals. Academic Dishonesty is considered an ethical violation and is taken very seriously. Below is a quoted paragraph that may be of help.

“Academic dishonesty is not a victimless crime. It undermines an atmosphere of trust between students and faculty and harms those students who play by the rules. Why do students cheat? Many students blame the pressure that they are under to succeed. Parental expectations, competition to get into graduate or professional school, even the need to maintain eligibility for financial aid contribute to academic dishonesty. Opportunity also plays a role. The Internet makes plagiarism as easy as cutting and pasting, and crowded classrooms give students a chance to peek at their classmates’ tests. Poor time management leads some students to cheat out of a sense of panic. Also, many students (50 percent, according to one recent study) feel that there is nothing wrong with cheating, and believe that they are unlikely to get caught.”

- Stephen Mintz, Quoted in “Plagiarism” - Teaching Center, Columbia University

IMPORTANT: If there is evidence that you have been found to engage in any form of academic dishonesty or an ethical violation within TC courses or offsite on a fieldwork placement, you will be asked to meet with the Program Coordinator. Your actions will be reviewed at the program-level and a decision will be promptly made to place you on academic probation along with a plan to return to good standing. If you disagree with the terms, you may make an official complaint with the college and have your case reviewed at which point it would undergo a formal investigation of academic misconduct. Please be informed that if the TC Student Misconduct Committee concludes you have violated academic integrity, alternate sanctions will likely be made. Such sanctions may include dismissal from the university and a permanent notation on your transcript.
Library Resources

Gottesman Libraries, the Teachers College library, is one of the nation's best and most comprehensive libraries in Education. It is also home to collections in psychology and in the health professions. Students in the MA program in Psychology and Education Applied and General make constant use of Gottesman Libraries, as well as numerous other Columbia Libraries on the Morningside and Health Science Campus, such as the Social Work Library, and the online resources available to the Columbia University Community.

Access to Milbank Web, the World Wide Web site of Milbank Memorial Library is available at the library's home page: http://library.tc.columbia.edu/

This website provides library services, news, and excellent databases. EDUCAT, the online catalog including over 663,500 books is also available through the library's home page.

A Research Literacy Librarian at the Milbank Memorial Library, has recently created a web page listing clinical psychology journals to which Teachers College subscribes, and which is available online at: http://lweb.tc.columbia.edu/rr/clinpsyjnls.html.

Columbia University Library System
Columbia University is the nation's seventh largest academic library. Our Internet access to the Columbia University library system is obtained by using EDUCAT to gain access to CLIO. In order to enhance and facilitate access, students use Library Web, the web-based library computer system. The list of psychology journals available at the Columbia University libraries outside of Teachers College is available at: http://www.columbia.edu/cgi-bin/cul/eresources?rtype=
Writing Papers

Writing papers is a very important component of your coursework and of the Special Project. The first rule is to proofread everything you hand in. Aside from the content and overall writing style, students are expected to master APA style. Specific guidelines for writing in APA style are provided in the APA Publication Manual (Sixth Edition, 2009). Please note that numerous corrections were made to the first printing of the 6th edition publication manual. Check the copyright page to verify that you have the correct version. It should state: Third printing: December 2009.

The Graduate Writing Center

The Graduate Writing Center, located in Thorndike Hall, Rm. 155, is also a valuable resource for students at Teachers College. The Center's mission is to assist students in academic writing. The writing consultants assist students with specific writing tasks and also seek to help students develop writing skills for their professional lives. For students who are not familiar with, or are having difficulty mastering APA style, the tutors can be very helpful. The services of the Graduate Writing Center are open to the entire TC community, and all TC students are eligible to receive a special subsidized rate when they purchase a 10-session package. Each semester, the GWC provides informative workshops on topics such as APA Citation Style, Concept Mapping, and Conducting a Literature Review. The center also offers individual one-on-one tutoring sessions with a Writing Center consultant to review academic writing assignments (e.g., response papers, individual projects/masters theses, and dissertations).

Students can visit the website at www.tc.columbia.edu/centers/writingcenter for additional information and writing resources. Students can call 212-678-3798 to schedule an appointment.

APA Style

One of the best ways to begin learning APA style is to use the visual examples provided on pages 40 to 59 of the APA Publication Manual. In addition to providing a template for writing a paper in APA style, the examples include embedded references to sections of the style manual where you can learn the specific rules for writing in APA style.

While it is important that you purchase and use the APA Publication Manual (6th Edition), the following general summary of APA style guidelines is intended to provide some guidance as you begin the initial stages of formatting and writing a psychology paper:

General document guidelines
A. Margins: One inch on all sides (top, bottom, left, right)
B. Font Size and Type: 12-pt. Font (Times New Roman)
C. Spacing: Double-space throughout the paper, including title page, abstract, body of the document, and references.
D. Alignment: Flush left (creating uneven right margin)
E. Paragraph Indentation: (½ inch)
F. Pagination: the page number appears one inch from the right edge of the paper on the very first line of every page, beginning with the title page. The only pages that are not numbered are pages of artwork.
G. Manuscript Page Header: The first two or three words of the paper title appear on the left top margin of every page, beginning with the title page. Manuscript page headers are used to identify manuscript pages during the editorial process.

[Note: The manuscript page header and page number can be inserted into a header, which then automatically appears on all pages.]

Title Page
A. Pagination: The title page is page 1.
B. Key Elements: Paper title, author(s), and author affiliation(s).
C. Article Title: Uppercase and lowercase letters, centered on the page (2 inches from top).
D. Author(s): Uppercase and lowercase letters, centered on the line following the full article title.
E. **Institutional Affiliation:** Uppercase and lowercase letters, centered on the line following the author(s).

F. **Running Head:** The running head is an abbreviated title that is printed at the top of each page of the document. On the title page, the abbreviated title is typed flush left (all uppercase) following the words "Running head:" and should not exceed 50 characters, including punctuation and spacing. Please note that the words "Running head" only appear on page 1. For an example see pg. 40 in the manual.

**Abstract.** The abstract is a one-paragraph, self-contained summary of the most important elements of the paper.

A. **Pagination:** The abstract begins on a new page (page 2).

B. **Heading:** Abstract (centered on the first line below the manuscript page header)

C. **Format:** The abstract (in block format) begins on the line following the Abstract heading. The abstract should not exceed 250 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words.

**Body.**

A. **Pagination:** The body of the paper begins on a new page (page 3). Subsections of the body of the paper do not begin on new pages.

B. **Title:** The title of the paper (in uppercase and lowercase letters) is centered on the first line below the manuscript page header.

C. **Introduction:** The introduction (which is not labeled) begins on the line following the paper title.

D. **Headings:** Headings are used to organize the document and reflect the relative importance of sections. Formatting for heading and subheadings are clearly defined in the manual. See Table 3.1 on pg. 62.

**Text citations:** Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The underlying principle here is that ideas and words of others must be formally acknowledged. The reader can obtain the full source citation from the list of references that follows the body of the paper.

A. When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors. Consider the following example:

Wirth and Mitchell (1994) found that although there was a reduction in insulin dosage over a period of two weeks in the treatment condition compared to the control condition, the difference was not statistically significant.

[Note: *and* is used when multiple authors are identified as part of the formal structure of the sentence. Compare this to the example in the following section.]

B. When the authors of a source are not part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, separated by semicolons.

Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Gartner, Larson, & Allen, 1991; Koenig, 1990; Levin & Vanderpool, 1991; Maton & Pargament, 1987; Paloma & Pendleton, 1991; Payne, Bergin, Bielema, & Jenkins, 1991).

[Note: *&* is used when multiple authors are identified in parenthetical material. Note also that when several sources are cited parenthetically, they are ordered alphabetically by first authors' surnames]. When a source that has two authors is cited, both authors are included every time the source is cited.

C. When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al." are used. Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Payne, Bergin, Bielema, & Jenkins, 1991).
Payne et al. (1991) showed that...

D. When a source that has six or more authors is cited, the first author's surname and "et al." are used every time the source is cited (including the first time).

E. Every effort should be made to cite only sources that you have actually read. When it is necessary to cite a source that you have not read ("Grayson" in the following example) that is cited in a source that you have read ("Murzynski & Degelman" in the following example), use the following format for the text citation and list only the source you have read in the References list:

Grayson (as cited in Murzynski & Degelman, 1996) identified four components of body language that were related to judgments of vulnerability.

F. To cite a personal communication (including letters, emails, and telephone interviews), include initials, surname, and as exact a date as possible. Because a personal communication is not "recoverable" information, it is not included in the References section. For the text citation, use the following format:

B.F. Skinner (personal communication, February 12, 1978) claimed...

**Quotations:** When a direct quotation is used, always include the author, year, and page number as part of the citation.

A. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Consider the following example:

Patients receiving prayer had "less congestive heart failure, required less diuretic and antibiotic therapy, had fewer episodes of pneumonia, had fewer cardiac arrests, and were less frequently intubated and ventilated" (Byrd, 1988, p. 829).

B. A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin.

**References:**

A. **Pagination:** The References section begins on a new page and should be titled "References" (*not* "Bibliography")

B. **Heading:** References (centered on the first line below the manuscript page header)

C. **Format:** The references (with hanging indent) begin on the line following the References heading. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components:

1. Authors: Authors are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors. Use the & to separate only two authors. When a work is credited to more than seven authors, the reference is listed by providing the names of the first six authors followed by . . . and then the final author. The remainder of the reference follows the same format as that for six or less authors. If no other author is identified, the title of the document begins the reference.

2. Year of publication: In parentheses following authors, with a period following the closing parentheses. If no publication date is identified, use "n.d." in parentheses following the authors.


D. **Citing Electronic Sources:** Most peer-reviewed journals and academic publications are now available online. Significant changes were made to the 6th edition of the Publication Manual to address prevailing electronic publishing practices.

1. The digital object identifier (DOI) is a unique alphanumeric string used to identify an electronic document. The publisher assigns a DOI when an article is published and made available electronically.

2. The DOI is often at the top of bottom of the first page of the article. It can often be found on the journal web page that provides the pdf link to the requested article. To learn whether an article has been assigned a DOI, go to [http://www.crossref.org/guestquery/](http://www.crossref.org/guestquery/).

**Examples of references for electronic sources**
1. **Journal article with DOI**


2. **Journal article without DOI, print version**


3. **Journal article without DOI, retrieved online**


   E. **Tables and Figures:** The *Publication Manual* (2009, pp. 127-167) provides detailed instructions on the formatting of tables and figures.

   (This information was adapted from the APA website: [http://www.apastyle.org](http://www.apastyle.org) and a web site maintained by Douglas Degelman, Ph.D., and Martin Lorenzo Harris, Ph.D. at Vanguard University of Southern California: [http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/))
Program Administrators

The Department of Counseling and Clinical Psychology: This is our administrative unit, one of ten departments in the College created by the 1996 reorganization. This Department now houses the doctoral program in clinical psychology, the masters programs in psychology in education, and the masters and doctoral degree programs in counseling psychology. The Program office is in 328 Horace Mann and the Department office is in 428 Horace Mann.

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Room 422E Thompson
Navigating TC and Relevant Offices

This excerpt was generously written by a former MA Program student who also worked in the administrative offices of TC as a work-study student. Below are tips from the frontlines!

In every student’s life, having to deal with administrative issues can be an added stress to their already busy scholarly requirements. However, there are easy ways to deal with these matters that can be less time consuming, and more effective. Here are some tips for effectively engaging your administrative concerns in Teachers College:

- Always have your TC ID card with you, and know your student TC ID number (the T number can be found on MyTC > TC Services > My TC ID Number) and UNI (the first part of your TC email address).
- Fill out all of the necessary applications and paperwork on time. Doing things within the required timeframe will save you a trip to the office(s).
  
  **Example 1:** Students with 3rd party sponsors (scholarships, grants, etc.) have to file a Third Party Agreement form at the beginning of every semester. If the form is not completed, your sponsor cannot be billed. Turning the form in late delays the process a great deal and results in an unbalanced account for that student’s sponsor.
  
  **Example 2:** Students with outstanding balances will be charged a penalty fee (within the early registration period) and/or a hold on their account (after the early registration period).

- Always monitor your TC/Gmail account and read the emails sent by your program, Student Accounts, Registrar’s Office, and Financial Aid. Also, read TC’s mail correspondence carefully. Do not skim through them. Many people come in with questions that have been answered in these letters and emails, and it creates unnecessary misunderstandings.
  
  **For example:** An email was sent prior to the transcript change on the Fall 2011 semester. Students would pay a $35 fee for lifetime access to their transcripts, as opposed to the previous charge per transcript policy. Regardless, Student Accounts was swamped with students asking why they were being charged an additional $35.00 fee.

- Check that all of your personal information is up-to-date. Many students come in because their address is wrong, or outdated, and they are not being reached. Make sure to change your information if you move and/or want your correspondence to go to you, rather than your parents. You can change your information on MyTC > TC Services > Personal Information.

- Do not wait until it is too late to inquire and address a problem. You may be charged with penalties, put on “hold” status, unable to register for the next semester, and/or being unable to graduate (among other unpleasant tasks) if the situation is handled in a timely manner. There are more options available within the deadlines.

- TC’s websites are a great source of information. They are up-to-date and offer the best ways to go around your student life. Explore [www.tc.edu](http://www.tc.edu) by using the Quick Links, A-Z, and the Search engine...
toolbars. It would save you time to look through the website to answer any questions, as almost everything you need to know can be found online.

For example: The Student Accounts website (http://www.tc.columbia.edu/student%2Daccounts/) has the guides to enroll in programs like eRefunds, for faster payments.

- You can manage a lot of your transactions through MyTC. Some of the many things you can do include: administering your courses and grades, learn about job opportunities, manage your information, keep account of your pay stubs (if you work within the TC community), review your W2 forms and tax statements, and a student and faculty directory, among others.

- Try to get all of your affairs through the online systems. TC offers a lot of programs online that are easier and faster to deal with.

For example: The program eRefunds allows students to receive their refunds as fast as they become available. All you need to do is enroll in the program by going to http://www.tc.columbia.edu/studentaccounts/index.asp?Id=Student+Refunds&Info=Student+Refunds (or writing eRefunds on the Search engine at www.tc.edu) and following the instructions. With eRefunds there is no need to go by the Student Accounts office.

- Regardless of the availability of information online, and the convenience the online programs provide, if you feel the need to come into the offices, the doors are always open.

- Always go into the TC offices (and to everyone in life, I may add) with a positive attitude and be respectful. The people at TC’s offices have the intention to help you. Most of TC’s employees have a pro-student ethic, are current TC students, or former ones! If you come expecting a fight, it makes it difficult to ensure an effective communication between you and the person who is trying to help you. Most likely they do not know you, and -trust me- whatever they are telling you is not personal. Try to work with them in the best light possible, so they can help you resolve your problems.
ACADEMIC DEPARTMENTS at TC

The College has ten departments that comprise more than 60 major academic programs. Roughly 30 percent of students are concentrated in teacher education programs. Affiliated with Columbia University, and standing on the border of northern Manhattan, the College continues to work toward social change for the better by focusing on education in and out of the classroom and across the human lifespan. Through its main emphases -- health, education, leadership and psychology -- TC prepares educators, psychologists, policy makers and planners for the challenges they will face in their careers.

Courses can be taken from any department at Teachers College:

**ARTS & HUMANITIES**
Visit the Arts & Humanities Website
Department Chair: Professor Ruth Vinz
Phone: (212) 678-3469 • Fax: (212) 678-3746
Email: ahofc@tc.columbia.edu
See Academic Programs

**BIOBEHAVIORAL SCIENCES**
Visit the Biobehavioral Sciences Website
Department Chair: Professor Stephen Silverman
Phone: (212) 678-3892 • Fax: (212) 678-8233
Email: ss928@columbia.edu
See Academic Programs

**COUNSELING & CLINICAL PSYCHOLOGY**
Visit the Counseling & Clinical Psychology Website
Department Chair: Professor Marie L. Miville
Phone: (212) 678-3257 • Fax: (212) 678-3275
Email: tcinfo@tc.columbia.edu
See Academic Programs

**CURRICULUM & TEACHING**
Visit the Curriculum & Teaching Website
Department Chair: Professor Marjorie Siegel
Phone: 212.678.3765 • Fax: 212.678.3237
Email: smart-williams@tc.columbia.edu
See Academic Programs

**EDUCATION POLICY AND SOCIAL ANALYSIS**
Visit the Education Policy and Social Analysis Website
Department Chair: Dr. Jeffrey Henig
Phone: 212.678.3165 • Fax: 212.678.3589
Email: epsa@tc.columbia.edu
See Academic Programs

**HEALTH & BEHAVIOR STUDIES**
Visit the Health & Behavior Studies Website
Department Chair: Professor Stephen T. Peverly
Phone: (212) 678-3964 • Fax: (212) 678-8259
Email: stp4@columbia.edu
See Academic Programs

**HUMAN DEVELOPMENT**
Visit the Human Development Website
Department Chair: Professor John B. Black
Phone: (212) 678-3882 • Fax: (212) 678-3837
Email: hud1@tc.columbia.edu
See Academic Programs

**INTERNATIONAL & TRANSCULTURAL STUDIES**
Visit the International & Transcultural Studies Website
Department Chair: Professor Gita Steiner-Khamsi
Phone: (212) 678-3947 • Fax: (212) 678-8237
Email: mowen@tc.columbia.edu
See Academic Programs

**MATHEMATICS, SCIENCE, & TECHNOLOGY**
Visit the Mathematics, Science, & Technology Website
Department Chair: Professor O. Roger Anderson
Phone: (212) 678 - 3405 • Fax: (212) 678 - 8129
Email: tcmtst@tc.columbia.edu
See Academic Programs

**ORGANIZATION & LEADERSHIP**
Visit the Organization & Leadership Website
Department Chair: W. Warner Burke, Ph.D.
Phone: (212) 678-3258 • Fax: (212) 678-3036
Email: org&leadership@tc.edu
See Academic Programs
Student Services at TC
Organizations on campus here to serve you as students, or for you to provide meaningful service in return!

Office of International Services:
The OIS is an essential resource for international students, visiting scholars and faculty, and their dependents. We are responsible for providing immigration-related advice, assistance, and documentation services. We process applications for certificates of eligibility (Form I-20 or Form DS-2019) for students who need to apply for F-1 or J-1 student visas. We also conduct mandatory workshops about the responsibilities, requirements, and benefits of student immigration status. Finally, the OIS serves as TC’s liaison with the U.S. Department of State and the U.S. Department of Homeland Security on matters concerning TC’s international community.

In addition to providing immigration-related services, the OIS sponsors activities of interest to international students. We encourage you to learn more and participate in these activities. At the beginning of each semester, the OIS organizes orientation sessions about academic life at Teachers College and living in New York. Our office also advises students throughout the year on personal and academic concerns, financial planning and expectations, language and cultural adjustment, and related issues.

Office of Career Services:
Teachers College Career Services (TCCS) is committed to guiding all TC students and alumni throughout the different phases of the career development process. Whether you are entering a new field, advancing within your current profession, or changing directions, we will help you identify and develop the skills and resources needed to achieve your career goals.

Office of Access and Services for Individuals with Disabilities (OASID):
Teachers College is committed to providing educational and professional opportunities for all individuals and assisting them in making their experience at Teachers College successful and positive. OASID works with all academic departments, faculty members, and administrative offices in an attempt to ensure that individuals with disabilities can participate fully and equally in the Teachers College community.

OASID’s primary areas of concern include:

- providing reasonable accommodations
- removing physical and attitudinal barriers
- facilitating participation in college activities
- advocating for the rights of individuals with disabilities

Office of Student Development and Activities:
This is the place to develop events and get involved with all goings on on campus. There are about 33 recognized student organizations active at Teachers College. In addition, there are numerous other student organizations available to Teachers College students through Columbia University. The missions for these organizations range from professional networking, academic enrichment, to social advocacy.
Medical Insurance & Health Services

In partnership with Columbia University, Teachers College offers the Health Service Program and the Columbia Student Medical Insurance to all registered students enrolled in degree-granting programs. Insurance and Immunization Records in the Office of Student Activities & Programs manages the enrollment and waiver requests of the Health Service Program and the Columbia Student Medical Insurance.

The Health Service Program provides students with many important resources including primary medical care, counseling services, and self-care programs. Columbia Student Medical Insurance coverage is provided by Aetna Student Health, Inc. which works closely with Columbia to provide quality care.

Please visit the Insurance and Immunization Records’ website at www.tc.edu/health for the most updated information regarding annual requirements, deadlines, and prices.

For additional information, please contact Insurance & Immunization Records for more information:
Insurance and Immunization Records
Office of Student Activities & Programs
Teachers College, Columbia University
525 West 120th Street, Box 308
New York, NY 10027
Email: health-immunization@tc.edu
Phone: 212-678-3006
Fax: 212-678-3681
## Important Phone Numbers

TC Information 212-678-3777

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<td>301 Thorndike Hall</td>
<td>678-3710</td>
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<td>Vice Provost</td>
<td>113 Zankel Building</td>
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<td>Bookstore</td>
<td>1224 Amsterdam Ave.</td>
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<td>Computer Center</td>
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<td>122 Zankel Building</td>
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<td>Development/External Affairs</td>
<td>193 Grace Dodge</td>
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<td>Duplicating</td>
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<td>Financial Aid</td>
<td>134 Thompson Hall</td>
<td>678-3714</td>
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<td>Emergencies</td>
<td>TC Security, Zankel Building</td>
<td>678-3333</td>
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<td>Info/Appointments</td>
<td>4th floor John Jay Hall</td>
<td>854-2284</td>
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<td>Counseling/Psych. Svc</td>
<td>8th floor Lerner Hall</td>
<td>854-2878</td>
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<td>Human Resources</td>
<td>120 Whittier Hall</td>
<td>678-3175</td>
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<td>Library</td>
<td>Russell Hall</td>
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<td>Ombudsman</td>
<td>280 Grace Dodge Hall</td>
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<td>Registrar</td>
<td>324 Thorndike Hall</td>
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<td>Residential Services</td>
<td>107 Whittier Hall</td>
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<td>Student Accounts</td>
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### Student Life

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<td>Dodge Fitness Center</td>
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<td>Graduate Writing Center</td>
<td>155 Thorndike Hall</td>
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<td>Internat. Student Services</td>
<td>L5 Whittier Hall</td>
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<td>Immunization/Health Ins.</td>
<td>159 Thorndike Hall</td>
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<td>Student Activities</td>
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<td>Fax Receiving number</td>
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Helpful Hints

(Making Life Easier for You and Others)

1. Buy and use the **APA Publication Manual** (Sixth Edition, 2009). It provides the basis for organization, style, grammar, and referencing of all written work prepared for courses and required projects.

2. Papers should be turned in on time; they should be in APA-style, referenced, and proofread. If you provide an electronic copy, print it out as well and provide it to the professor ready to read! A staple or paper clip is sufficient; folders, clamps, etc. make reading more difficult. Remember to put your name and date on everything you hand in.

3. When turning in a second or later draft, be sure to include with it the previous draft on which the faculty member has made corrections and/or suggestions.

4. The faculty are only human and typically have multiple responsibilities and demands. Therefore, please remember that:
   - They need time to read material you hand in. A week is minimal, two weeks are better.
   - They usually prefer not to sign things or discuss issues during chance encounters in the hall or cafeteria; make appointments to meet faculty in their offices.
   - Despite good intentions, they may not remember the details of what you talked about "last time". Remind them!
   - When you are making up an Incomplete, or handing in a late paper you should not expect the faculty member to put everything else aside for you. ("Failure on your part to plan ahead does not mean an emergency on my part").

(Your Life after Graduation)

If you enter a doctoral program in the future, you may have the opportunity to transfer MA course credits. If the doctoral program is outside of the Columbia system, then you may have to submit course syllabi for evaluation. Therefore, it is wise to **SAVE ALL SYLLABI FROM COURSES TAKEN AT TEACHERS COLLEGE**. Otherwise, the one that you need may not be available. This is a good habit to get into even for your tenure with the MA Program. Many Special Topic courses a.k.a. CCPX 4199 are offered once or twice and are not repeated. It is your responsibility to hold on to syllabi and keep email correspondences with instructors – especially in the event you need to complete an INCOMPLETE!
More Helpful Hints

There are many questions which will probably come to mind as you begin your career at TC. We have attempted to anticipate some of them and so have compiled the following tidbits of information. Please feel free to consult the MA Program Advisors or Program Coordinator for further assistance.

Financial Aid: Unlike many undergraduate institutions, the administrative offices at Teachers College do not “hold your hand” through all of the paper work that is necessary. While the staff of the Financial Aid Office, located in 134 Thompson Mann, is extremely helpful, it is up to you to keep track of important deadlines. Make sure to keep copies for yourself of all forms and correspondence. All loans are disbursed through the Office of Student Accounts, and refund checks (loan money in excess of TC tuition) are mailed to you. You could also enroll in the e-refund program for direct deposit. They will not allow you to pick up checks in person. A helpful web site dealing with financial aid is: http://www.tc.edu/financialaid/

Housing: There are various approaches one could take to housing. Ask around about different options. In addition to the real estate listings from the local papers such as the Village Voice and the New York Times, Columbia has a service called the "Off Campus Registry" which is a computerized listing of off-campus apartment rentals and shares. The email address is http://www.columbia.edu/cu/reshalls/ocr.html. You can look at apartment listings online, but you can only get the contact information by going to the Off Campus Registry office in person, which is located in 115 Hartley Hall. You must present your student ID card or letter of acceptance to get the contact information. The number of listings you can get is limited to six per day. The apartments go fast, so be prepared with more than the maximum number of listings allowed.

Registration: Every student is able to register through the MyTC portal of the general TC system online. All you need is your pin number which is provided by your department. If you need assistance during this process, you can contact the MA Program Assistants. Also make sure you have as much of your financial aid squared away as possible, including applying early in the summer for any loans you will need. If you are having technical difficulties, please contact tech support at studenthelpdesk@tc.columbia.edu or call at 212-678-3304.

Buying Books: All of the assigned textbooks may be available at the CU Bookstore if stated by the instructor. Sometimes, other graduate students will be interested in selling you their copies for reasonable fees. For the ultimate in shopping convenience, books can often be purchased in your own home at www.amazon.com or at www.half.com. For those in Manhattan, there may be same-day delivery by Barnes & Nobles.

If you don’t have a computer (or even if you do): TC has a computer room (242 Horace Mann) which contains PCs, Macintosh computers, scanners, and printers for use with your TC ID card. They are open late (until 10 pm or 11:30 pm every night), but call 678-3304 for current hours of operation. A number of word processing packages are available, but bring your own disks. It is highly recommended that you become proficient in word processing if you are not already. It is also advisable to learn to use the computer to do data analysis using packages such as SPSS. Academic Computing Services, located at 236 Horace Mann, 678-3302, provides a variety of brief courses and workshops. They also have consulting services available by appointment. Free email accounts on the Columbia University system are available to all TC students and staff. Accounts can be accessed through any of the on-campus computers, (e.g., in the library or computer room), or from home. Network dial software for dialing from home can be purchased in the Computer Center in Horace Mann. The modem access number to the Columbia computer systems is 212-854-9924.
**Copying Materials:** Take charge of copying and distributing class materials. Don’t depend on faculty members or department secretaries to do it for you unless specific arrangements have been made with a copy center. There's the Duplicating Center, located in 36 Zankel Building, 212-678-3703, where faculty often arrange to have course packs available for students. For a small fee they will also bind course packs for you. The TC library also has machines on the second floor. Copy cards can be purchased in the second floor copy room in the library, which can make life a little easier. Off campus, we often use COPYQUICK on Amsterdam between 119th and 120th streets. There is also a Kinko's located on Broadway and 112th Street.

**Lockers:** There are lockers available in the basement of Zankel Building and the second floor of Thompson where you can store books, clothes, and other personal items. You need to bring your own lock, choose a locker, and then register the locker number with the Security Office which is also in the basement of Whittier Hall.

**Finding a job:** The Career Services Center is located in 44 Horace Mann, 678-3140. They provide a variety of resources to the TC community including individual consultations, mentoring programs, as well as on-campus recruiting efforts. They have bulletin boards with job opportunities, and also offer workshops to help students with their job search. You can also access job listings through the TC Web. The Columbia University Center for Career Services can also be accessed online through the Columbia University website. Students interested in pursuing research jobs might also find the website for the New York State Psychiatric Institute quite helpful. The web sites listed under fieldwork, above, may be helpful, as well.

**Libraries:** Your TC ID card enables you to use any library in the Columbia System. We mostly use Milbank Memorial Library, one of the finest education libraries in the United States, located in Russell Hall. Computers located in the Milbank Library have connections to online research databases, such as PsychInfo. Papers on topics in psychology can also greatly be enhanced by using resources in the Psychology Library in Schermerhorn Hall on the main campus, the Social Work library on West 115th Street (Amsterdam Avenue) in Lehman, and Health Sciences Campus at Columbia Presbyterian Medical Center (West 168th Street). The main branch of the New York Public Library is another outstanding resource.

**Columbia University Gym:** You can use the Columbia University main campus gym with your TC ID card. The fee is relatively small as compared to NYC gyms and is a great facility, equipped with a variety of machines and free weights, as well as a pool, basketball court, and indoor track. They also have personal trainers available at a low rate. For a small fee, you can also get a locker. Also, TC has a pool which is smaller but less crowded than the main campus pool. The Columbia Gym is located in the Marcellus Hartley Dodge Physical Fitness Center on the north side of the main campus, very close to TC. Just cross 120th street in the middle and walk up stairs to the right. Keep walking straight and the gym will be on your right (you have to walk down a set of stairs to enter the gym).

**Personal therapy:** Many people beginning graduate programs in psychology wish to begin personal psychotherapy if they have not already done so. Several training institutes around the city offer treatment at reasonable rates with good therapists. The William Alanson White Institute is a favorite. Some of the resources available to all Teachers College students follow.

All students who have paid the Health Service Fee are entitled to confidential counseling services through the Columbia University Health Service. From time to time, special support groups and counseling services are offered as well. Also, if you have health insurance through Columbia University, you must first be seen at the counseling center if you would like a referral to an outside psychotherapist in order to be reimbursed by Chickerling. Check the current Medical Insurance Plan Brochure to see what kind of coverage your plan has for psychological services; it typically isn't very much. Information about the counseling service, including their website is: Columbia University Health Service, Counseling and Psychological Service, Lerner Hall 8th floor, 212-854-2648. Availability during school semesters: Monday- Friday 8am -7pm. During the summer, 9am-5pm. Walk-In Service for emergencies: Monday-
Friday at 1pm during the Fall and Spring Semesters. The health service website is: www.columbia.edu/cu/health. Emergency when the Health Service is not available: St. Luke's Hospital Center Psychiatric Emergency Room, Amsterdam at 113th Street, 212-523-3347. Another resource available to the TC community is the Center for Educational and Psychological Services that is located on the sixth floor of Thorndike Hall, 678-3262. CEPS provides psychotherapy, vocational and educational assessment and counseling at low cost, both to the college community and to the public. Graduate students in Clinical, School, and Counseling Psychology provide the services, under the supervision of licensed psychologists. Please note, though, that using CEPS may not be advisable for MA students in the program in clinical psychology. There is a high probability that if you do, you may have the awkward experience of being treated by a Ph.D. student in your own department. Outside of CEPS, a trained counselor is made available by Teachers College to any member of the College community. This counselor, may be seen by appointment. The job of the counselor is to provide confidential interviews to aid members of the community in coping with personal difficulties.

Eating: Check out the cafeteria in the basement of Dodge Hall. You can get a hot or cold breakfast, lunch or dinner, as well as a steady supply of caffeine in all forms if need be. The food's okay, nothing gourmet. This is also a good place to hang around for a while to chat or study. Otherwise there are restaurants on Amsterdam and Broadway. We frequent Ollie's Noodles (Broadway and 116th) and Café Avenue (Amsterdam just north of 120th), among others. Other favorites in the neighborhood include: Le Monde (French Bistro), Nacho Mamas (Mexican), the Mill (Korean), and Nussbaum and Wu (Bakery/ Café) which are all on Broadway between 110th and 114th. For sushi lovers, Tomo is fantastic (Broadway between 110th and 111th). Café Taci has good Italian food and live opera on the weekends (Broadway between 110th and 111th). The cafeteria at the Jewish Theological Seminary on Broadway and 122nd is open to TC students and provides Kosher meals from 8am-10am and 11am -2pm. There are many Kosher restaurants on the west side in the 70's and 80's, including Fine and Shapiro (72nd between Broadway and Columbus). The Hungarian Pastry Shop on Amsterdam between 110th and 111th is a Columbia favorite. For yummy, yet overpriced coffee drinks, there's a New World Coffee on Broadway between 114th and 115th and Starbucks on Broadway between 110th and 111th Streets.

Cultural Events: The Student Activities Office (first floor, Thorndike) frequently posts discount tickets for various events. There are often decent seats available for major dance performances, concerts and plays. Check bulletin boards or the Office for listings. For other student activities and events, read your student activities handbook, a wonderful resource for additional ideas.
### Credit Calculation

#### General Track (PSY-G)
**CCPX**

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**TOTAL:**
At least 18 Credits Completed [ ]
At least 12 Credits Completed for your Concentration of Choice [ ]

#### Applied Track (PSY-A)
**CCPX**

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**TOTAL:**
At least 24 Credits Completed [ ]

#### Out-of-department (Not CCPX or CCPJ)

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**TOTAL:**
At least 6 Credits Completed [ ]

**TOTAL CREDITS:**
36 Required [ ]
Notes