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 fulfilling and productive. 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.

Please Note:
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!
Welcome to the Program

The Department of Clinical & Counseling Psychology at Teachers College is a world-renowned training ground for researchers and clinicians. Our reputation is founded on innovation in theory, pedagogy and clinical practice. The mission of our MA program is to give students the experience of graduate-level training in clinical psychology while helping them choose among the diverse career paths possible in the growing mental health services field.

As a student, you’ll encounter many fellow classmates who’ve already chosen their future path, and others who are finding theirs. Our MA program has opportunities for a broad range of students to develop their own course by providing foundational courses, focused seminars, and in-the-field volunteer placements for experiential learning. 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 interests and abilities.

Many of our graduates continue on to prestigious doctoral programs in Clinical or Counseling Psychology, to further study in compatible disciplines (e.g. Social Work, Neuroscience, Anthropology, Public Health), or to professional positions in research laboratories, non-profit organizations, higher education, or human resources departments. The administrative staff and faculty are here to help you define your interests, which will guide you on your unique path.
MA Program: An Overview

Our Master of Arts degree is formally titled “Psychology in Education” for historical reasons, but is today well-known as a premier MA program for students interested in the field of Clinical Psychology and the mental health professions. The program provides foundational knowledge of psychopathology, treatment, theory, and research methods, with a range of courses in areas such as trauma, forensics, and mindfulness practice. It is ideally suited for applicants who are looking to strengthen their academic background prior to applying to doctoral programs such as the PhD or PsyD in Clinical Psychology or Counseling Psychology, or other branches of Psychology. In addition, the program has many students who do not hold undergraduate degrees in psychology and who wish to gain exposure to the field, either to further their careers or explore new areas of knowledge. Please note: The program is not intended to prepare students for the independent practice of professional psychology and will not lead to licensure in New York State.

In-Department Courses (at least 18 credits)
This is a 36-credit program, which usually amounts to 12 courses (3 credits each). In the case of Individual coursework, individual credits may vary as described on pg. 10. Students are required to take at least 18 credits inside the Clinical Psychology Department (the code for which is CCPX), but can take up to 27 credits inside CCPX.

The Breadth Requirement (at least 9 credits)
Additionally, Teachers College (TC) requires all MA-level graduates to take three courses outside of their program (CCPX) but inside Teachers College. The college also has nine other departments with a wealth of fascinating and psychology-relevant courses. Check the TC website for details or the “Fulfilling your Breadth Requirement” section on page 11-12 of this handbook.

Electives (9 credits)
Students have 9 credits to spend where they wish, either inside the department (CCPX), outside the department, or by cross-registering with other schools at Columbia such as the Mailman School of Public Health, SIPA, etc. Only graduate-level classes will count toward your degree. See page 13 for more info on cross-registration.

Concentrations (optional)
Students may also earn one of ten “concentrations” by taking four or more courses in a single area of study. See page 7-10 for a complete listing of available concentrations and the courses required to fulfill them.

The Integrative Project
All students must complete a substantial piece of original scholarship and/or research to graduate. The Integrative Project may take several forms. See page 14-16 for a full description. Examples include:

- Analysis of pre-existing data
- Analysis of data collected by student
- Literature Review
- Ethnographic, Case Study, etc.
- Questionnaire Construction
- Structured Interviews
- Research proposal and outline
- Other qualitative or quantitative studies

Other departments at Teachers College:
- Arts & Humanities
- Bio-behavioral Sciences
- Counseling Psychology
- Curriculum & Teaching
- Education Policy & Social Analysis
- Health & Behavior Studies
- Human Development
- International & Transcultural Studies
- Math, Science & Technology
- Organization & Leadership
Help finding your way in the mental health field
During their tenure, students are closely guided by Program Advisors whose job it is to help clarify academic goals, explore the best strategies for obtaining fieldwork or research placements, and share what they know about advancing to the doctoral level. All Advisors are PhD students in the department’s Doctoral Program in Clinical Psychology, some of whom have completed the TC MA Program. Walk-in office hours are posted each semester.

Important things to keep in mind regarding Academic Advisement:
❖ Make contact regularly each semester (especially before registration!).
❖ Ask right away for clarification if you don’t understand something.
❖ Make sure to discuss your concerns; don’t keep them to yourself.
❖ Use advisement to learn how to develop a relationship with faculty members.
❖ Use advisement as sounding board about your professional path. They have successfully navigated their professional paths as doctoral students, and know firsthand the twists and turns.
Melanie Love, MS is a fourth-year doctoral student in Dr. Farber’s lab. She did her undergraduate degree in Creative Writing and Psychology at Johns Hopkins University, and completed her MA in Psychology in Education at Teachers College in 2014. Her research is on lying and disclosure in psychotherapy, and this year, the Farber Lying Lab will be focused on work for their impending book, *Lies and Secrets in Psychotherapy*, to be published by the APA Press.
mnl2107@tc.columbia.edu

Anne Renaud, MA is a first-year doctoral student in the Clinical Psychology program. She graduated from Kalamazoo College with a bachelor’s degree in Human Development and Social Relations and completed her MA at Teachers College in Spring of 2016. As an MA student, Anne worked on qualitative and quantitative projects in the labs of Dr. Richardson and Dr. Verdeli. Anne is returning to TC to continue work in Dr. Verdeli’s Global Mental Health lab. After spending the past year working with adults with severe mental illnesses in a community-based setting in Chicago, she looks forward to developing skills to effectively adapt mental health interventions to benefit under-resourced communities domestically and abroad.
aej2138@tc.columbia.edu

Srishti Sardana, MA is a second-year doctoral student in Dr. Verdeli’s Global Mental Health Lab wherein she is developing skills to research the mental health needs of marginalized populations, including sex workers and incarcerated adults. She is the co-principal investigator of Project Ankur, a pilot study that assesses mental health needs of home-based sex workers in rural India. Prior to coming to TC, Srishti served in the Corrections Unit, Special Juvenile Police Unit, India where she helped launch the first psychotherapeutic intervention for juveniles in conflict with law. She is the co-founder of Sishu, an NGO that provides low-cost mental health support to children. Srishti is the co-organizer of Women in Entrepreneurship, Columbia University and co-facilitated the launch of the Diversity Initiative at the SEAS, with a focus on reducing educational and ecological disparity.
ss4677@tc.columbia.edu

**Program Administrators**

The Department of Counseling and Clinical Psychology

The Program office is located at 328 Horace Mann.

**Clinical Program Secretary**

Rebecca Shulevitz
rcs35@tc.columbia.edu

**Spirituality Mind Body Institute (SMBI) Director**

Sarah Sherman
sbp2121@tc.columbia.edu

**Admissions Liaison**

Ashley Blasland
ab3987@tc.columbia.edu
Coursework

The MA program requires a total of 36 credits. Because most classes are 3 credits each, this typically amounts to 12 classes. Students will accumulate these 36 credits in different ways, depending on their interests. Choosing classes can be tricky because the TC registration portal provides limited descriptions. Additional information can be found in two places:

(1) The Course Schedule from the main TC website: www.tc.columbia.edu/academics/resources/courses/
provides up-to-date info on the day, time, and room of courses. Here you can also find the CRN number you’ll need when you decide to register through the myTC portal.

How long does the MA take?
Degree requirements are typically completed in two academic years, which provides sufficient time for students to develop relationships with faculty members and to develop their research and fieldwork. It is also possible to complete the degree more quickly, in as little as one calendar year (two semesters plus a summer session), or more slowly. Students have up to five years from the date of enrollment to complete the program. Many students work full time and complete the degree at their own pace within those five years.

Which classes do Doctoral Programs like to see I’ve taken?
There is very little up-to-date empirical research on what doctoral admissions committees like to see on a transcript, but the common wisdom is that at some point, students should have taken the core classes of our field, such as:

- Adult Psychopathology (or a course in Abnormal Psychology)
- Child Psychopathology (or Developmental Psychology)
- Personality and Behavior Change
- Statistics (one or more courses)
- Research Methods (one more courses)
- Comparative Psychotherapies (or other therapy-related courses)

If you’ve already taken a course in undergrad, you don’t necessarily need to retake it at the MA level, but many choose to in order to get additional depth. Beyond these core classes, some students may want to specialize their coursework, focusing on a concentration, while others may become more appealing by taking diverse courses. There is no one guaranteed path to the PhD or PsyD.
Concentrations

Students may concentrate their coursework in a particular sub-specialty within Clinical Psychology. Qualifying for a concentration means taking 1-3 required foundational courses in the area plus additional courses in the topic of your choosing. Several Special Topics courses (CCPX 4199s) are rotated every year that will also fulfill concentration requirements. Please check with advisors to see if a particular 4199 course meets criteria. There are nine concentrations of 12 credits each listed below:

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 OR CCPX 5534. Either class fulfills the requirement. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Randall Richardson is the head of this concentration. Dr. Randall Richardson is the head of this concentration.

<table>
<thead>
<tr>
<th>Required:</th>
<th>CCPX 5533: Research Methods in Clinical Psychology I OR CCPX 5534: Research Methods in Clinical Psychology II</th>
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<tbody>
<tr>
<td></td>
<td>HUDM 4050: Introduction to Measurement</td>
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<td></td>
<td>HUDM 4120: Methods of Empirical Research</td>
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<tr>
<td></td>
<td>HUDM 4122: Probability and Statistical Inference</td>
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<td></td>
<td>HUDM 5122: Applied Regression Analysis</td>
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<td>HUDM 5123: Linear Models and Experimental Design</td>
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<td>HUDM 5124: Multidimensional Scaling and Clustering</td>
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<td>HUDM 6026: Statistical Treatment of Mass Data</td>
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<td>HUDM 6122: Multivariate Analysis I</td>
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<td>ITSF 4092: Qualitative Research/Evaluation Intl Ed.</td>
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<td></td>
<td>IND 5199: Participatory Methods: Theory and Practice</td>
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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.

<table>
<thead>
<tr>
<th>Required:</th>
<th>CCPX 5034: Child Psychopathology</th>
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<tr>
<td></td>
<td>CCPX 5040: Development &amp; Psychopathology: Atypical Contexts &amp; Populations</td>
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<tr>
<td></td>
<td>CCPX 4126: Mother-Child Matrix: Developmental &amp; Clinical Implications</td>
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<td></td>
<td>HUDK 4021: Developmental psychology: Infancy</td>
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<td></td>
<td>HUDK 4022: Developmental psychology: Childhood</td>
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<td></td>
<td>HUDK 4023: Developmental psychology: Adolescence</td>
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<td></td>
<td>HUDK 6036: Child &amp; Family Policy I</td>
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<tr>
<td></td>
<td>HBSK 5031: Family as a Context for Child Development</td>
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<td></td>
<td>ITSF 5005: Interdisciplinary Study of the Family</td>
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<td></td>
<td>ITSF 4034: Dynamics of Family Interaction</td>
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</tbody>
</table>


**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.

- **Required**:  
  - **CCPX 5045**: Psychotherapy, Religious Diversity, and Spirituality  
  - **CCPX 4039**: Spiritual & Traditional Treatment  
  - **HUDK 5028**: Spiritual Development Across the Lifespan  
  - **CCPX 4063**: Analytic Psychology: Jung to Present  
  - **CCPX 4055**: Spirit Mind-Body Medicine

The Spirituality Mind Body Institute offers various Special Topics courses (CCPX 4199) that may fulfill the concentration. The classes and topics covered vary by semester.

**Community Psychology & Integrated Health Services**: 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 TWO requirements are **CCPX 4010** and **CCPX 4230** (Refer to Fieldwork Section of the Handbook). Please choose THREE additional courses from the list below. Total = 4 courses/12 credits. Dr. Dinelia Rosa is the head of this concentration.

- **Required**:  
  - **CCPX 4010**: Social Problems for Clinical Psychologists  
  - **AND**  
  - **CCPX 4230**: Fieldwork and Applied Psychology  
  - **CCPX 4020**: Geriatric Mental Health  
  - **CCPX 4040**: Introduction to Psychological Testing & Assessment  
  - **CCPX 4125**: Women & Mental Health  
  - **CCPX 4150**: Introduction to Forensic Psychology  
  - **CCPX 4050**: Introduction to Health Psychology  
  - **CCPX 5010**: Introduction to Global Mental Health

**Psychotherapy & Psychoanalysis**: 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.

- **Required**:  
  - **CCPX 4038**: Comparative Psychotherapies  
  - **CCPX 4035**: Personality & Behavior Change  
  - **CCPX 4037**: Introduction to Cognitive Behavior Therapy  
  - **CCPX 4120**: Psychotherapy through Fiction and Film  
  - **CCPX 4063**: Analytic Psychology: Jung to Present  
  - **CCPX 4542**: Introduction to Contemporary Psychoanalytic Thought  
  - **CCPX 5033**: The Evolution of Freud’s Psychological Theories
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; 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 Verdelli and George Bonanno are the heads of this concentration.

Required:  
CCPX 5010: Introduction to Global Mental Health AND  
CCPX 4060: Psychology of Loss and Trauma  
CCPX 5011: Psychotherapy around the Globe  
CCPX 4037: Introduction to Cognitive Behavior Therapy  
CCPX 5020: Cognition, Emotion, Culture & Health  
ORL 5524: Instrument Design and Validation - Seminar  
CCPX 5532: Clinical Issues: Families from Diverse Backgrounds  
CCPX 5533: Research Methods in Clinical Psychology I  
CCPX 5534: Research Methods in Clinical Psychology II

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 a focus on sexuality and gender. 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/femininities"), sex and intimacy, reproductive and maternal mental health, and violence against women (VAW), among others. The ONE requirement is CCPX 4125 OR CCPJ 4180. Please choose THREE additional courses from the list below. You may also find other courses and email for their approval. Total = 4 courses/12 credits. Dr. Aurélie Athan is the head of this concentration.

Required:  
CCPX 4125: Women and Mental Health OR  
CCPJ 4180: LGBT(Q) Issues  
CCPJ 4000: Multicultural Psychopathology  
CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications  
CCPX 4036: The Psychology of Human Sexuality & Intimacy  
CCPX : Perinatal Mental Health  
A&H 4065: Media & Gender  
C&T 4032: Gender, Difference & Curriculum  
HBSS 4133: Human Sexuality Education  
HBSS 4122: Women’s Health

Clinical Psychology & Technology: In this concentration, students will 1) gain the skills to apply technology towards modernizing various fields within psychology, and 2) learn about a wide array of psychology fields to identify where need for modernization is most pressing. There are FOUR required courses for this concentration. These four courses are sufficient to fulfill the concentration credit requirement, but you may take additional courses from the list below. Total = 4 courses/12 credits. Dr. George Nitzburg is the head of this concentration.
Required:  
CCPX 4023: Technology, Psychology, and Psychotherapy  
CCPX 5533 or 5534: Research Methods: Clinical Psychology  
MSTU 4031: Object-oriented theory and programming I  
MSTU 5031: Object-oriented theory and programming II  
CCPX 4040: Introduction to Psychological Testing & Assessment  
CCPX 4050: Introduction to Health Psychology  
CCPX 4020: Geriatric Mental Health  
CCPX 4150: Introduction to Forensic Psychology  
CCPX 5010: Introduction to Global Mental Health

Forensic Psychology: This course concentration prepares students for employment and further graduate education in the fields of child protection and child forensic mental health services at the MA level. Coursework from several concentrations are joined with specialized courses in child protection forensic psychology, child forensic interviewing, and child maltreatment psychology to form this study area. The curriculum is intended to prepare students for entry level positions in private and public agencies. The TWO required courses for this concentration are CCPX 4199: The Forensic Psychology of Child Protection AND CCPX 4150: Introduction to Forensic Psychology. Please choose THREE additional courses. Total = 4 courses/12 credits. Dr. David Mantell is the head of this concentration.

Required:  
CCPX 4199: The Forensic Psychology of Child Protection  
CCPX 4150: Introduction to Forensic Psychology  
CCPX 4199: Child Forensic Interviewing  
CCPX 5034: Child Psychopathology  
CCPX 4126: Mother-Child Matrix  
ITSF 4034: Dynamics of Family Interaction  
HUDM 4050: Introduction to Measurement  
HUDM 4120: Methods of Empirical Research  
CCPX 5533 or 5534: Research Methods in Clinical Psychology  
CCPX 4040: Introduction to Psychological Testing and Assessment  
CCPX 4060: The Psychology of Loss and Trauma

Neuropsychology: This area of focus provides students with an understanding of the brain and how it relates to behavior and psychology. Courses will orient students toward neuropsychological research and assessment, as well as add an important dimension to more therapeutic contexts. There are THREE requirements for this concentration: BBSN 4001, BBSN 4002, AND CCPX 4199. Please choose ONE additional courses from the list below. Total = 4 courses/12 credits. Dr. Richard Waxman is the head of this concentration.

Required:  
BBSN 4001: Foundations of Neuroscience I  
BBSN 4002: Foundations of Neuroscience II  
CCPX 4199: Neuropsychology  
BBSN 4000: Cognitive Neuroscience  
BBSN 5080: Affective Neuroscience  
BBSN 5122: Psycho-Neuroimmunology and Education  
CCPX 5035: Psychopharmacology  
BBSN 5199: Human Functional Neuroanatomy  
BBSN 5000: EEG Methods  
CCPX 4199: Issues of Cognitive Neuroscience of Schizophrenia  
BBSN 5044: Current Issues in Neuroscience and Education  
CCPX 4900: Research and Independent Study  
CCPX 5110: Research Apprenticeship
Certificate Program in Sexuality, Women & Gender

The SWG Project now offers the first New York State approved certificate program of its kind – a world-renowned training ground for the next generation of educators, researchers, practitioners, administrators, and activists interested in learning the next wave of theories and practices to improve the well-being for LGBTQ individuals and women.

Program of Study
Interested students may receive certification upon completion of:
- 15 points of specialized curricular requirements (9 of which must be completed within CCP)
- A research paper covering the student’s research and practice interests
- A semester long practice/volunteer experience

Tracks
Exciting changes to the 15-point SWG certificate are here at TC! Starting this semester, students can either opt for the general certificate program or a more specialized curriculum by having a focused plan of study. The different foci of the certificate are:

A. GENERAL FOCUS
   The certificate's required classes are CCPJ 4180: LGBTQ Issues in Psychology and Education and CCPX 4125: Women and Mental Health (original program of study as approved by NY State).

B. REPRODUCTIVE AND MATERNAL WELL-BEING FOCUS
   The certificate's core classes are CCPX 4125: Women and Mental Health and CCPX 4126: Mother-Child Matrix.

C. LGBTQ FOCUS
   The certificate’s core classes are CCPJ 4180 LGBTQ: issues in Psychology and Education and CCPJ 4130: Transgender Issues in Counseling and Psychology

To learn more about the certificate’s curriculum and how to apply, please visit the SWG Project’s website at swgproject.org/concentration-certificate, or contact the Project Coordinators directly through email:

Swgproject@tc.columbia.edu
Independent Courses

Independent Study, Research Apprenticeship & Fieldwork

The program acknowledges the work students do outside the classroom when students are enrolled in any of the following 3 courses. Students can take no more than 6 credits total of independent coursework (Independent Study, Research Apprenticeship, or Clinical Fieldwork) during their time in the program.

**Independent Study**
(CCXP 4900; 1-3 credits per semester)

By enrolling in an Independent Study with a TC faculty member, a student may work closely with that faculty member to conduct research, or a scholarly project. Up to 3 credits of independent study may be taken in any year, with enrollment in any semester of 1-3 credits. The independent study is best utilized to develop a research study, prepare a scholarly manuscript, or to deepen a course of study of the student’s choosing. Faculty members who offer Independent Study are responsible for supervising the student’s progress over the course of the semester in weekly meetings, evaluating the student's written work, and assigning a letter grade at the end of the semester in accordance with APA guidelines. Not all professors allow for independent study, so check the online course schedule to see which professors are offering this course.

**Research Apprenticeship**
(CCXP 5110, 0-1 credits per semester)

Students serving as volunteer research assistants in research labs outside of TC may enroll in Research Apprenticeship for 0 or 1 credit in any semester. Students may enroll for a total of 2 credits of Research Apprenticeship over the course of their Master’s Degree. Permission of the Program Director, Dr. Richardson, is required for enrollment in Research Apprenticeship. Dr. Richardson will request that the student's off campus research supervisor send an email from their official email account describing the student’s activities in the lab, and will follow up at the end of the semester to ensure that the student is making satisfactory progress.

**Fieldwork in Applied Psychology**
(CCXP 4230; 0-1 credits per semester)

Students volunteering in clinical placements outside of TC may enroll in Clinical Fieldwork for or 0 or 1 credit in any semester. Students may enroll for a total of 2 credits of Clinical Fieldwork over the course of their Master’s Degree. Enrollment in Clinical Fieldwork is appropriate when the student is volunteering in a mental health or educational setting (e.g., hospital, clinic, psychotherapy practice, school, or other treatment facility) where the student has supervised contact in the provision of mental health services. Permission of the Program Director, Dr. Richardson, is required for enrollment in this course. Dr. Richardson will request that the student's off campus clinical supervisor send an email from their official email account describing the student’s activities in the clinical setting, and will follow up at the end of the semester to ensure that the student is making satisfactory progress.

**Special Topics Courses (CCPX 4199s)**

Each semester we offer “Special Topics” classes on a range of subjects. Each 4199 class highlights the specialty of an adjunct faculty professor. By regulation, these courses are temporary and can only be offered twice. Since they all have the same number, 4199, pay close attention to the section number (e.g. 4199.001, 4199.002) when registering. Some special topics courses may qualify for certain concentrations. Contact your advisor if you have questions.
Fulfilling your Breadth Requirement

Teachers College wants its graduates to be well-rounded and therefore requires students to take three classes that are not being taught within his/her program but within Teachers College. This is a college-wide requirement and cannot be waived!

Our program is Clinical Psychology or CCPX. Three out-of-program courses (not CCPX), made of 2 or 3 credits each (totaling 6-9 credits) are required. Note that 1-credit courses do not count toward fulfillment of this requirement. Many students fulfill the breadth requirement by taking courses in Statistics (HUDM department) or Bio-Behavioral Sciences (BBS department).

Example Courses in Other TC Departments

The College has ten departments that comprise more than 60 major academic programs. The breadth requirement allows students to take advantage of many opportunities for academic and experiential exploration outside of Clinical Psychology. Below, you will find a list highlighting a sample of the relevant coursework offered in our neighboring departments. More are available. The listed classes may not be offered each term, so it is important to refer online for the most up-to-date offerings.

ARTS & HUMANITIES
http://www.tc.columbia.edu/a&h
Phone: (212) 678-3469 • Fax: (212) 678-3746
Email: ahofc@tc.columbia.edu

A&HL 4000: Introduction to Linguistics
A&HL 4001: Sociolinguistics & Education

BIOBEHAVIORAL SCIENCES
http://www.tc.columbia.edu/bbs
Phone: (212) 678-3892 • Fax: (212) 678-8233
Email: ss928@columbia.edu

BBSN 5199: Current Issues in Neuroscience
BBS 4032: Neuroscience of Human Speech and Language
BBS 5068: Brain and Behavior I: Communication in the Nervous System
BBS 5069: Brain and Behavior II: Perception, Emotion, Memory and Cognition
BBSQ: The Human Nervous System

EDUCATION POLICY AND SOCIAL ANALYSIS
http://www.tc.columbia.edu/epsa
Phone: 212.678.3165 • Fax: 212.678.3589
Email: epsa@tc.columbia.edu

EDPA 4002: Data Analysis for Policy and Decision Making I
EDPA 4086: Law and Education: Regulation, Religion, Free Speech, and Safety

HEALTH & BEHAVIOR STUDIES
http://www.tc.columbia.edu/hbs
Phone: (212) 678-3964 • Fax: (212) 678-8259
Email: stp4@columbia.edu

HBSD 5551: Bioethics
HBSD 4110: Behavior Change Strategies for Diabetes Prevention and Control
HBSE 4111: Addictions and Dependencies
HBSE 4006: Working with Families of Children with Disabilities
HBSE 4008: Disability: Reconsidered and Reconstructed
HBSE 4010: Nature and Needs of Persons with Intellectual Disability/Autism

HUMAN DEVELOPMENT
http://www.tc.columbia.edu/hud
Phone: (212) 678-3882 • Fax: (212) 678-3837
Email: hud1@tc.columbia.edu

HUDM 4122: Probability and Statistical Inference
HUDM 5122: Applied Regression Analysis
HUDM 5123: Linear Models and Experimental Design
HUDM 5059: Psychological Measurement
HUDK 4120: Methods of Empirical Research
HUDK 4015: Psychology of Thinking
HUDK 4021: Developmental Psychology: Infancy
HUDK 4022: Developmental Psychology: Childhood
HUDK 4023: Developmental Psychology: Adolescence
HUDK 4024: Developmental Psychology: Adult and the Lifespan
HUDK 4029: Human Cognition and Learning
HUDK 4030: Cognitive Clinical Interview
HUDK 4080: Educational Psychology
HUDK 5035: Psychology of Media
HUDK 5123: Psychological Development of Women
HUDK 5125: Cross-Cultural Developmental Psychology
INTERNATIONAL & TRANSCULTURAL STUDIES
http://www.tc.columbia.edu/its
Phone: (212) 678-3947 • Fax: (212) 678-8237
Email: mowen@tc.columbia.edu

ITSF 4034: Dynamics of Family Interaction
ITSF 5008: Gender, Education and International Development
ITSF 5013: Psychological Anthropology
ITSF 5018: Drugs and Society

MATHEMATICS, SCIENCE, & TECHNOLOGY
http://www.tc.columbia.edu/mst
Phone: (212) 678 - 3405 • Fax: (212) 678 - 8129
Email: tcmst@tc.columbia.edu

ORGANIZATION & LEADERSHIP
http://www.tc.columbia.edu/o&l
Phone: (212) 678-3258 • Fax: (212) 678-3036
Email: org&leadership@tc.edu

ORL 4003: Crisis Intervention
ORL 4011: Personnel Management in Healthcare
ORL 4014: Legal Issues in Healthcare Organizations
ORL 4054: Leadership and Management in Healthcare Organizations
ORL 5362: Group Dynamics: A Systems Perspective
ORL 5551: Ethics for Healthcare Professionals
ORL 5017: Groups and Interpersonal Behavior
ORLJ 4005: Organizational Psychology
ORLJ 4009: Understanding Behavioral Research
ORLJ 5106: Psychological Aspects of Organizations
ORLJ 5147: Conflict Resolution in Early Childhood Settings
Cross-Registration

All TC students have the option of taking courses at Columbia University, Barnard College, Mailman School of Public Health, 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-program) 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 the school’s website for current rates.

How to Cross-Register:

- Cross-registration with Columbia University begins later than registration in TC courses, at the latest, one week before the start of that semester. An e-mail is sent to all TC students to announce specific dates for the start of cross-registration. You may also e-mail the Registrar at 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/departamental 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.

- 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. Use the link below for 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
The Integrative Project

The 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. 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, adjunct or full-time, may serve as a sponsor. If a student chooses to collaborate with a Sponsor outside of TC, this Sponsor must be approved by the Integrative Project Supervisor (Dr. Randall Richardson). Students are urged to discuss their Integrative Project topic with Dr. Richardson as early as possible in the process of project development.

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 strongly suggested that students use the Integrative Project as a vehicle to make contact with professionals beyond TC that may later serve as useful links to career development (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 by cultivating work with TC faculty or in other relevant settings.

Integrative Projects Sponsors are welcome to nominate student projects for consideration for Honorable Mention. Student Integrative Projects that receive Honorable Mention will be featured (with the student’s approval) on our website with a brief description, bio of the student, and summary of the paper. An Integrative Project Showcase will be held at Teachers College in the beginning of May (date TBD) to recognize Integrative Projects that receive Honorable Mention, as well as other excellent research projects. Students will have the opportunity to present their work.

Randall Richardson, PhD 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 the MA Program by completing a high quality Integrative Projects.

Randall Richardson-Vejlgaard, PhD
Integrative Project Supervisor

Amar Mandavia, MA offers guidance with research design, development, and statistical analysis, among other facets. He is committed to helping students conceptualize and develop the Integrative Project, with special focus on both theoretical and empirical research methodology as well as data analysis within several statistical software packages.

Amar Mandavia, MA
Integrative Project Advisor

Randall Richardson-Vejlgaard, PhD
Integrative Project Supervisor

Amar Mandavia, MA
Integrative Project Advisor

Randall Richardson-Vejlgaard, PhD
Integrative Project Supervisor

Amar Mandavia, MA
Integrative Project Advisor

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Integrative Project Supervisor

Amar Mandavia, MA
Integrative Project Advisor

Randall Richardson-Vejlgaard, PhD
Integrative Project Supervisor

Amar Mandavia, MA
Integrative Project Advisor

Randall Richardson-Vejlgaard, PhD
Integrative Project Supervisor

Amar Mandavia, MA
Integrative Project Advisor
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. Identify a sponsor inside or outside of TC to sponsor your project through your network of faculty and mentors. A non-TC sponsor must submit CV and credentials to Dr. Randall Richardson along with a letter acknowledging his or her willingness to sponsor your project.
3. Meet Dr. Richardson, Integrative Project Supervisor, to briefly discuss and approve your topic. Dr. Richardson’s approval is required. Visit his office hours or by appointment.

Advisement: Meeting with Dr. Randall Richardson is key once you have identified a research question. 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. If support is needed prior to meeting with Dr. Richardson, please reach out to Amar Mandavia, Integrative Project Advisor.

Sponsorship: 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 (PhD, PsyD, MD, JD, etc.)
- Has expertise in a sub-field of Clinical Psychology related to the project topic

NOTE: The Integrative Project, like any ambitious research, requires substantial time. As such, allow additional time for possible setbacks and delays.

The Integrative Project may utilize the following conceptual formats:

- 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
- Future research study proposal and outline

Middle (Immerse!):
Once you have secured your Sponsor and received approval from Dr. Richardson, you will begin to independently formulate a timeline and milestones for timely completion. In this period, the context of your research question will be thoroughly explored and your project will set forth on addressing this question via your research design. Regardless of the design you select, the content, length, and design of your Integrative Project is ultimately agreed upon with your sponsor, the guidelines below must be followed:

- Professional: APA Style is required
- Substantial: The paper should be of substantial breadth and depth (20-40 pages is typically sufficient to demonstrate a complex understanding).
- Original: Writing already submitted elsewhere (e.g., as coursework, to a blog or for publication) may not be submitted for the Integrative Project. You may expand on previous work, but be aware that resubmitting previous work is
tantamount to plagiarism of oneself. As with any other area of academic endeavor, plagiarism on the Integrative Project will be treated very seriously and may result in expulsion from the program.

- 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 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 Amar Mandavia during this middle phase. He can be reached by email (adm2183@tc.columbia.edu) 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, and the TCCPMA team. The student is responsible for gathering all necessary paperwork and getting it in on time.

1. Have the online “Evaluation of the Integrative Project for MA Program” form filled out by your Sponsor (see below).
2. The Clinical Program Secretary, Rebecca Shulevitz, will submit the required paperwork indicating Integrative Project completion to the Registrar on your behalf.
3. SEND A DIGITAL COPY of your Integrative Project as a PDF file for our records to Amar Mandavia with the subject line “Last name_First name_Title of Your Project.pdf” to: adm2183@tc.columbia.edu

There are three deadlines for the submission of the Integrative Project and Evaluation Form. 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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<th>Graduation: October</th>
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<td>Turn in to Sponsor: August 1</td>
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<td>Evaluation Deadline: August 15</td>
<td>Evaluation Deadline: December 15</td>
<td>Evaluation Deadline: March 15</td>
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<tr>
<td>Registrar Deadline: September 1</td>
<td>Registrar Deadline: January 2</td>
<td>Registrar Deadline: April 1</td>
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**Remember:** You MUST turn in a draft of your Integrative Project to your sponsor ONE MONTH prior to the final deadline to give them plenty of lead time. In most cases, two or more drafts are required before a project can be approved. 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). The Evaluation Form is assurance that your sponsor has indeed read, approved, and rated your work. Confirmation that your Integrative Project has been completed will be submitted to the Registrar by Rebecca Shulevitz. It is your responsibility to follow-up with Ms. Shulevitz or the Registrar’s office to confirm receipt!

Your integrative project sponsor must complete an evaluation of your finalized integrative project online. You may email the MA Program Advisors for the online link, find it on our website, or copy and paste the link, below, to be provided to your sponsor:

[https://docs.google.com/a/tc.columbia.edu/forms/d/1VwVymTt5Ss0A5Gk1rL6zU3I5Ra7WWsAOdmlxTYLty_A/viewform](https://docs.google.com/a/tc.columbia.edu/forms/d/1VwVymTt5Ss0A5Gk1rL6zU3I5Ra7WWsAOdmlxTYLty_A/viewform)

Also available at this shortened link: [is.gd/evaluationIP](https://is.gd/evaluationIP)
Research & Clinical Volunteering

Research Opportunities

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 offered courses
- E-mail them
- Sign up for Office Hours

Learning about faculty labs at TC is easy: In the Fall semester, most faculty will hold an “open house” in which interested students are invited to come hear about the lab. Watch your email for announcements. If you already know a lab you’d like to work in, simply send a short email to that professor. Don’t be upset if you don’t hear back right away; professors are busy people. When you do hear back, you may be asked to submit a resume, or to interview with the professor or their PhD students. While many students do find placements, there is no guarantee of placement in a TC lab.

Keep in mind that Teachers College has nine other departments with faculty who may be looking for RAs and volunteers. Look around!

Volunteering outside Teachers College

New York City is a veritable wonderland of research opportunities, some of them paid, but most of them volunteer. Contact the Volunteer Services or Human Resources departments of public or 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 second-year MA students or alumni about their previous placements, and use your social network. Some students manage to locate paid positions that they continue with after graduation. Remember: Be polite and be persistent.

New York State Psychiatric Institute (NYSPI)

If you are interested in pursuing a volunteer research or non-research placement within one of the many outstanding facilities at the New York State Psychiatric Institute (NYSPI), a Columbia-affiliated campus at 168th Street, please contact Matt Gold directly.

New York State Psychiatric Institute
Matt Gold, Coordinator of Volunteer Services
goldmat@nyspi.columbia.edu
(646) 774-8252
Research Positions at NYSPI
You will be asked to schedule a meeting with Matt Gold and to bring a copy of your resume (your CV 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 position.

Tips about NYSPI research placements
- 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.

Fieldwork Placements
For MA students looking to apply to doctoral programs, volunteering is part of life. Doctoral programs like to see that students have both research experience and clinical experience. For clinical experience, students often seek positions that will give them experience working with a client population. The possibilities for such clinical fieldwork are extremely diverse: psychiatric patients, the elderly, homeless youth, study participants, and so on.

Although the effort to find clinical fieldwork placements is largely an individual effort, the department has a Field Placement Coordinator, Defne Akol, PhD, who is available for brainstorming about possibilities and to answer specific questions. Dr. Akol supports students in searching for suitable fieldwork opportunities to gain hands-on experience in the field. Dr. Akol usually holds a fieldwork-oriented meeting in October. Watch for an email announcement.

Dr. Akol has also created a Fieldwork Portal accessible by all TC MA students. Simply log on to your myTC portal, and then click the “Drive” icon in the upper-right-hand corner. On the new page that opens, go back to the upper right hand corner and click on the tiny grid of squares. Then click “Sites”. You will have already been invited to the site: “Clinical Psychology Fieldwork”.

Field Placement Coordinator
Defne Akol, PhD
da2105@tc.columbia.edu
Office: 422E Thompson
Clinical Positions at New York State Psychiatric Institute **

The process is the same as above. There are three non-research placements available to you. NYSPI welcomes Volunteers to gain invaluable experience working with their patient population. **Since you are not clinicians-in-training yet, these are not technically called “clinical” placements by NYSPI. But these units do offer contact with clinical populations, which is the basic clinical populations, which is the basic requirement that doctoral programs look for when reviewing your volunteering experience.

Available Facilities:

**Children’s Day Unit**

Population: Children presenting mostly with Depression/Anxiety, Attention Deficit and Hyperactivity Disorder and School Phobia within an outpatient day program.

Responsibilities: You will work with an interdisciplinary team to provide academic support to child patients in the form of tutoring.

**Spanish-Language Interpretation**

Population: Patients in the Washington Heights Community Service adult inpatient units.

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.

Skills: Spanish-fluency required.

**Adult Research Inpatient Units**

Population: Patients enrolled in predominantly adult inpatient units.

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.

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 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.”
Clinical Psychology 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 (Associate Professor) 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 Trial 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.

Scholarly Interests: Altruism and religiousness through the life span; Violence and mental health; Aging and gender issues; Families of people with disabilities; Predictions of psychotherapy utilization in white and ethnic minority populations.

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 (Director of Clinical Training; Associate 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).

Christine Cha, Ph.D.

Background: Christine Cha (Assistant Professor) obtained her Ph.D. from Harvard University. Her clinical training was in individual and group treatment with adults, adolescents and children.

Scholarly Interests: Suicide risk assessment; non-suicidal self-injury (NSSI); differences between child, adolescent and adult suicide risk.
Selected Publications:

- “Suicide attempts among adolescents: An interaction between emotional and cognitive factors.” (Behavior Research and Therapy.

Doug Mennin, Ph.D.

Background: Doug Mennin (Professor) obtained his Ph.D. from Temple University. His clinical training was in the treatment and assessment of anxiety and mood disorders.

Scholarly Interests: Emotion Regulation Therapy (ERT); Anxiety and mood disorders; clinical diagnosis, neural mechanisms of anxiety.

Selected Publications:

- An open trial of Emotion Regulation Therapy for generalized anxiety disorder and co-occurring depression.” (Depression & Anxiety).
- “ What, me worry and ruminate about DSM-V and RDoC?: The importance of targeting negative self-referential processing” (Commentary on Olatunji et al., 2013). (Clinical Psychology: Science and Practice).
- “Anxiety and error monitoring: O emotion, where art thou?” (Frontiers in Human Neuroscience).

Additional Faculty

Aurélie Athan, Ph.D.

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.

Randall Richardson-Vejlgaard, Ph.D.

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.
Adjunct Faculty

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.

*** To find a comprehensive list of adjunct instructors and their courses offered each semester, check the MA Program website.
Filing your Degree Audit with the Registrar to Graduate

As explained earlier in the handbook, students graduate from the MA Program after completing a total of 36 credits and successful submission of the Integrative Project (see page 3). Once enrolled in your final courses at TC, you are eligible to apply for graduation. The Graduation Application “Degree Audit” demonstrates that you have completed the course work requirement of the program. Additional steps are required to demonstrate completion of the Integrative Project, the final degree requirement (see page 16).

**STEP 1:** Access and generate your most recent Degree Audit via the myTC Portal
(see the screenshots)

**STEP 2:** Bring printed form to your Program Advisor for approval
(325 Horace Mann)
OR

E-mail a PDF version of your Degree Audit to the program e-mail address maprogram.ccppx@tc.columbia.edu

STEP 3: Dr. Randall Richardson will sign off on your completed degree audit and will deliver the form to the Registrar on your behalf.

Deadlines

<table>
<thead>
<tr>
<th>Desired Month of Graduation</th>
<th>Application due to Registrar’s Office</th>
<th>Best to bring to Advisor by...</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>February 1</td>
<td>Early Jan</td>
</tr>
<tr>
<td>October</td>
<td>August 1</td>
<td>Early July</td>
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<tr>
<td>February</td>
<td>November 1</td>
<td>Early October</td>
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</tbody>
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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: 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 an Integrative Project, which can consist of a research proposal in 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
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 meet with students individually or offer students work in their laboratories.

Q: Where is the clinical and the research volunteering 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 for information about applied work. Students often become involved in research projects with faculty in our program at NYSPI and other sites throughout the city.

Q: Is research and clinical volunteering a requirement for completion of the degree?
A: No. However, students are strongly encouraged to seek out fieldwork and research opportunities 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: 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 research opportunities are available in this Handbook.

Q: How do I find a sponsor for my Integrative Project? Must the sponsor 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 sponsor can be any faculty member in the program or beyond the department. Ideally, a sponsor will be a full-time 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 principles 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, non-profits, 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 Education.” The Concentration will not be
reflected on your Diploma or Certificate. Those are curricular distinctions, which you may note on your CV. For additional questions please contact the Office of the Registrar at 212-678-4050.

Q: In past years how many graduates from the MA Program have been accepted into the Ph.D. Program annually?
A: Our own Ph.D. program is small – on average 6-8 students. TC receives hundreds of applications to the doctoral program each year. Nevertheless, as many as 2-4 MA students may be successful applicants to our program in a single year. Most students apply to several programs for more advanced degrees, and nearly all are successful in gaining admission.

General questions frequently asked about the program:

Q: Why is the program titled Masters in Psychology in Education?
A: The program called “Psychology in 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 Integrative Project) and used it to house the MA program in Clinical Psychology.

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), personal statements and letters of recommendation.

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. Richardson.

Q: Is there a Masters Thesis to be completed?
A: There is an Integrative 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: 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 completely online?
A: No, because only a few of our classes are 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.

Q: Does the program have any TA positions for Masters students?
A: No. Because Teachers College is a graduate-only institution, there are no undergraduate courses for which MA students would be appropriate teaching assistants.
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 Office of Access and Services for Individuals with Disabilities (OASID) for more specific information regarding support services and accommodations. Call 212-678-3689 or visit 139 Thorndike Hall.

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. The granting of an Incomplete is entirely at the instructor’s discretion. 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. Plagiarism can result in course failure and disciplinary action.

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.

4. SELF-PLAGIARISM. All work submitted for a class must be prepared for that class. Submitting any work previously submitted to fulfill another assignment or project, without appropriate revision to meet the instructional goals of the current course, is considered plagiarism. This applies as well to work prepared for any purpose other than the course
for which it is submitted. For example, the submission of undergraduate papers for graduate assignments is plagiarism. The same is true of work prepared for any other purpose. In cases of uncertainty or ambiguity, a student should check with his/her instructor. Self-plagiarism can result in course failure and disciplinary action.

5. GRADE DISPUTE POLICY. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Ombudsman or the Vice Provost.

6. CODE OF CONDUCT: Students are expected to treat instructors, staff and fellow students with respect at all times and in all formats of communication. Unprofessional, unethical, illegal or inappropriate behavior by any student, on or off campus, may result in dismissal from the program, with no guarantee of reimbursement of tuition or fees.

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**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.

**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 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/

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/clinpsyjnlis.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=

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.
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.
Note to International Students

FULL COURSE OF STUDY REQUIREMENT

Under U.S. immigration regulations, F-1 and J-1 students are required to pursue a full course of study while at Teachers College unless authorized by the Office of International Services for a reduced course load. You may meet the full course of study requirement in one of two ways (1) Full-time Coursework: Register for 12 points/credits of coursework or registration in certain advanced doctoral / dissertation advisement courses which are automatically considered to be full time OR (2) Full-time Equivalency: File a Certificate of Equivalency Form, or COE, for non-credit academic activities directly related to your degree program, such that the total number of coursework and equivalency points equals 12 or more. In certain circumstances, an F-1/J-1 student may request authorization to engage in a Reduced Course Load, or RCL, (part-time study). A reduced course load may be granted only in specific situations. You must request pre-approval for a reduced course load directly from the Office of International Services. For more details, please refer to the OIS website: www.tc.edu/international or come speak with an international student advisor.

There are government restrictions on the types of employment and number of hours F-1 and J-1 students are allowed to work. You are considered to be employed or working if you receive any form of compensation (including but not limited to salary, stipend, housing, food, metro card, etc.) in exchange for services provided. You must receive work authorization from the Office of International Services (and in some cases from the government) BEFORE beginning any employment. Additionally some institutions, such as hospitals or clinics, may require you to have work authorization in order to volunteer there. In this case, please speak with an international student advisor.

For more information regarding employment options for F-1 and J-1 students, please refer to the OIS website www.tc.edu/international or come speak with an international student advisor.

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 email: health-immunization@tc.edu or call: 212-678-3006
Helpful Tips

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.

Writing Papers:

1. Buy and use the APA Publication Manual. Make sure to get the most recent edition. 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").

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.

Course Readings: 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. Most often, however, students purchase their books at www.amazon.com or www.half.com. Many classes supplement textbook readings with scholarly articles. To access these readings, instructors may post PDF versions on the Moodle or Alfesco file sharing platforms. Other readings are accessible via the Teachers College Library.

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 32 Zankel Building, 212-678-3703, where faculty often arrange to have course packs available for students. Duplicating Center and all their services are available to anyone including students. 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, you can 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. Student Activities will provide you with a lock.

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).

**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.

**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 (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!
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<tr>
<th>Service</th>
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<td>Admissions</td>
<td>301 Thorndike Hall</td>
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<td>Vice Provost</td>
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<td>Dean of the College</td>
<td>122 Zankel Building</td>
<td>212-678-3050</td>
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<td>Development/External Affairs</td>
<td>193 Grace Dodge</td>
<td>212-678-3755</td>
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<td>Duplicating</td>
<td>32 Zankel Building</td>
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<td>Financial Aid</td>
<td>134 Thompson Hall</td>
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<td>Emergencies</td>
<td>TC Security, Zankel Building</td>
<td>212-678-3333</td>
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<td>Info/Appointments</td>
<td>4th floor John Jay Hall</td>
<td>212-854-2284</td>
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<td>Counseling/Psych. Svces</td>
<td>8th floor Lerner Hall</td>
<td>212-854-2878</td>
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<tr>
<td>Human Resources</td>
<td>120 Whittier Hall</td>
<td>212-678-3175</td>
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<tr>
<td>Library</td>
<td>Russell Hall</td>
<td>212-678-3494</td>
</tr>
<tr>
<td>Ombudsman</td>
<td>280 Grace Dodge Hall</td>
<td>212-678-4169</td>
</tr>
<tr>
<td>Registrar</td>
<td>324 Thordike Hall</td>
<td>212-678-4050</td>
</tr>
<tr>
<td>Residential Services</td>
<td>107 Whittier Hall</td>
<td>212-678-3235</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>133 Thompson</td>
<td>212-678-3056</td>
</tr>
<tr>
<td>Student Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Services</td>
<td>163 Thorndike Hall</td>
<td>212-678-3689</td>
</tr>
<tr>
<td>Dodge Fitness Center</td>
<td>Columbia Main Campus</td>
<td>212-854-7149</td>
</tr>
<tr>
<td>Graduate Writing Center</td>
<td>155 Thorndike Hall</td>
<td>212-678-3789</td>
</tr>
<tr>
<td>Internat. Student Services</td>
<td>L5 Whittier Hall</td>
<td>212-678-3939</td>
</tr>
<tr>
<td>Immunization/Health Ins.</td>
<td>159 Thorndike Hall</td>
<td>212-678-3006</td>
</tr>
<tr>
<td>Student Activities</td>
<td>160 Thorndike Hall</td>
<td>212-678-3690</td>
</tr>
<tr>
<td>Business Services Center</td>
<td>32 Zankel Building</td>
<td>212-678-3703</td>
</tr>
<tr>
<td>Mail Services</td>
<td>32 Zankel Building</td>
<td>212-678-3703</td>
</tr>
<tr>
<td>Fax Receiving number</td>
<td>32 Zankel Building</td>
<td>212-678-4048</td>
</tr>
<tr>
<td>TC Souvenirs</td>
<td>32 Zankel Building</td>
<td>212-678-3703</td>
</tr>
</tbody>
</table>
Appendix: Forms
Please read all instructions before filing out the reverse side!

During a term in which the minimum number of points for a desired enrollment status is not maintained, certain “equivalent” activities that are directly related to a student’s degree program may be considered. The acceptable activities are listed on the reverse side of this form. Activities that are not listed must be an integral part of the student’s degree program and must be approved by the advisor and the Registrar’s Office. Those who have graduated and are not admitted to a second degree program and non-degree students are not eligible.

If you are enrolled in dissertation advisement or dissertation defense (all 8900 courses, CCPX 6430, CCPJ 6460, or HBSK 6480), you are considered full time and do not need to file a COE.

The properly completed COE, certified by the student’s advisor, must be filed with the Office of the Registrar where it will be subject to final approval. The burden of proof and the responsibility of the academic program lies with the student’s academic department.

COE’s can only be accepted for degree students who are registered in some form, and only during the current term.

INSTRUCTIONS FOR FILING THE CERTIFICATE OF EQUIVALENCY

1. COE’s must be filed with the Office of the Registrar, 324 Thorndike, as soon as possible after registration and are due no later that the close of the change of program period.

2. COE’s can only be processed for the current term except under extenuating circumstances; in such case, the COE must be submitted to the Registrar’s Office for processing.

3. The form must be signed by both the student and the major advisor.

4. The number of hours spent weekly is converted to point equivalents at the rate of:
   a) 1 point for every 3 hours for the Autumn and Spring terms
   b) 1 point for every 7.5 hours for a single Summer session (A or B)
   c) 1 point for every 3.75 hours for an activity that encompasses both Summer sessions.
   The point equivalent is then added to the number of points for which a student is registered to determine the final equivalent status.

FULL-TIME status is defined as 12 points or more during each academic term.
HALF-TIME status is defined as 6 – 11 points for each academic term.

IMPROPERLY COMPLETED COE’S CANNOT BE PROCESSED!
CERTIFICATE OF EQUIVALENCY (COE) FORM

Please read the instructions on reverse side before filing!

TO BE COMPLETED BY THE STUDENT

NAME ___________________________ ID# __________________

ADDRESS _______________________________ __________________
Street Address City State Zip

TELEPHONE NUMBER ____________________________

ACADEMIC TERM FOR REQUESTED COE (e.g. Spring 2006):
(Indicate only one term; for Summer Term, indicate session A, B, or both A&B)
You must be registered for the term indicated above.

No student will be certified for full time or half-time status unless he or she is enrolled for that semester.

DEGREE PROGRAM: ___________________________ MAJOR: ___________________________

Total pts. registered for term: ______ OR If not enrolled in course work, registered as a (check one):
Doctoral Candidate (IND6000) _______ Master Candidate (IND4000) ______

Indicate the number of hours per week (not points or credits; see instructions on the reverse side for point equivalents) that will be devoted to one or more of the following activities:

<table>
<thead>
<tr>
<th>Hours Per Week (No x or √)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>Supervised research on doctoral dissertation</td>
</tr>
<tr>
<td>√</td>
<td>Supervised research/study for the Integrative Experience for Master’s Degree (Master’s Project or Comprehensive Exam)</td>
</tr>
<tr>
<td>√</td>
<td>Preparation for the required doctoral certification or language exam</td>
</tr>
<tr>
<td>√</td>
<td>Practicum, Student Teaching, Fieldwork or Internship Course(s) (MUST be currently registered in a course defined as such.)</td>
</tr>
<tr>
<td>√</td>
<td>Other (Specify activity – attach additional page if needed)</td>
</tr>
</tbody>
</table>

Please sign the following statement:
“The preceding information is correct to the best of my knowledge. I agree to inform the Office of the Registrar of any changes that may occur.”

STUDENT SIGNATURE: ___________________________ Date: _____________

TO BE COMPLETED BY THE ADVISOR

“The student named above is my advisee, and the information provided above is accurate to the best of my knowledge. All of the work in which the student will be engaged is required for the successful completion of this student’s degree program.”

ADVISOR’S SIGNATURE: ___________________________ Date: _____________
Name of Advisor: ___________________________ Department: ___________________________

TO BE COMPLETED BY THE OFFICE OF THE REGISTRAR

“According to the information provided above, the student meets eligibility requirements for the following enrollment status.”

FULL TIME _______ HALF TIME _______ LESS THAN HALF TIME _______
Initials _______ Date: _____________
PROGRAM CHANGE FORM FOR ENROLLED TC STUDENTS

This application is for current Teachers College students that wish to change their major, concentration and/or degree at the College and do not need a formal application review.

All fields must be completed. Please type or print in black ink.

APPLICANT INFORMATION

TC ID Number: T or UNI: __________________________

Ms. □  Mr. □  Name: ____________________________________________

Last/Family Name  First/Given Name  Middle Name

E-mail: __________________________________________________________

CURRENT PROGRAM OF STUDY

List of Major Codes available in Guide to Admission or www.tc.edu/admissions

Current Department: ______________________________________________________________________

Major Code: ________________________________________________________________

Current Program and Degree: ___________________________________________________________

Are you currently in a teacher certification program? □ Yes  □ No

Are you applying to a teacher certification program? □ Yes  □ No

Do you plan to complete the program/degree from which you are transferring? □ Yes — I will graduate before starting a new program/degree.

*TC students cannot be enrolled in two programs/degrees at the same time.

If you are not finished with your current program of study and start a new program/degree you will no longer be enrolled in your current program/degree.

You must be admitted back into your current program/degree in order to continue in your current program/degree.

□ Yes — I will need to reapply later to continue in current program/degree.

□ No — I do not plan to complete current program/degree.

NEW PROGRAM OF STUDY

List of Major Codes available in Guide to Admission or www.tc.edu/admissions

Desired Department: ______________________________________________________________________

Major Code: ________________________________________________________________

Desired Program: ______________________________________________________________________

For which degree are you applying? [check one]

□ Master of Arts  □ Master of Science  □ Master of Education  □ Doctor of Philosophy

□ Doctor of Education in the College of Teaching an Academic Subject  □ Doctor of Education

For which term are you applying? [insert year]  □ Spring 20___  □ Summer 20___  □ Fall 20___

Please provide a brief explanation for this request to change programs:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I attest that the information provided in this application is true.

Signature: __________________________  Date: __________________________

TEACHERS COLLEGE  • OFFICE OF ADMISSION  • 3rd Floor, Thorne Hall  • (212) 678-3710
NOTE TO PROGRAM COORDINATORS:

This currently enrolled TC student seeks admission to a different certification, degree and/or program as indicated in the New Program of Study section on this Program Change Form.

Recommending this applicant below admits this student to the new program without a formal application review process. Only applications signed by the appropriate program coordinator will be processed by the Office of Admission.

Recommendations, transcripts and other application requirements are not provided or required with the Program Change Form. Should you wish for the applicant to submit these application materials for a formal application review the applicant must complete and submit a Degree Application. Select the "Requires Degree Application for Formal Review" option below if you require a formal application review. The Re-Application Waiver Form can be completed by both the applicant and program coordinator to have the personal statement, resume and letters of recommendation waived for a degree application.

The Office of Admission will notify the applicant of the decision rendered below.

<table>
<thead>
<tr>
<th>TC Academic Program Coordinator:</th>
<th>GSAS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Recommended □ Not Recommended □ Requires Degree Application for Formal Review</td>
<td>□ Required □ Not Required</td>
<td></td>
</tr>
<tr>
<td>Signature: Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office of Admission:

Degree: MA MS ME DE DC DP CE
Decision: AF AD AP AX RU Need App OT ___
Initial: Date: ___

HANDLE APPLICATIONS WITH EXTREME CARE

Application materials are sensitive and confidential documents and may be irreplaceable. Original materials and/or copies may not leave the college. These materials and all copies must be treated in a confidential manner to protect the privacy of the information contained therein. At the time a person is enrolled, these materials and all copies are education records and are subject to the provisions of the federal Family Rights and Privacy Act (FERPA). Address questions to Office of Admission, 301 Thormdike Hall, ext. 3710.