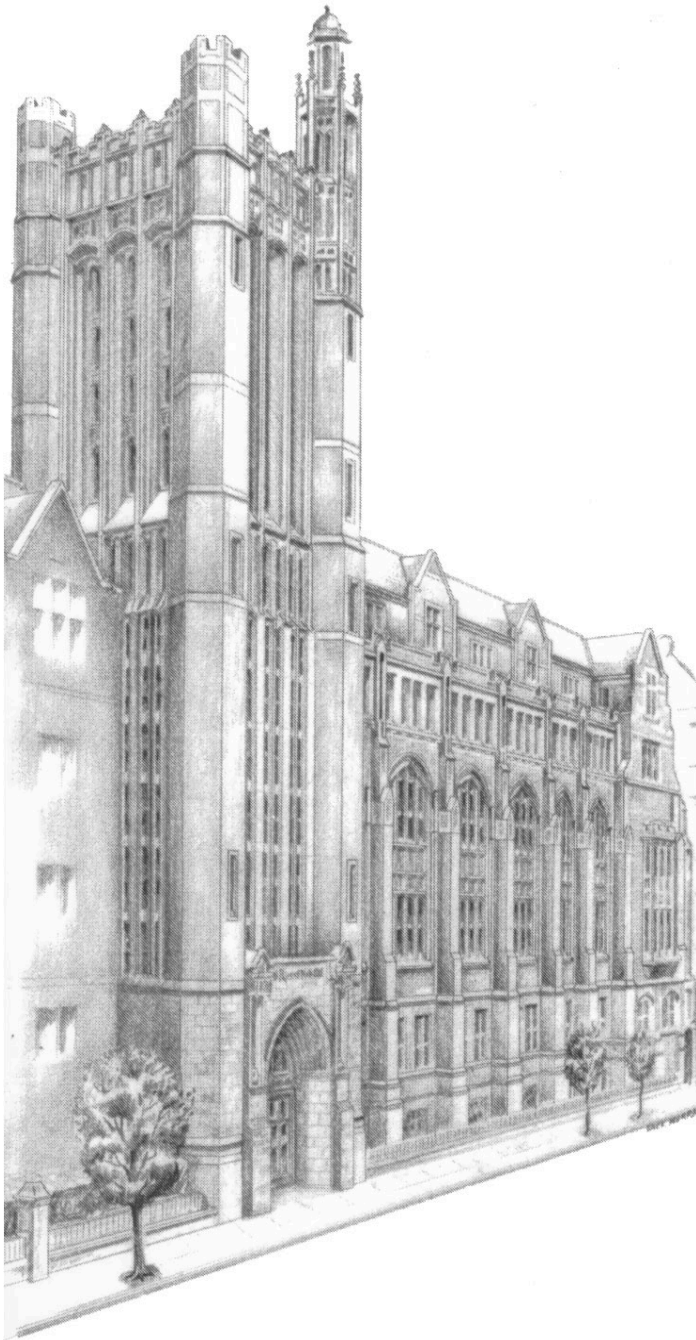


TEACHERS COLLEGE
COLUMBIA UNIVERSITY



**Ed.M. PROGRAM IN
SCHOOL COUNSELING**

**MASTER'S STUDENT HANDBOOK
Ed.M. PROGRAM IN SCHOOL COUNSELING
(2026-2027)**

WELCOME

Welcome to the Ed.M. program in School Counselor at Teachers College! We are pleased that you have decided to pursue your graduate studies with us. This handbook will offer you information to facilitate a smooth entry into and throughout the Program. Please refer to this handbook for course requirements, procedures, and other questions related to the Program. Remember to always double check information that is unclear with your Advisor, the Program Director or the Counseling Program office. Be sure to be alert to critical dates and check them with the Counseling Program office. Please note that while this handbook serves as your guide, changes in the College may affect the availability of certain course offerings. Also, the handbook is subject to change at the discretion of the faculty, though we will do our best to inform you of these changes in a timely manner.

Thank you,

The Counseling Psychology Program Faculty

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY Department of Counseling and Clinical Psychology Ed.M. Program in School Counselor
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September 2026-August 2027

Program Director:
Riddhi Sandil, Ph.D.

TRAINING OBJECTIVES

The Ed.M. Program in School Counselor is designed to prepare students for the position of school counselor with awareness, knowledge and skills for promotion of the academic, social, career and interpersonal development for all K-12 students. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations through a multicultural, social justice framework that emphasizes justice, equity and access for all. Students are also trained in the assessment, evaluation, amelioration and treatment of socio-emotional disorders and dysfunctions. The objectives of the Program are to train school counselors who:

1. focus on the personal, racial/cultural, and career development of individuals and groups;
2. understand the multiple roles and functions of professional school counselors in urban school settings;
3. facilitate development of students in three broad areas (as outlined by the American School Counselor Association's National Standards): academic development, career development, and personal/social development.
4. provide mental health services to students and associated systems;
5. are competent in providing consultation, workshops and psychoeducation to individuals, groups, and organizations;
6. are self-aware and reflective about social and cultural constructions, and issues related to identity and group membership;
7. are competent in designing, implementing and evaluating school counseling interventions
8. can consult with other professionals and school administrators on meeting the developmental needs of culturally diverse students;
9. practice as ethical school counselors.

These objectives will help prepare students to work as school counselors in a K-12 setting with students who need assistance with adjustment issues both in their personal and/ or academic lives. School Counselors help students clarify their concept of self as well as help them explore their career and academic aspirations. This is done through individual counseling, group counseling, program development, family counseling, psychoeducational workshops, implementing systemic change, consultation, academic advisement etc. The role of a school counselor is to help individuals from a variety of cultural and socioeconomic backgrounds utilize internal and environmental resources in order to live more optimally. They are skilled in working with students with different sexual orientations, abilities, ethnic, racial, cultural, religious, and socioeconomic backgrounds.

School counseling is one of several specialties within the counseling profession. As a specialty area, school counseling consists of the essential functions generally found in the counseling profession as well as services unique to school settings. Moreover, students' cognitive, social and emotional functioning must be understood within a cultural and social context, so it is critical that school counselors become familiar with the ecological as well as the developmental factors that contribute to students' psychological well-being and academic success. On an individual level, counselors play an important role in helping students to make the most of their school years and also to make plans for the future. However, the school counselor is an integral part of the overall school setting and often assumes leadership of a school's guidance and counseling program. Counselors also work with parents, guardians, teachers, and school administrators in supporting students' success, so a consultative whole-systems approach is an important part of the school counselor's perspective.

It is important to note that becoming a counselor can be a very challenging process. In addition to the academic rigor expected of students in this program, students are required to engage in experiential activities that are often quite provoking, cognitively and affectively. The process of becoming a counselor involves self-exploration and reflection beyond what many have done in the past. Thus, we encourage you to consider the level of self-examination that will be required of you before beginning this program. Appendix A contains a statement regarding the *Assessment of Professional Competencies* used by program faculty to evaluate the progress of students. Please read this statement carefully.

The Counseling Program Faculty believes that students share an ethical responsibility to assure that individuals preparing for careers in health services possess both the academic qualifications and the level of personal adjustment necessary to function effectively as mental health service providers. All students in the program are expected to maintain satisfactory ethical standards as presented in the ethical standards of the [American Psychological Association](#) and the [American Counseling Association](#) along with adequate self-understanding. Student performance is monitored by the program by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. If satisfactory progress is not being made, the program will inform the student and, where appropriate, give possible steps toward remediation (and specify criteria to regain good standing in the program) or offer assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, should program faculty have serious concerns regarding student performance and/or behavior, a "hold" may be placed on a student's registration. **Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.**

PROFESSIONAL ASSOCIATIONS

American School Counselor Association (ASCA): ASCA supports School Counselors' efforts to foster students' academic, personal/social and career development essential for enhancing academic achievement and taking on valued adult roles in their communities. ASCA provides leadership training, publications, continuing education opportunities, and advocacy services to more than 18,000 professional school counselors internationally. www.schoolcounselor.org

American Counseling Association (ACA): Founded in 1952, the American Counseling Association is dedicated to the growth and enhancement of the counseling professions. ACA is the world's largest association representing professional counselors in various practice settings, providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members. ACA has been instrumental in setting professional and ethical standards for the counseling professions. The association contributes substantively to updating and revising accreditation, licensure, and national certification policies, represents professional counselors' interests before the US Congress and US federal executive agencies, and promotes recognition of professional counselors to the public and in the media. www.counseling.org

The School Counseling program strongly encourages students to become members of professional organizations and associations.

Overview of Your Progress Toward Certification

Two certification levels are possible for school counselors in New York: **provisional** and **permanent**. You are eligible for a provisional certificate upon completion of the program along with all pre-certification requirements (explained below), and it is valid for 5 years. During that time, you must obtain two years of practical experience, and afterward, you can apply via the NYSED-TEACH online system for permanent certification (which requires no further maintenance).

During your first year of progress through the program:

As part of the program, school counselors need to complete two workshops, one on school violence prevention and one on child abuse reporting. The workshops can be found online at <http://www.violenceworkshop.com> and www.childabuseworkshop.com

- Make sure that you retain the proof-of-completion forms for these workshops so that they can be submitted to the program and to the TC Office of Teacher Education.
- Create a TEACH account during your first year, which allows online applications for certification with the NY Department of Education. To register, click on the “TEACH Online Services” button at their website at www.highered.nysed.gov/tcert/
- Get fingerprinted. The best way to do this is through the TC Office of Teacher Education. They offer fingerprinting usually near the beginning of every semester, including summer. You’ll be filling out a form called the OSPRA 104 at that time – it is a consent to release your fingerprint status to the NYSED via the TEACH system. More information is available at the TC Office of Teacher Education website: <http://www.tc.columbia.edu/teachercertification/>

In the beginning of the semester when you will graduate:

- Get a Certification Checklist Form and an Institutional Recommendation Data Form (IRDF) from the Office of Teacher Education located in Zankel Hall 411 or from the website provided above
- Complete submit the Institutional Recommendation Data Form (IRDF) with all of your non-Teachers College transcripts to the Office of Teacher Education 400RH

Once you have graduated, the Teachers College Office of Teacher Education will evaluate your IRDF and transcripts and will endorse your electronic recommendation via the NYSED-TEACH online system. In addition, the Office of Teacher Education will prepare/mail a letter to you informing you that the institutional recommendation was endorsed and the certification area of endorsement. If you are asked for a preliminary letter before that time, please contact the Office of Teacher Education for what is called a “receipt letter.”

Expert clarification can be obtained with regard to any of the above from the TC Office of Teacher Education reception area, whose associate director for certification compliance is Faride Suarez located at Zankel Hall 411.

New York State School Counseling Certification

Certification requirements are always subject to change as the result of changes in city and state policy. **Please do not fail to double-check state and city requirements for yourself to ensure that you have the latest information.**

You can find the latest information about what you need to be certified in New York State at the website of the New York State Education Department website:

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

In the search form that you'll find there, select "Administration and Pupil Personnel Services" in the first pull-down menu, and select "School Counseling" in the second pull-down menu.

The Teachers College Ed.M. program in School Counselor is a state approved teacher education program. As such, the Office of Teacher Education will assist you in applying for state certification. If you are interested in becoming certified in another state, you may also contact the Office of Teacher Education for more information, and **you should investigate that state's requirements through their state websites and offices as soon as possible.**

Please note: Presently, only United States citizens and permanent residents can apply for permanent certification as a school counselor in the State of New York. The program encourages students to ensure that they meet all requirements for certification by visiting the New York State Education Department website.

Bilingual Extension for School Certification

Students who plan to apply for New York State Certification as a school counselor may also apply for a bilingual extension. This extension certifies counselors to work with bilingual students within New York State public schools. In addition to the standard requirements needed for a NYS provisional certificate as a school counselor, students wishing to receive a bilingual extension must complete additional bilingual coursework, complete an approved bilingual fieldwork experience, and take the NYSED required Bilingual Education Assessment (BEA). Students can register for this exam at <http://www.nystce.nesinc.com>

Bilingual Education Requirements

Students interested in receiving a bilingual extension must complete 15 credits or semester hours in coursework that address the following:

- **Cultural perspectives**
- **Theory and practice of bilingual/multicultural education**

- **Methods of providing services in the native language**

The courses listed below may be applied toward the completion of these requirements. Other courses may also be applicable -- please check with your advisor and the Office of Teacher Education about your plans.

Cultural Perspectives

CCPJ 5020 Racism and Racial Identity in Psychology and Education
CCPJ 5165 Racial/Cultural Counseling Laboratory
CCPJ 4000 Multicultural Psychopathology

Theory and practice of bilingual/multicultural education

CCPJ 5164 Multicultural Counseling
A&HB 5024 Bilingual/multilingual education: International perspectives
A&HB 4020 Bilingualism and disabilities
BBSQ 5120 Communication disorders in bilingual/bicultural children

Methods of providing service in the native language

A&HB 4024 Linguistic foundations of bilingual/bicultural education
A&HB 5021 Assessment and evaluation in bilingual education
ITSL 5022 Administration of bilingual programs

Bilingual Language Proficiency Testing Requirements

Although the New York State Education Department (NYSED) does not require exams for the School Counselor PROV certification, if you want to achieve the Bilingual Extension, you would have to take/pass the New York State Teacher Certification Exam (NYSTCE) – BEA. To find out specific site dates and locations, check the New York State Teacher Certification Examination Program (NYSTCE) website at <http://www.nystce.nesinc.com>. This site outlines test registration procedures and information on test preparation guides.

Bilingual Fieldwork Requirements

Students must complete two semesters of fieldwork in an elementary, middle or secondary school under the supervision of a bilingual counselor.

For more information regarding school counseling certification go to The New York City Teacher Recruitment website at www.teachnyc.com or The New York State Department of Education's website at www.highered.nysed.gov/tcert/.

THE FACULTY
Program in School Counselor
Teachers College, Columbia University

Teachers College faculty with primary responsibility for the Program in Psychological Counseling include the following, whose major interests are indicated:

Melanie Brewster: Mental health correlates of heterosexism, sexism, racism and other forms of discrimination; intersections of personal identities (e.g., gender, race, religion, sexual orientation); social justice in the workplace; instrument development and psychometric evaluation.

Jennifer J. Chang: Multicultural counseling and competence; factors associated with the co-development of intersecting sociocultural identities, with specialization in Asian American, BIPOC, and LGBTQIA+ psychology; activist identity and youth leadership development; training and supervision; multicultural organizational development.

Amanda Donlon (Director, Online School Counseling Program): Counseling needs of international students, first-generation college students, and students with dis/abilities; issues in consent and sexual assault; LGBTQIA+ issues; multicultural counseling and social justice; intersections of identities; complex trauma; self-compassion and imposter syndrome; group and couples counseling; supervision and training.

Whitney Erby: Relationship between the experience of racism, racial identity, and well-being; Black women's mental health; couple's therapy; psychological assessment.

Tiesha Finley: Examining the relationship between racial identity, internalized racism and depression among African Americans; multicultural counseling with a focus on Black Deaf Identity and African American racial trauma; childhood trauma and maltreatment.

Kimberly Kissoon: Emerging adulthood; anxiety, depression, stress, and life satisfaction; the intersection of culture; psychological well-being; life transitions

Maria C. Jimenez-Salazar (Bilingual Latina/o Mental Health Concentration Advisor): Child and adolescent psychology; immigrant mental health; trauma and maltreatment; dissemination and implementation science; school-health partnerships

George V. Gushue: The influence of racial/cultural attitudes, beliefs and values on social cognition (e.g., perception, judgment, memory, and attribution) in the areas of client evaluation and counseling practice; career development, and health; group and family counseling; psychosocial dimensions of HIV/AIDS.

Marie L. Miville: Multicultural counseling; universal-diverse orientation; Latina/o psychology; LGBT issues; women's issues; intersections of identities; supervision and training.

Rebecca (Becky) Reed [Ph.D. Program Director of Clinical Training]: The intersections of education with social class and dis/ability; mindfulness; Participatory Action Research; social

justice work in school settings; integrating multicultural interventions/competencies in the practice of school counseling.

Riddhi Sandil: (Ed.M. Program Director): Counseling needs of international students; counseling expectations of South Asian populations; experience of Asian international GLB populations in the US; minority stress and identity intersections; feminist psychology.

Laura Smith (Interim Provost): Critical psychology, social inclusion/exclusion, participatory methods

Derald Wing Sue: Multicultural counseling and therapy; cultural competency, multicultural consultation and organizational development; psychopathology; microaggressions in everyday life; racism and antiracism; law and ethics.

Brandon Velez: Links of discrimination and identity-related attitudes with mental health and career outcomes among sexual, gender, and racial/ethnic minority individuals, as well as populations with multiple minority identities.

ADMINISTRATIVE STAFF
Program in Mental Health Counseling
Teachers College, Columbia University

- Wayne Glass, MA, Ed.M, Field Placement Coordinator
- Enrika Davis, Director of Academic Administration
- Chrissandra Taylor, Department Secretary
- Jacob Holober, Counseling Program Secretary

THE ED.M. PROGRAM REQUIREMENTS

The Ed.M. is granted after a successful completion of 60 graduate points of planned, sequential study beyond the Bachelor's degree, of which at least 45 must be taken at Teachers College. In addition, candidates for the degree must complete and pass the Special Project and the Comprehensive Exam. A sample Ed.M. Planner is located in Appendix B of this manual.

It is important to note that the minimum grade in all classes is a "B" to remain in good standing in the program. A grade of B- or lower does not designate "failing" but alerts the faculty that a student should be discussed and monitored more carefully in the following semester. In some cases, a student may be placed on academic probation. *It is very important all students familiarize themselves with Appendix A - Standards, Policies, and Procedures in the Psychological Counseling Ed.M. Program and the Professional Counseling Performance Evaluation (PCPE).* This document clearly outlines how student progress will be monitored and evaluated. Please also note that TC Policy does not allow more than 3 points of C- to count toward graduation.

Because of certification-eligibility and academic requirements of our Ed.M. school counselor counseling specialization, it is important to note that our schedules are developed and oriented toward full-time students. Generally, our full-time students are able to complete the program in two academic years if they also take additional coursework over the summer sessions. **While some of our courses are scheduled in the late afternoon or evening, part-time students must be prepared to make accommodations in order to take day courses and/or to be realistic in accepting an extended time period to graduate.**

The Ed.M. can lead to the Ph.D. but with some loss of time and credits because of differences in emphasis between the two degree programs. Ed.M. students who apply and are subsequently admitted to the Doctoral Program in Counseling Psychology at Teachers College can ordinarily expect to receive credit for up to 30 points toward the 90 points required for the doctorate.

In 2005, New York State approved Teachers College as a registered training program for school counselors. The specific coursework that fulfills the Certified School Counselor specialization is listed in the appropriate section of the handbook. Students should consult with their advisors regarding the specific requirements consistent with the NYS certification law.

Admissions Procedures

Applications are considered once a year, with students typically beginning their studies in the Fall. Candidates should apply to the Office of Admission (<https://www.tc.columbia.edu/admission/>) to permit evaluation of all undergraduate and graduate transcripts, personal statement, resume and two letters of reference. Application due dates are as follows: January 15 (early deadline for Fall enrollment), April 1 (final deadline for Fall enrollment). Students who have not submitted their credentials in time for them to be reviewed by the department may register as a non-degree student pending submission and review of their credentials to the Office of Admission. A maximum of 16 points taken as a non-degree student may be credited, with your advisor's approval, toward a degree. No more than 8 of these credits,

however, may be applied toward the requirements in your major field. Contact the Office of Admission for further details at (212) 678-3710 or admission@tc.columbia.edu.

While an undergraduate major in psychology or a related behavioral and social science is an advantage, it is not required. Preference is given to candidates whose transcripts, references and previous work experience suggest that they have the potential for academic excellence and sound professional practice. Applications are welcomed from older, mature adults with significant work experience and from persons with diverse cultural and ethnic backgrounds.

For financial aid, applicants must also apply to the Office of Financial Aid via their online application for admission by January 15. Applicants will not be considered for financial aid until the application procedures of both the Office of Admission and the Office of Financial Aid have been completed. For more specific information about financial aid opportunities visit the Teachers College Financial Aid website (<http://www.tc.columbia.edu/financialaid/>). Inquiries and requests for further information about the Ed.M. Program in Psychological Counseling should be addressed to Jacob Holoher, Program Secretary, Counseling Psychology Program (email: jsh2239@tc.columbia.edu; Phone: 212-678-3397).

Advisement

Recognizing that both faculty and students have much to gain from more sustained contacts than are possible at registration time or even during office hours, students are assigned an Advisor at the beginning of their first semester in the program. It is essential that students contact their Advisors as soon as possible for accurate information regarding program requirements and planning their program of study as well as discussion of professional development goals. Please note that due to faculty workload concerns, it is generally not possible to change Advisors. If you would like to change Advisors, please consult with the Program Director. Check with the Program Office regarding faculty Advisor availability during the summer sessions.

Registration

Before registering for classes, review the Schedule of Classes available online and check with the program office to make sure the schedule is accurate and current. Consult with your Advisor and Program materials if you have questions about which classes to take. It is critical that you regularly check your TC email for important announcements about classes. Make sure you obtain special permission from the instructor of any course listed in the Schedule of Classes that requires instructor approval. Approval for all special permission courses must be entered into the computer system by the program before you can register via myTC. Information regarding registration may be obtained at the Office of the Registrar, by phone (212-678-4050), via email at registrar@tc.columbia.edu, or online at <http://www.tc.columbia.edu/registrar/>.

Student Progress in the Ed.M. Program

Students are reviewed every semester regarding their progress in the program by the program faculty. Individually and collectively, faculty members are responsible for evaluating student progress in the program and for providing students with feedback. Opportunities for feedback

exist through course grades and evaluations, practicum and fieldwork evaluations, Advisor feedback, etc. If satisfactory progress is not being made, the program faculty will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offer assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, if program faculty have serious concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.

In the event that students experience dissatisfaction of an academic nature, they should first consult with their instructor (if course related), Advisor, then the Program Director and, if required, the Department Chair. The Office of the Ombudsperson is also available to facilitate resolution. Consultation with the Ombudsperson is confidential, and their information can be found at this link: <https://www.tc.columbia.edu/ombuds/>. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College Community, provides details concerning due process procedures for handling grievances. See this link: <https://www.tc.columbia.edu/student-affairs/student-right-to-know/>

Transfer Credits

Students may transfer a maximum of 18 credits from another graduate program (including Teachers College) toward the 60 points required for the Ed.M. degree. Possibly relevant graduate work completed at other institutions and in other departments and programs at Teachers College are indicated by the Office of the Registrar. *Students are highly encouraged to apply for transfer credit as soon as they have been admitted to Teachers College. Approval of transfer credits must be conducted no later than by the end of your first semester; transfer credits will not be accepted thereafter.* Please note that few students (typically those from a closely and directly related specialty or discipline) are given full credit for courses taken in other programs or institutions. Required experiential classes for the Ed.M. degree cannot be substituted by those taken at another institution.

Protocol for Transferring Credits:

1. Students should link to <https://www.tc.columbia.edu/registrar/resources/transfer-credits/> to complete the online Transfer Credit Application.
2. Once students have completed the form, they should submit it along with a copy of course syllabi (of the courses intended for transfer) and an official transcript (from previous graduate program) to the Office of the Registrar.
3. Students should also be prepared to share these materials with their Advisor and the Program Director. Please note that course descriptions for previous courses are insufficient. Complete course syllabi are necessary to determine whether the course previously taken can be credited for transfer. Students are responsible for contacting previous instructors or classmates to obtain these materials.
4. After evaluation of the materials, the Transfer Credit Coordinator will send pertinent information to the Program Director.

5. The Program Director, in consultation with other faculty if necessary, will approve acceptable credits and return the signed Transfer Credit Evaluation Form to the Transfer Credit Coordinator.
6. The Program Director will then generate a written memo and a copy of the same will be provided to the student. A copy of this memo will be placed in the student file in the program office.
7. The Office of the Registrar will notify the student once the transfer credits have been officially approved by Teachers College.

Ordinarily, only those courses will be credited which a) have been completed in the past five years; b) are equivalent in subject matter, scope, depth and level to courses normally taken by students in this Program; and c) contribute directly, significantly and substantively to sound professional preparation as a counselor.

Please note: Transfer credits cannot be used toward the M.A. *en passant*.

THE CURRICULUM

Courses Required of All School Counseling Ed.M. Students

In order to facilitate student progress through the program, students are required to adhere to a block scheduling model in their first year of studies. Full time students will be assigned courses and sections prior to registration and it is imperative that students only take courses that are assigned to them. If a student is unable to accommodate the assigned course schedule, they should contact the Program Director for approval for an alternate program of study. Failure to comply with this expectation might result in a delay of graduation.

Courses listed in this section represent required coursework that must be successfully completed in order to obtain the Ed.M. in Psychological Counseling. In addition to the courses listed below, you will be expected to select electives from the various areas of psychology and other appropriate disciplines which will provide breadth and depth to your preparation as a counselor. Numbers in parentheses below refer to the number of points required by the program for each course. *Please note aspects of the curricula are sequential, and several core courses have prerequisites or corequisites that must be satisfactorily completed prior to or while taking the course (marked by a “*”).*

Program Core Courses

- CCPJ 4064 Theories of Counseling (3)
- CCPJ 4160 School Counseling for Children and Adolescents (3)
- CCPJ 4560 Professional and Ethical Issues in Psychological Counseling (3)
(Note: It is recommended that you enroll in this course concurrently with Foundations of Counseling)
- CCPJ 5371* Foundations of Counseling (3) *(Note: this is a practice/ experiential course with limited enrollment. Prerequisite/corequisite: CCPJ 4064)*
- CCPJ 5062 Career Counseling and Development (3)
- CCPJ 5025* Group Counseling (3) *(Note: This is an experiential course with limited enrollment. Prerequisite: CCPJ 4064 and CCPJ 5371)*
- CCPJ 6560 Advanced Professional Practice (2)
- CCPJ 5060* Assessment in Counseling (3) *(Prerequisite is CCPJ 4064 and CCPJ 5371)*
- CCPJ 4170 College Admissions Counseling For School Counselors
- CCPJ 5164 Multicultural Perspectives in Counseling and Psychology (3)

One of the following:

- CCPJ 5020 Racism and Racial Identity in Psychology and Education (3)
- CCPJ 5165* Racial/Cultural Counseling Laboratory (3) *(Prerequisites: CCPJ 5020 or CCPJ 5164; CCPJ 4064, CCPJ 5371, CCPJ 5025. Fieldwork and/or practicum are recommended.)*
- CCPJ 4050 Microaggressions in Institutional Climates (3)
- CCPJ 4180 LGBT (Q) Issues in Psychology (3)

- CCPJ 6560 Advanced Professional Issues(3)
- CCPJ 4030 Reconstructing Gender: Exploring Transgender Experiences (3)
- CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology
- CCPJ 4068 Counseling and Gender

The Clinical Psychology requirement may be met by one of the following three courses:

- CCPX 5034 Child Psychopathology (3)
- CCPJ 4000 Multicultural Psychopathology (3)

The Research requirements may be met by taking one of the following courses:

- HUDM 4120 Basic Concepts of Statistics
- HUDM 5059 Psychological measurement (3)
- HUDM 4050 Introduction to measurement (3)

Students also are required to take:

- CCPJ 5070 Evaluation and Research Methods In Counseling Psychology

Students must take one of the following courses (Note: one of these courses is typically offered once a semester):

- HUDK 4022 Developmental Psychology: Childhood (3) (mainly for School Elementary)
- HUDK 4023 Developmental Psychology: Adolescence (3)

In addition to the courses listed above students are required to take 6-12 points of Electives courses. Elective courses should have a school counseling and psychology focus as their course content and must be approved by your Advisor. Please be aware that judicious use of elective courses can help to prepare you for employment in more than one work setting. A few approved electives are:

- ORLH 4040 American College Student (Required for The College Advising Certificate)
- HBSS 4111 Addictions and Dependencies (Required for Certification in most States outside NY)
- HBSE 4000 Introduction to special education
- C&T 4083 Working with families of young children with disabilities.
- CCPJ 4525: Working with Children and Families: Assessments and Interventions

Practicum and Fieldwork Courses

1. Fieldwork (6 points) - Fieldwork is a year-long experience whereby you work in a school setting for 2-3 days per week. Students work at their fieldwork site for approximately 20 hours per week. Students complete a minimum of 300 hours at their site per semester, and 600 hours

over the year. Students beginning their coursework in the Fall semester generally take fieldwork during the second year of the program. You must complete a Fieldwork application and look for Fieldwork placements the semester before you are to begin fieldwork. Please see the Field Placement Coordinator as well as Appendix C in this handbook for more information. Students must take one of the following three courses for two academic semesters: In addition to field placement students must also attend a seminar class which is part of supervision and course work.

School Counseling Specialization:

- CCPJ 5263* Supervised Fieldwork in Elementary School Counseling (3)
- CCPJ 5265* Supervised Fieldwork in Secondary School Counseling (3)

Prerequisites for Fieldwork:

- CCPJ 4064 Theories of Counseling
- CCPJ 4560 Professional & Ethical Issues in Psychological Counseling
- CCPJ 5062 Career Counseling & Development
- CCPJ 5371 Foundations of Counseling
- CCPJ 5025 Group Counseling (can be taken concurrently with fieldwork)
- Child Abuse Reporting / Violence Prevention workshop (see page 5)

2. Practicum (1 point)- All students will complete the practicum at their field placement site, during the first six weeks of their fieldwork placement (1 point course, 100 hours of experience). The practicum essentially serves as a course that allows the student to familiarize themselves with all expectations of their fieldwork along with getting didactic information on pertinent professional and clinical topics. Students will spend their practicum shadowing clinical supervisors, building a caseload, getting acclimated, and attending a weekly practicum course. In addition to practicum placement students must also attend a seminar class which is part of supervision and course work. Students must register, concurrently, for the following course in order to be enrolled in Practicum:

CCPJ 5360 Practicum in Career and Personal Counseling (1)

Prerequisites for Practicum:

- CCPJ 4064 Theories of Counseling
- CCPJ 4560 Professional & Ethical Issues in Psychological Counseling
- CCPJ 5062 Career Counseling & Development
- CCPJ 5371 Foundations of Counseling
- CCPJ 5025 Group Counseling
- Child Abuse Reporting / Violence Prevention workshop

Comprehensive Exam and Special Project

Purpose

The Ed.M. in Psychological Counseling is a license-eligible degree that provides training for students who intend to work with clients throughout their career. The courses selected by the faculty as the sequence for this degree focus on major areas of counseling, such as theory, contextual factors, research process, and various forms of practice. Although students are not able to practice independently immediately after graduation, they will eventually be able to work in the field without supervision. As such, the program requires criteria by which to assess whether students 1) have adequately learned course material, 2) can integrate knowledge and skills, and 3) can apply learned information to real-life situations. The program uses two tasks, the Comprehensive Exam and the Special Project, to assess readiness for licensed work.

Eligibility

Students typically sit for the Comprehensive Exam in the semester in which they have already completed 32 credits and will complete 45 credits at the conclusion of the term. The Special Project is completed in the last semester of study. The comprehensive exam and special project will be each administered two times per year (Fall and Spring semesters). Students must pass the Comprehensive Exam in order to be eligible for the MA *en passant* to the Ed.M. **Students must pass both the Comprehensive Exam and the Special Project in order to receive the Ed.M.**

Comprehensive Exam:

The program's Comprehensive Exam is administered in the form of the New York State School Counselor Teacher Certificate Examination (CST), a national, standardized exam that was developed by the New York State Education Department. More information about the exam can be found at: https://www.nystce.nesinc.com/Content/Docs/NY193_OBJ_FINAL.pdf

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., referral form, assessment results, an excerpt from teacher or family notes). The total testing time is 195 minutes and the cost of the test is \$122.

The domains on which the examination questions are based are:

- Foundations and Theories of School Counseling
- Human Development and Learning
- Development, Management, and Evaluation of a Data- Driven School Counseling Program
- Assessment and Intervention to Address Individual, Group, and Schoolwide Needs
- Individual Planning to Promote College and Career Readiness
- Responsive Services and Crisis Prevention and Intervention
- Consultation and Collaboration for a Supportive School Environment
- Legal, Ethical, and Professional Standards Guiding School Counseling

- Analysis, Synthesis, and Application

The comprehensive exam is administered at an ETS testing center, and students are welcome to take the exam during the semester in which they will complete 45 points. Students will be required to submit an application to take the comprehensive exam and these must be submitted to the program office by the semester deadline. Students who have not applied for the comprehensive examination will not be allowed to take the examination. Each student is responsible for paying the administration fee for the comprehensive examination.

Students will have two attempts to successfully complete the comprehensive exam. In the event that a student is unable to complete the exam in their first attempt, they will be provided with a remediation plan. This may include one or all of the following:

1. Retake specific content domains of the exam
2. Retake the entire exam
3. Complete additional coursework
4. Complete additional assignments as deemed appropriate by program faculty.

A failure to successfully complete the comprehensive exam in two attempts may result in further remediation or dismissal from the program.

Special Project:

The Special Project requires students to analyze a case study and is administered in the Fieldwork Course. More information will be provided by your course instructor. This examination is evaluated across seven areas. These areas are:

- *Identifying Information*
- *Presenting Problem*
- *Family History*
- *Social Background/Relationship History*
- *Theoretical Conceptualization*
- *Counseling Work*
- *Personal Growth*

The Special Project is completed as a part of the student's fieldwork course and should be completed in the same semester that you apply for the Ed.M. degree. Students may complete the Project either in the Fall or Spring semesters. If you expect to complete the Ed.M. degree in the Summer, then you may complete this project in the previous Spring semester.

Please Note: Because the Comprehensive Exam and Special Project are required for the awarding of the Ed.M., successful completion of both is required for graduation. A student may pass one exam and not pass the other, thereby delaying graduation. If the student receives a *Fail* on both administrations of the exam (either Comprehensive or Special Project), the student may

face several consequences, including course remediation as determined by the faculty or dismissal from the program.

EARNING THE M.A. EN ROUTE TO THE ED.M.

Although students are not accepted into the Program as candidates for a terminal M.A., Ed.M. students may apply for the M.A. degree *en passant*. Students may apply for the M.A. degree in the semester in which they will complete 45 out of the 60 points required for the Ed.M. at Teachers College. If eligible, the M.A. Degree will be automatically added to your student record and you will be awarded this degree along with your Ed.M. if all requirements are successfully completed.

Please note that your M.A. degree application will only contain 32 (or 33) points of course work even though you must have completed at least 45 points. They should include major and non-major courses (see sample list below), and additional, Advisor-approved courses with a minimum of 12 points in CCPJ. A comprehensive exam must be successfully completed, and should be taken in the semester in which you apply for the M.A.

With the exception of courses in which the only grades awarded are “P” and “F” grades in the aforementioned courses must be letter grades. Transfer credits cannot be used toward the M.A. *en passant*. A degree audit must be filed with the Registrar’s office on or before the stated deadline.

DEGREE AUDIT

Teacher College's degree audit system is designed to assist students in keeping track of their progress towards a degree program. The audit is a snapshot of the student's academic history and includes all degree requirements, in progress courses, transfer credits, and more. The degree audit is also used as the degree application process for graduation. For more information, please visit <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>. When submitting the degree audit as your application for graduation, the Office of the Registrar will refer to the "DECLARED" degree/major program for review and clearing purposes (exception: *en passant* majors).

The degree audit system cannot be accessed in some areas outside the United States. If you have questions regarding this please contact registrar@tc.columbia.edu.

TYPICAL COURSE SEQUENCE

Master's Program in Psychological Counseling Department of Counseling and Clinical Psychology

The following list will give you a general idea about when you need to complete certain requirements, register for certain classes, etc. as a full-time student starting in the fall semester. Please check your TC email and the Ed.M. Canvas regularly for announcements and updates. You may also **contact the Program office** to confirm and/or inquire about these dates.

First Year FALL	
<i>Typical Courses</i> ● CCPJ 4064 Theories of Counseling ● CCPJ 4560 Professional and Ethical Issues in Psychological Counseling ● CCPJ 5371 Foundations of Counseling ● CCPJ 5062 Career Counseling ● CCPJ 4160 School Counseling for Children and Adolescents	<i>Other Important Tasks</i> ● Attend Orientation ● Schedule first appointment with Advisor ● Read <i>Handbook</i> thoroughly ● Orient yourself to other resources on campus ● Create a Self-Care Plan to set yourself up for success ● Start editing your resume in preparation for fieldwork applications ● Watch out for announcements about applying for Fieldwork in the spring ● Attend Orientation to Fieldwork in November
First Year SPRING	
<i>Typical Courses</i> ● CCPJ 5025 Group Counseling (<i>**if you are taking Counseling Skills II this semester, you may postpone Group Counseling to the following summer to avoid taking two experiential classes simultaneously</i>) ● CCPJ 5060 Assessment in Counseling ● One other course, prioritizing completion of required courses (CCPJ, CCPX, HUDM, HUDK) ● Take additional courses (up to 15 total) prioritizing completion of required courses	<i>Other Important Tasks</i> ● Prepare for Fieldwork applications ● Apply, interview for, and confirm Fieldwork placements ● Revisit and revise Self-Care Plan ● Make sure you are on track to complete all pre-requisites for Fieldwork (courses, special trainings, etc.) – seek guidance from the Handbook, as each track has different requirements
Summer Session A & B	
<i>Typical Courses</i> ● CCPJ 5070 Evaluation and Research Methods in Counseling Psychology ● Catch up on required courses, including	<i>Other Important Tasks</i> ● Start reading <i>The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling</i>

electives ● CCPJ 4170 College Admissions Counseling For School Counselors	<i>Students</i> in preparation for Practicum and Fieldwork ● Confirm course planning for second year ● Explore website to learn more about Comprehensive Exam, which you will be taking when you have completed 45 credits
Second Year FALL	
<i>Typical Courses</i> ● CCPJ 5360 Practicum in Career and Personal Counseling ● Fieldwork ○ School Track Elementary – CCPJ 5263 Supervised Fieldwork in Elementary School Counseling ○ School Track Secondary – CCPJ 5265 Supervised Fieldwork in Secondary School Counseling ● Work towards completing coursework, including electives	<i>Other Important Tasks</i> ● Meet with Advisor to confirm you are on track to finish by the expected date. ● Prepare for Comprehensive Exam ● Continue to refine your Self-Care Plan. Make adjustments to enhance sustainability.
Second Year SPRING	
<i>Typical Courses</i> ● Complete Fieldwork – make sure you have a total of 6 credits by the time you graduate ● Finish all other coursework	<i>Other Important Tasks</i> ● Meet with Advisor to confirm you are on track to finish by the expected date ● Complete Comprehensive Exam (if you haven't done so already) ● Complete Special Project ● Make sure both M.A. and Ed.M. have been added to your Degree Audit ● Apply for graduation ● Work on job applications for pre-licensure ● Graduate!

COURSE DESCRIPTIONS

Below you will find descriptions of a few of the core program courses as well as key program requirements. Please note that this list is not exhaustive and descriptions of other courses can be found in the [TC Catalog](#).

CCPJ 5371 Foundations of Counseling

This is a semester experiential course with limited enrollment. You must take CCPJ 4064 Theories of Counseling either prior to or concurrently with this course. You also need to take the Foundations course prior to taking Group Counseling. You must complete CCPJ 5371 before you are eligible for Practicum, Fieldwork, and Racial-Cultural Counseling Lab. It is offered once a year in the Fall semester.

CCPJ 5372 Counseling Skills II

This is a semester-long experiential course that allows students to further enhance their counseling skills. While it is generally optional, it may be recommended or required of students who would profit from continued training. Counseling Skills II follows Foundations and involves further development of counseling skills and practice. The course has limited enrollment, and enrollment must be approved by the instructor. You must have taken the Foundations course prior to taking Counseling Skills II. It will usually be offered in the Spring and Summer semesters.

CCPJ 5025 Group Counseling

Group counseling is a one semester experiential and didactic course. Prior to taking Group Counseling, you must take Theories of Counseling and Foundations of Counseling. Please note that the course Group Dynamics may not be substituted for this course.

Practicum and Fieldwork

You are required to complete 100 hours of practicum and 600 hours of Fieldwork. These experiences typically begin in the Fall semester of your second year, with some sites requiring a summer start. You are ultimately responsible to find and secure a Fieldwork site, through a The Comprehensive Exam is taken during the semester in which you complete 45 credits in partial fulfillment of requirements to receive an M.A. *en passant* (see previous section on this topic). Students must register to take the exam with the Program Office.

Announcements regarding when the Comprehensive Exam will be offered each semester will be posted on the Counseling Bulletin home room canvas page as well as via direct emailing to enrolled students. Please follow all directions provided for completing the Exam and Special

Project, including turning them in; please note that no extensions will be granted regarding posted due dates and times.

Special Project

The Special Project is completed in the same semester that you apply for the Ed.M. degree. Students complete this project as a part of their fieldwork course requirements. The project should draw from an experience in fieldwork or practicum, and should incorporate relevant theory and casework. This program requirement will be completed in your fieldwork course and more information will be made available to you through the course syllabus.

Helpful Teachers College and Program Policies and Procedures

In order to ensure a successful completion of the program, it is important that students familiarize themselves with important Teachers College and Counseling Psychology Program policies and procedures. This section will highlight some useful procedures that will aid students as they complete their graduate coursework. Do note that this section might not include all College policies and it is important that students read the Teachers College Student Handbook in its entirety to ensure that they are in compliance with all expected conduct and ethical issues.

1. **Program Handbook:** This handbook serves as your guide to program policies. Please ensure that you are familiar with the contents of this *Handbook*. Additionally, it is also important for you to read through the [TC Catalog](#), and the TC Student Handbook. You are also obligated to be knowledgeable about the [APA Code of Ethics](#) and [ACA Code of Ethics](#).
2. **Record Keeping:** You will be completing and receiving various forms of paperwork and documentation throughout your graduate student career. Keep electronic and/or paper copies of everything for yourself. It is particularly important for you to keep copies of all your evaluations (experiential courses, practicum, and fieldwork) and course syllabi as you might need these for licensure purposes. The program requires that you invest in clinical hours tracking software ([Time to Track](#)) to ensure that you are keeping accurate logs of your clinical hours. Paperwork, while often onerous, is necessary -- it is part and parcel of any professional or clinical experience. It is your responsibility to keep track of the courses you have completed and the academic requirements you still need to fulfill (please refer to your degree audit for more information), and to keep track of your clinical hours.
3. **Communication:** Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.
4. **Language:** You are responsible for using accurate, inclusive and nondiscriminatory language in your oral and written communications.
5. **Classroom Behavior:** As a university student you are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. You are encouraged to critique what is presented in the readings or in class by professors or your peers. However, all critiques should be delivered in a respectful manner. In addition, distracting and potentially disruptive behaviors (such as talking to your neighbor, coming to class late, leaving early, texting, or any behavior that distracts others from learning) are out of place in a university classroom, and will negatively affect your class performance.
6. **Religious Holidays:** It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled.

Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

7. Writing: Papers should be turned in on time; they should be in APA-style (including first drafts), referenced, and proofread. Websites such as Grammarly may be of service in helping with proofreading. Teachers College also offers a free writing center. Remember to put your name and date on everything you hand in.

7. Working Effectively with Faculty

Building a professional relationship with faculty is key to your academic success. Faculty members have multiple responsibilities, so following these guidelines will help ensure a smooth and productive experience for everyone.

- *Adhere to Deadlines*: Faculty schedule time to review and provide feedback on your work. Submitting assignments on time respects their schedule and ensures you receive timely responses. Late submissions can cause significant delays in receiving feedback.
 - *Schedule Appointments*: To make the most of your time with a faculty member, schedule an appointment to meet in their office or attend their designated office hours. This ensures you have their full attention and avoids impromptu discussions in hallways or cafeterias.
 - *Communicate Effectively*: When meeting with your advisor, it is helpful to provide a brief reminder of your last conversation. This practice ensures a productive and efficient discussion.
 - *Stay in Contact*: You are responsible for maintaining regular contact with your advisor, supervisor, and other program directors. Keeping them informed about your progress and whereabouts is essential for staying connected to the program and receiving the support you need.
8. Academic Integrity: Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to disciplinary action. This also includes duplication of your own work from other classes: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course is in violation of Teachers College Policy. In cases of uncertainty or ambiguity, a student should check with the student's instructor. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.
 9. Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID; <https://www.tc.columbia.edu/oasid/>) for information about registering with the office. You can reach OASID by email at

oasid@tc.columbia.edu, stop by Zankel Hall 301 or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation.

10. **Social Media:** As future representatives of the counseling profession, it is important that students are vigilant about their social media presence. Please ensure that your social media is appropriate and adheres to the ethical principles of our profession. While the program does not expect students to not engage on social media platforms, it is important that your online presence does not include inappropriate, harmful, or discriminatory content. As a faculty, we always welcome discussions about managing your personal and professional identities and encourage you to seek consultation/supervision about your online presence.
11. **Confidentiality:** Being actively involved in the class sessions (experiential and otherwise) and entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn counseling skills, it is *extremely* important that confidentiality be maintained. **You are accepting an ethical obligation as a counselor in training.** It is expected that anyone who participates in a course that invites self-disclosure will have their confidentiality respected. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share your experience outside of class, please reveal only your own reactions or understandings -- do not reveal the names or any identifying data of classmates. *Disregarding this confidentiality policy may result in remediation and/or dismissal from the program.*
12. **Gender Misconduct Policy:** Columbia University is committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct. The Gender-Based Misconduct Policy for Students is one part of the University's multifaceted approach to eliminate gender-based misconduct from our community, which also includes educational programs; services and resources for those affected by gender-based misconduct; accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and protections designed to prevent against recurrence. More information about the Gender Misconduct Policy can be found at: <https://www.tc.columbia.edu/titleix/>

APPENDIX A

STANDARDS, POLICIES, and PROCEDURES

Master's Program in Psychological Counseling
Department of Counseling and Clinical Psychology

Procedures Regarding Student Progress: Overview

Students will be reviewed every semester regarding their progress in the program by the Program Director. Individually and collectively, faculty members are responsible for evaluating student progress in the program and to provide students with feedback. Opportunities for feedback exist through course grades, practicum and fieldwork evaluations, and advisor feedback. If satisfactory progress is not being made, the program will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offering assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, if program faculty have serious concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. **Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.**

In the event that students experience dissatisfaction with regard to an academic situation, they should first consult with their instructor (if course related). Next, they can raise the issue with their advisor, then the Program Director and, if required, the department chair. In addition, the Office of the Ombudsperson is available to facilitate resolution. Consultation with the ombudsperson is confidential. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College community, provides details concerning due process procedures for handling grievances.

Policies Relevant to Student Progress

The minimum grade to pass in good standing is a B.

Teachers College requires that a student may have no more than 8 points of C- course grades in order to remain in good standing. The Counseling Psychology Program adheres to these standards, but also imposes another level of policy that allows us to carefully gauge student progress. Since our Ed.M. students often complete this degree with the goal of certification as a School Counselor, we believe that the responsibilities of practice at this level merit close monitoring of student attainment.

A student must receive a minimum of B to remain in good standing in the Counseling Psychology Program. Lower grades can lead to remediation and/or change of status (such as "under review" or probationary status). A grade of B- or lower does not designate "failing" the class as it does in the doctoral program; rather, a grade of B- or lower alerts the faculty that this student should be watched more carefully in the following semester. Additional required remediation is also possible if deemed necessary. Individual professors will contribute each

semester to a list of students (to be compiled in the program office) who have received a B- so that their progress can be reviewed.

Given its pivotal role in the development of counseling skills, a grade of B- in Foundations has special consequences. In these instances, the student will be encouraged to continue their skill development, such as through enrollment in CCPJ 5372, Counseling Skills II.

We support TC policy stipulating that students may not count more than three points of C- toward graduation with an MA or Ed.M. degree. Any course that puts students over this three-point limit must be re-taken. A student who accumulates 8 or more points of C- (or lower) grades will not be permitted to continue as a student or receive a degree.

Absences from experiential courses

Because missed work in experiential classes cannot be made up outside class, attendance policies must be strictly followed. Specifically, missing more than one class without prior permission from the instructor will result in failure of the class. Missing more than two classes under any circumstances will result in failure of the course.

Interpersonal Competence and Professional Competence Evaluation (PCPE)

Our PCPE policy was adopted directly from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) and follows the American Counseling Association's (ACA, 1995) *Code of Ethics and Standards of Practice*. This statement is a policy that governs our training program (both at the masters and doctoral level) in terms of the evaluation of student academic and professional competencies. The PCPE form itself is attached at the end of this document, and will be administered in Ethics, Fieldwork Seminar, Practicum Seminar, and all experiential classes (such as Foundations, Group Counseling, Counseling Skills II and Racial-Cultural Counseling Lab).

Students in training programs that lead to license eligibility in school counseling and mental health counseling (at the masters, doctoral, internship and post-degree level) should know before their training begins that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) insure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional graduate programs in mental health have an ethical obligation to prevent the advancement of students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large. Students thus identified will then be required to end their participation in the training program, either temporarily or permanently.

Therefore, within a developmental framework and with appropriate regard for the inherent power differences between student and faculty, students and trainees should know that their faculty,

training staff and supervisors will evaluate competence in areas that lie beyond the acquisition of didactic knowledge in the form of theory and specific content, but which directly impact professional competence. These competencies include, but are not limited to, the demonstration of sufficient:

(a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

(b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

(c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and

(d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty or by participating in personal therapy in order to resolve problems or issues).

Students will be evaluated on the above items in conjunction with their academic performance. Failure to meet these expectations can lead to program intervention, including a review and remediation plan, failing the class, change of program status, and/or program dismissal. Failing the course would occur if a student were to end the semester with a rating of zero on one or more of the evaluation areas.

Professors will meet with the student individually as soon as a concern becomes apparent and before the end of the semester when possible. If the concern is not significantly egregious, they will attempt to strategize to resolve the issue before the end of the class.

If the concern is not resolved, then the professor will forward the concern to the faculty. A subcommittee of faculty will meet with the student if the student wishes to be involved at this level. After gathering all information, the faculty will make a decision regarding the student's status in the program, including any remediation. The student's advisor will meet with him or her to convey and discuss the decision of the faculty.

The student can then appeal any decision *in writing* to 1) the department chair, and after the chair's decision, to 2) the Vice Provost for Student Affairs.

Failing Fieldwork or Practicum

Fieldwork and practicum comprise components of the program that are substantively different from every other: students are actually practicing within the context of a working clinical or school site as part of a professional staff. A successful fieldwork and practicum experience, therefore, builds upon (but is different from) the skills required for classroom success, and

occasionally a trainee who has demonstrated good classroom performance may experience difficulty in applying their classroom knowledge to work in a clinical setting. Failing (or being asked to leave) a practicum or fieldwork experience has special significance regarding a trainee's readiness to be entrusted with the well-being of vulnerable clients or students, and may lead to extensive remediation or dismissal.

When the faculty become aware of concerns that exist onsite about a student's performance, the fieldwork coordinator and the student's advisor will communicate with the onsite supervisor and/or other relevant staff to determine the parameters of the issue. The supervisor will be asked to document their concerns.

The advisor and the student will meet to discuss the situation from the student's perspective. The advisor will create a memo documenting the meeting with a copy to the program office for the student's file.

All material resulting from the preceding meetings will be received and discussed by the faculty, and the student's advisor will subsequently meet with him or her to convey the decision of the faculty.

The faculty's decision regarding subsequent proceedings may include but are not limited to:

- Requiring the student to take the rest of the semester off and then re-apply for fieldwork
- Requiring the student to take the rest of the semester off, requiring the student to then take Counseling Skills II, and (upon passing it) allowing the student to re-apply for fieldwork
- Requiring the student to re-take (or take for the first time) and pass any or all of the program's experiential skill-building courses and Ethics, and then reapply for fieldwork

The last of these is the likeliest consequence when a student has been unequivocally required to leave a fieldwork placement without possibility of any remediation at or further involvement with the site itself.

Evaluation Points and Faculty Review

In summary, points at which a faculty review of student progress will be triggered include:

- Receiving a grade of B- in any course
- Low score (0 or 1) on the PCPE at any point
- Unfavorable evaluations from supervisors
- Two or more withdrawals from classes
- Agreement among faculty or supervisors that concerns exist regarding a student's progress in academic performance or interpersonal competency at any point in the semester

In each of these circumstances, the student's advisor will make them aware of the nature of the faculty's concerns, and will document this communication with a copy to the program office for the student's file. Faculty response in these instances may include a letter to the student

indicating that they are considered to be on probation. This status signifies that the faculty will continue to monitor the student's progress closely, may restrict the student's ability to proceed to more advanced coursework, and may require remediation as appropriate to the specific concern.

CONSIDERATIONS FOR INTERNATIONAL STUDENTS

The focus on training culturally competent counselors is central to the objectives of the Ed.M. Program in Psychological Counseling at Teachers College. This focus is infused throughout the curriculum and is often the most apparent in our experiential classes (such as CCPJ 5371, Foundations of Counseling). We begin by acknowledging that counseling theories and skills are culture-bound, and the developmental process of becoming a counselor involves wrestling with how the developing counselor's personal and cultural identities are viewed from new perspectives. Consequently, both points of congruence, and at times, conflict will characterize students' development.

Some international students may experience the curriculum and academic perspectives of our program as coming from a "Western" or "American" viewpoint. Consistent with the values and objectives of our program, we are conscious of alternative and often equally valuable ways of understanding student development and their training as counselors. At the same time, given our responsibility in preparing competent counselors, we are ethically obliged to evaluate student performance and progress through the program using nationally-established guidelines such as the standards and assessment protocols outlined in this document. As an international student, you may find that these guidelines present challenges that are divergent from your cultural values and ways of being. We believe that demonstrating the skills and knowledge required by this program does not necessitate replacing your own cultural values; rather, the process of wrestling with these points of congruence and incongruence as you acquire new skills is crucial to achieving greater multicultural counseling competence. Expanding one's perspectives and repertoire of helping/intervention strategies are major goals of cultural competence; thus, international students – like all students – need to be able to exhibit cultural competence in working with diverse populations, not just their own cultural group. We urge our students to address these issues as they arise with the faculty and other training staff throughout your time in the program.

Also, please note that it is the student's responsibility to ensure that they meet all requirements for school counselor certification in New York State. For example, some states require United States residency for school counselor certification. Please check with the New York State Certification website to ensure that you meet requirements for provisional and permanent certification.

Professional Counseling Performance Evaluation (PCPE)

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Rating Scale

N No opportunity to observe

0 Does not meet criteria for program level

1 Meets criteria minimally or inconsistently for program level

2 Meets criteria consistently at this program level

A. Counseling Skills and Abilities

1.	The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.	N	0	1	2
2.	The student demonstrates therapeutic communication skills including:	N	0	1	2
a.	Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work, such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2
b.	Understanding content – understanding the primary elements of the clients' story	N	0	1	2
c.	Understanding context – understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2
d.	Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2
e.	Congruence – genuineness; external behavior consistent with internal affect	N	0	1	2
f.	Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2
g.	Non-verbal communication – demonstrating effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h.	Immediacy – staying in the here and now	N	0	1	2
i.	Timing – responding at the optimal moment	N	0	1	2
j.	Intentionality – responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2
k.	Self-disclosure – skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2
3.	The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2
4.	The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2
5.	The student facilitates movement toward client goals.	N	0	1	2
6.	The student demonstrates the capacity to match appropriate intervention to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2

7.	The student creates a safe clinical environment.	N	0	1	2
8.	The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

B. Professional Responsibility

1.	The student conducts themselves in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2
2.	The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2
3.	The student demonstrates sensitivity to real and ascribed differences in power between themselves and others and does not exploit or mislead other people during or after professional relationships.	N	0	1	2
4.	The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2

C. Competence

1.	The student recognizes the boundaries of their particular competencies and the limitations of their expertise.	N	0	1	2
2.	The student takes responsibility for compensating for their deficiencies.	N	0	1	2
3.	The student takes responsibility for assuring client welfare when encountering the boundaries of their expertise.	N	0	1	2
4.	The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.	N	0	1	2
5.	The student provides only those services and applies only those techniques for which they are qualified by education, training, and experience.	N	0	1	2

D. Maturity

1.	The student demonstrates appropriate self-control (such as anger control, impulse control, etc.) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2.	The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3.	The student demonstrates an awareness of their own belief systems, values, needs, and limitations and the effect of those on their work.	N	0	1	2
4.	The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5.	The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6.	The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2

E. Integrity

1.	The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
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2.	The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3.	The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
4.	The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5.	The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

APPENDIX B
ED.M. PROGRAM PLANNER

Name					Advisor
PIN Number			Telephone Registration Number: (212) 678-3200		
HUMAN GROWTH AND DEVELOPMENT COURSES					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
HUDK 4022	Developmental Psychology: Childhood ²		3		
HUDK 4023	Developmental Psychology: Adolescence ²		3		
SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5164	Multicultural Counseling and Psychology ¹		3		
Including any one of the following:					
CCPJ 5165	Racial-Cultural Counseling Laboratory ²		3		Prerequisites: CCPJ 5020 or CCPJ 5164; CCPJ 4064, CCPJ 5371, CCPJ 5025. Fieldwork and/or practicum recommended
CCPJ 5020	Racism and Racial Identity in Psychology and Education ²		3		
CCPJ 4050	Microaggressions in Institutional Climates		3		
CCPJ 4180	LGBT (Q) Issues in Psychology ²		3		
CCPJ 4070	Counseling Linguistically Diverse Populations: Latina/o Psychology ²		3		
CCPJ 6560	Advanced Professional Issues		3		
CCPJ 4068	Counseling and Gender ²		3		
CCPJ 4030	Reconstructing Gender: Exploring Transgender Experience ²		3		

COUNSELING THEORY AND PRACTICE					
Both required					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 4064	Theories of Counseling ¹		3		
CCPJ 5371	Foundations of Counseling ¹		3		Prerequisite: CCPJ 4064, may be taken concurrently
PSYCHOPATHOLOGY					
Any one of the following					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 4000	Multicultural Psychopathology ²		3		
CCPX 5034	Child Psychopathology ²		3		
GROUP COUNSELING					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5025	Group Counseling ¹		3		Prerequisites: CCPJ 4064 and CCPJ 5371
LIFESTYLE AND CAREER DEVELOPMENT					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5062	Career Counseling and Development ¹		3		
ASSESSMENT AND APPRAISAL OF INDIVIDUALS, COUPLES, FAMILIES, AND GROUPS					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5060	Assessment in Counseling ¹		3		Prerequisite: CCPJ 4064 and CCPJ 5371
AND one of the following					
HUDM 5059	Psychological Measurement ²		3		
HUDM 4050	Introduction to Measurement ²		3		
HUDM 4120	Basics Concepts of Statistics ²		3		

RESEARCH AND PROGRAM EVALUATION						
Both required						
Course #	Course Title	Semesters Taken	Points	Grade	Notes	
CCPJ 5070	Evaluation and Research Methods in Counseling Psychology ¹		3			
Elective Course #	Course Title	Semesters Taken	Points	Grade	Notes	
Elective 1	ORLJ 4040 The American College Student					
Elective 2						
Elective 3						
Elective 4						
PROFESSIONAL ORIENTATION AND ETHICS						
Course #	Course Title	Semesters Taken	Points	Grade	Notes	
CCPJ 4560	Professional and Ethical Issues in Psychological Counseling ¹		3			
FOUNDATIONS OF COUNSELING AND CONSULTATION						
Course #	Course Title	Semesters Taken	Points	Grade	Notes	
CCPJ 5371	Foundations of Counseling ¹		3		Prerequisite: CCPJ 4064, may be taken concurrently	
CCPJ 4199	Advanced Professional Practice: Consultation and Supervision in Counseling		2			
School Counseling						
Course #	Course Title	Semesters Taken	Points	Grade	Notes	
CCPJ 4160	School Counseling for Children and Adolescents ¹		3			
CCPJ 4170	College Admissions Counseling for School Counselors ¹		3			
RECOGNITION AND REPORTING OF CHILD ABUSE AND MALTREATMENT						

ONE YEAR (at least 700 clock hours) SUPERVISED INTERNSHIP & PRACTICUM IN SCHOOL COUNSELING					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5360	Practicum ¹				
CCPJ 5263	Fieldwork in Elementary School Counseling ¹				Prerequisites for all Fieldwork and Practicum sections: CCPJ 4064; CCPJ 4560, CCPJ 5062; CCPJ 5371; CCPJ 5025
CCPJ 5265	Fieldwork in Secondary School Counseling ¹				
	(2 semesters 3+3, or 3 semesters 2+2+2)				
RECOGNITION AND REPORTING OF CHILD ABUSE AND MALTREATMENT: PLEASE REFER TO PAGE 4 FOR MANDATORY WORKSHOPS					
TOTAL REQUIRED LICENSURE SEMESTER HOURS:				47-48 PLUS MANDATORY WORKSHOPS	
ADDITIONAL ELECTIVES REQUIRED FOR ED.M. DEGREE:				12-15	
<u>GRAND TOTAL SEMESTER HOURS REQUIRED:</u>				<u>60</u>	
Footnote:					
¹ Indicates required course					
² Indicates choice of a required course					

APPENDIX C

FIELDWORK OVERVIEW

The primary objective of the counseling fieldwork program is to enable students to apprentice in the role of a practicing counselor. Counselor interns become part of a professionally approved counseling program in which they can observe successful practices, participate in all aspects of the program and apply classroom learning to actual clinical, school, and organizational situations. Interns are expected to function as part-time employees of their chosen fieldwork site during the academic year. As part of their intern requirements at Teachers College, interns are required to engage in ongoing individual (personal and/or career) and group counseling. Interns must have an individual case load of five or more patients/clients/students throughout their intern experiences. Other training experiences should include case conferences, crisis intervention, staff meetings, testing and assessment, staff development workshops, program development, seminars for staff, data gathering and record keeping as it applies to their population. All intern activities must be under the direction/guidance of a certified supervisor, who has a minimum of three (3) full years of experience and the minimum of a Masters Degree in School Counseling.

Prerequisites

Before registering for CCPJ 5263/CCPJ 5265 (Supervised Fieldwork in Elementary or Secondary School Counseling), students must complete:

- **CCPJ 4064 Theories of Counseling**
- **CCPJ 4560 Professional & Ethical Issues in Psychological Counseling**
- **CCPJ 5062 Career Counseling & Development**
- **CCPJ 4160 School Counseling for Children and Adolescents (3)**
- **CCPJ 5371 Foundations of Counseling**
- **CCPJ 5025 Group Counseling (can be taken concurrently with fieldwork)**
- **Child Abuse Reporting / Violence Prevention workshop (see page 5)**

Students are also required to obtain insurance coverage (liability insurance) through the American Counseling Association or The American Psychology Association

Time Commitment

Students are expected to commit to a minimum of 600 hours throughout the course of two semesters. 600 hours is the equivalent of 2-3 days (20 hours) a week. The actual distribution of time is negotiated between the professional needs and requirements of the agency and the course work and other commitments of the student. In certain cases, the fieldwork time could be divided into 3 semesters for 200 hours each. An orientation to Fieldwork Session will be held each November. You must attend this orientation session prior to beginning your fieldwork search. Please check your email and the counseling bulletin board for information regarding times and dates. Applications and further information will be made available at the meeting.