Welcome to the Ed.M. program in Psychological Counseling 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 through 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 Coordinator 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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TRAINING OBJECTIVES

The Ed.M. Program in Psychological Counseling is designed to prepare students for the position of psychological counselor in social agencies and organizations, schools, colleges, career counseling, rehabilitation, and mental health centers, hospitals, and other community and government agencies. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations. 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 counselors who:

1. focus on the personal, racial/cultural, and career development of individuals and groups;
2. focus on clients’ strengths and assets, and the importance of person-environment interactions;
3. provide mental health services to client and client systems;
4. are competent in providing consultation, workshops and psychoeducation to individuals, groups, and organizations;
5. are self-aware and reflective about social and cultural constructions, and issues related to identity and group membership;
6. are competent in evaluation and problem-solving research (e.g., surveys, follow-up studies);
7. practice as ethical counselors.

These objectives will help prepare students to work as counselors with those who need assistance with adjustment issues both in their personal and/or occupational lives. Counselors help people clarify their concept of self as well as help them discover their roles in the world of work. This is done through individual counseling, group counseling, program development, family counseling, psychoeducational workshops, implementing systemic change, etc. The role of a 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 women and men with different sexual orientations, physical abilities, ethnic, racial, cultural, religious, and socioeconomic backgrounds.

In order to achieve these goals, counselors typically interview clients and collect background data about their family and cultural background, education, work experience, physical condition and their psychological and environmental assets and resources in order to develop an understanding of clients’ needs. They supplement such information with data collected by means of psychological tests which they may administer themselves or have administered by a colleague. After collecting this data, the client and counselor work collaboratively to decide on goals, counseling modality (e.g., group counseling or individual counseling), and other issues
involved in the counseling process. In addition to establishing therapeutic relationships with their clients, counselors use a variety of interventions that help the client meet the established goals.

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 mental 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 and 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.

SUGGESTED READINGS

The following journals, books, and websites will be helpful as you pursue a career in psychological counseling.

Professional Journals

American Psychologist
Cultural Diversity and Ethnic Minority Psychology
The Counseling Psychologist
Hispanic Journal of Behavioral Sciences
Journal of Black Psychology
Journal of College Student Development
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Cross-Cultural Psychology
Students should consider joining professional organizations to be informed and knowledgeable of important professional developments (e.g., ACA, The NY chapter of Mental health counselor association, APA, etc.)

Books


Helpful Websites

*Teachers College, Columbia University* - [http://www.tc.columbia.edu](http://www.tc.columbia.edu)


*New York State Mental Health Counselor Association* - NYMHCA2@optonline.net


*The American School Counselor Association* - [http://www.schoolcounselor.org](http://www.schoolcounselor.org)

*The American Counseling Association* - [http://www.counseling.org](http://www.counseling.org)

Society of Counseling Psychology - http://www.div17.org/


Society for the Psychological Study of Lesbian, Gay and Bisexual Issues - http://www.apadivision44.org/


Association of Black Psychologists - http://www.abpsi.org/

Asian American Psychological Association - http://www.aapaonline.org/

Society of Indian Psychologists - http://www.geocities.com/indianpsych/
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

**Robert T. Carter:** Issues of racial identity; race and culture; legal issues (particularly with regard to the stressful and potentially traumatic effects of racial discrimination); organizational development; mental and health disparities, and educational equity.

**Elizabeth Fraga:** Latino Mental Health, bilingual therapy, women mental health, multicultural counseling, cross-cultural competencies, health psychology, supervision and training.

**George V. Gushue (Ph.D. Program, Director of Training):** 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.

**Defne Koraman:** Substance use disorders and addictive behavior; eating disorders and body image concerns; chronic health problems and coping; parenting.

**Michael Lau:** Research methodology; assessment and evaluation; Asian American identity and psychology.

**Marie L. Miville (Chair, Department of Counseling and Clinical Psychology):** Multicultural counseling; universal-diverse orientation; Latina/o psychology; LGBT issues; women's issues; intersections of identities; supervision and training.

**Gregory Payton:** Risk and resiliency within LGBT populations; relationships between biopsychosocial characteristics and behavioral health outcomes; evidence-based treatment methods and mental health outcomes and identity development and resiliency within marginalized populations.

**Riddhi Sandil (Ed.M. Program Coordinator):** 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:** School counseling; social class issues; community psychology; group counseling.
**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.
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 48 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 license-eligibility and academic requirements of our Ed.M. mental health 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 course work 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 mental health counselors. The specific coursework that fulfills the Licensed Mental Health Counseling specialization is listed in the appropriate section of the handbook. Students should consult with their Advisors regarding the specific requirements consistent with the NYS licensing 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, Box 302, Teachers College, Columbia University, New York, NY 10027-6696 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 Autumn enrollment), April 15 (final deadline for Autumn 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.
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, Box 309, Teachers College by February 1. 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 the Counseling Psychology Program, Box 102, Teachers College, Columbia University, New York, NY 10027-6696, 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 Coordinator. 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. 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 Touch-tone or web services. Information regarding registration may be obtained at the Office of the Registrar, by phone (212-678-3200), 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 Coordinator and, if required, the Department Chair. As well, the Office of the Ombudsperson is available to facilitate resolution. Consultation with the Ombudsperson is confidential, and his/her hours are posted at the Information Desk. 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.

**Transfer Credits**

Students may transfer a maximum of 12 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 Admission Office. 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 go to the Office of Admission to request a Transfer Credit Evaluation Form or download it online.
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 Admission.
3. After evaluation of the materials, the Office of Admission will send pertinent information to student’s advisor.
4. The advisor, in consultation with other faculty if necessary, will approve acceptable credits and return the signed Transfer Credit Evaluation Form to the student.
5. The Student will return the completed Transfer Credit Evaluation Form to the Office of Admission.
6. The student advisor 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 Admission 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 Ed.M. Students

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 fulfill requirements for your chosen specialization (Mental Health Counseling and School Counselor), and 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 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 co-requisites 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 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 and enrollment is limited so students should plan accordingly- it is offered at least twice a year. Prerequisite/co-requisite: 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 4165 Consultation in Community Agencies and Resources (3)
- CCPJ 5060* Assessment in Counseling (3) (Prerequisite is CCPJ 4064 and CCPJ 5371)
- CCPJ 4873 Winter Roundtable on Cross-Cultural Psychology & Education (0 or 1)

Two of the following:

Note: One of the two courses must be CCPJ 5020, CCPJ 5164 or CCPJ 5165

- CCPJ 5020 Racism and Racial Identity in Psychology and Education (3)
- CCPJ 5164 Multicultural Perspectives in Counseling and Psychology (3)
- CCPJ 5165* Racial/Cultural Counseling Laboratory (4) (Note: Students must apply for admission to this course; enrollment is limited. Prerequisites: CCPJ 5020 or CCPJ 5164; CCPJ 4064, CCPJ 5371, CCPJ5025. Fieldwork and/or practicum are recommended.)
- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT (Q) Issues in Psychology

The Clinical Psychology requirement may be met by one of the following three courses:
• CCPX 5032  Adult Psychopathology (3)  
OR  
• CCPX 5034  Child Psychopathology (3)  
OR  
• CCPJ 4000  Multicultural Psychopathology (3)  

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

• HUDM 5059  Psychological measurement (3)  
OR  
• HUDM 4050  Introduction to measurement (3)  
OR  
• CCPJ 4066  Foundations of Testing and Accountability (3)  

Students also are required to take:

• ORLJ 4009  Understanding behavioral research (3)  
• ORLJ 5522*  Evaluation Methods I (3) (prerequisite is CCPJ 4066, HUDM 5059, OR HUDM4050). CCPJ 5070A (Evaluation Methods in Counseling Psychology) can substitute this course.

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)  
OR  
• HUDK 4023  Developmental Psychology: Adolescence (3)  
OR  
• HUDK 4024  Developmental Psychology: Adulthood and the Life Span (3)  
OR  
• HUDK 5029  Personality Development & Socialization Across the Life Span (3)  

In addition to the courses listed above students are required to take 3-7 points of Electives courses. Elective courses should have a mental health or 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.

Practicum and Fieldwork Courses

1. Fieldwork- Fieldwork is a year-long experience whereby you work in an outside agency/school/college/ or hospital 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 Fieldwork 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.

**Mental Health Counseling Specialization:**
- CCPJ 5260* Fieldwork in Fieldwork in Mental Health (3)

**School Counseling Specialization:**
- CCPJ 5263* Supervised Fieldwork in Elementary School Counseling (3)
- OR
- 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)
- HUDK 402(2,3,4) Developmental psychology or HUDK 5029 Personality development and
  socialization across the lifespan
- Child Abuse Reporting / Violence Prevention workshop (See pg. 18/20)

2. **Practicum**- Practicum is a semester-long experience where students see clients at Teachers
College’s Center for Educational and Psychological Services (CEPS) in Thorndike Hall and
receive weekly group supervision. Full-time students beginning their coursework in the Fall
semester generally take practicum during the Fall or Spring semester of the second year of the
program. Practicum applications must be completed during the academic year prior to
beginning the Program (between April 1st and May 1st). Please see the Fieldwork Coordinator and
Appendix D of this Handbook for more information. Students must register, concurrently, for the
following course in order to be enrolled in Practicum:

- CCPJ 5360* Practicum in Career and Personal Counseling (4)

**Prerequisites for Practicum:**
30 points of coursework including:
- CCPJ 4064 Theories of Counseling
- CCPJ 4560 Professional & Ethical Issues in Psychological Counseling
- CCPJ 5062 Career Counseling and Development
- CCPJ 5371 Foundations of Counseling
- HUDK 402(2, 3, 4) Developmental Psychology (Child, Adolescent or Adult) or HUDK 5029
  Personality development and socialization across the lifespan
- Child Abuse Reporting / Violence Prevention workshop (See pg. 18/20)

**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 Counselor Preparation Comprehensive Examination (CPCE), a national, standardized exam that was developed by the National Board of Certified Counselors (NBCC).

The purpose of the CPCE is to assess counseling students' knowledge of counseling information within domains that are viewed as important by counselor preparation programs. The CPCE consists of 160 items with 20 items per each content domain area (specified below). Students have four hours to complete the exam. Scores for each section and a total score are reported to home institutions for each student. Subsequently, statistics on the program's students as well as national data scores will be provided as well.

The eight domains on which the examination questions are based are:

- *Human Growth and Development*: the nature and needs of individuals at all developmental levels.
- *Social and Cultural Foundations*: issues and trends in a multicultural and diverse society.
- *Group Work*: group development, dynamics, counseling theories, group counseling methods and skill, and other group work approaches.
- *Career and Lifestyle Development*: career development and related life factors.
- *Appraisal*: individual and group approaches to assessment and evaluation.
- *Research and Program Evaluation*: types of research methods, basic statistics, and ethical and legal considerations in research.
Professional Orientation and Ethics: all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The comprehensive exam is administered on campus, and students will be notified of upcoming examination dates at the beginning of each semester. Students will be required to submit an application to take the comprehensive exam and these must be submitted to the program office one month prior to the examination date. Students who have not applied for the comprehensive examination will not be allowed to take the examination. Each student is responsible for paying the $50.00 administration fee for the comprehensive examination. This fee is non-refundable.

The minimum passing score for the exam varies each year and falls at one standard deviation below the national mean. 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.

Students can visit the CPCE program website for further information about the exam (http://www.cce-global.org/Org/CPCE).

Special Project:

The Special Project requires students to write in depth about one of their individual cases from Fieldwork or Practicum. This case study is evaluated across seven areas. These areas are:

Identifying Information  
Presenting Problem  
Family History  
Social Background/Relationship History  
Theoretical Conceptualization  
Course of Treatment  
Personal Experiences/Reactions

Students receive one of three initial grades on the Special Project: Pass, Fail, or Re-do.

A Pass indicates that the student has given acceptable answers within all seven content areas. The student has demonstrated adequate knowledge of content areas and has written in a clear, concise, and professional manner. Students receive a Re-do when they have given adequate responses to at least four of the seven content areas questions on the Special Project but have provided inadequate content on no more than three of the remaining areas. Students will receive a Fail when they have provided inadequate responses on at least four of the seven content areas.
If a student receives a *Re-do* on her or his Special Project, the student will be able to meet individually with the faculty grader to discuss problematic responses. The student will then have *one week* from the time of notification to rewrite the failed responses and return them to the program office. Students are only allowed one opportunity to re-do answers. The faculty grader will then re-read the problematic responses and assign a final grade on the exam. If the problematic responses are not re-graded as adequate, the student will receive a *Fail* on the exam.

If a student receives a *Fail* on his or her first attempt at Special Project, the exam will be given to a second faculty grader to confirm the evaluation. If the failing grade is confirmed by the second faculty grader, the student will be required to retake the exam in the following semester. If the student receives a *Fail* on both administrations of the exam (either Comp or Special Project), the student may face several consequences, including course remediation as determined by the faculty or dismissal from the program.

Dates for Special Project administration will be announced each semester via the Counseling Bulletin Board located near the Program Office as well as by email to all enrolled students. It is important that students follow all directions for the completion and submission of the Special Project. Please note that no extensions will be granted regarding posted due dates and times. Students who take the special project but do not complete it will receive a failing grade for the exam.

The Special Project 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. (beginning Fall 2011), 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 she or he will complete 45 out of the 60 points required for the Ed.M. at Teachers College. **Please note that your M.A. degree application should 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.

**Non-major Courses (“Breadth Courses” on M.A. degree application; Minimum of 3 Non CCPJ courses, Total between 7-9 points)**

- CCPX 5032 *or* CCPX 5034: Adult or Child Psychopathology
- HUDK 402 (2,3,4): Developmental Psychology *or* HUDK 5029: Personality Development
- HUDM 5059: Psychological Measurement *or* HUDM 4050: Introduction to Measurement
- ORLJ 4009: Understanding Behavioral Research
- *Elective, if needed*
- *Elective, if needed*

**Major Courses (CCPJ courses, 23-24 points)**

- CCPJ 4064: Theories of Counseling
- CCPJ 5062: Career Counseling and Development
- CCPJ 5371: Foundations of Counseling
- CCPJ 5025: Group Counseling
- *Elective, if needed*
- *Elective, if needed*
- School counseling students also must include CCPJ 5360 and one semester of fieldwork (i.e., CCPJ 5263) under their “Major Courses.”

Please Note: 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 green M.A. degree application must be filed with the Registrar’s office on or before the stated deadline.
MENTAL HEALTH COUNSELING SPECIALIZATION (COUM)
Program in Psychological Counseling
Teachers College, Columbia University

The Role of the Mental Health Counselor

In 2005, Teachers College received approval from New York State to offer a License-Qualifying Mental Health Counseling Program. Along with completion of the coursework outlined below and those required by the broader Ed.M. program, students can become eligible for licensure when they complete 3000 hours of post-master’s supervised experience in the practice of mental health counseling and pass a national examination. *For more information regarding licensure as a Mental Health Counselor, please consult the New York State Education Department Office of the Professions* ([http://www.op.nysed.gov/home.html](http://www.op.nysed.gov/home.html)).

Mental health counselors can work in a variety of settings (clinics, schools, hospitals, agencies, human resource units, private practice, etc.) in the delivery of mental health services to client and client systems. The Education Law Article 163 describes mental health counseling as:

a. The evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and

b. The use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling.

Mental Health Counseling Coursework

The core areas of mental health programs approved by the Council for Accreditation of Counseling and Related Educational Programs include:

- Human growth and development
- Social and cultural foundations of counseling
- Counseling theory and practice
- Psychopathology
- Group dynamics
- Lifestyle and career development
- Assessment and appraisal of individuals, couples, families and groups
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling and consultation
- Clinical instruction
- Recognition and reporting of child abuse and maltreatment (two hours of coursework or training)

Those specializing in Mental Health must take a workshop on Child Abuse Reporting. Those specializing in School Counseling must take a workshop on "Child Abuse Reporting" AND one
on "Violence Prevention." The workshops can be found online at http://www.childabuseworkshop.com/ and http://www.violenceworkshop.com/. Should other sources for these workshops become available, you will be notified.

A licensed mental health counselor in New York has met or exceeded the following professional qualifications:

- Earned at least a Master's degree in mental health counseling or a closely related mental health discipline of at least 60 graduate hours and one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.
- Completed a minimum of 3,000 hours of post Master's clinical work under the supervision of a licensed mental health professional
- Passed a licensure examination.

Mental health counselors are highly skilled professionals who provide a full range of services including:

- Assessment and diagnosis
- Psychotherapy
- Treatment planning and utilization review
- Brief and solution-focused therapy
- Alcoholism and substance abuse treatment
- Psycho-educational and prevention programs
- Crisis management
SCHOOL COUNSELOR SPECIALIZATION (COUS)
Program in Psychological Counseling
Teachers College, Columbia University

The Role of the School Counselor

School counseling is one of several specialties comprised 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.

School Counselor Coursework

Students enrolled in the Psychological Counseling Program may choose to specialize in School Counselor by including additional courses and fieldwork experiences to their program of study. Students intending to specialize in the School Counseling track must complete the School Counseling Specialization Entry Form available in the Program Office and the Fieldwork Coordinator’s office. This form must be turned into the Fieldwork Coordinator by November 1st or March 1st of your first year in the Program. In general, students in School Counselor complete the courses required for the Ed.M., but with the additions and special qualifications listed below.

Elementary School Track

- HUDK 4022 Developmental Psychology: Childhood
- CCPJ 5263 Supervised Fieldwork in Elementary School Counseling
- CCPJ 4160 School Counseling for Children and Adolescents
- Child Abuse and Maltreatment Identification, Reporting and Intervention workshop
- Violence Prevention and Intervention workshop

High School Track

- HUDK 4023 Developmental Psychology: Adolescence
- CCPJ 5265 Supervised Fieldwork in Secondary School Counseling
- CCPJ 4160 School Counseling for Children and Adolescence
- Child Abuse and Maltreatment Identification, Reporting and Intervention workshop
- Violence Prevention and Intervention workshop
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](http://www.violenceworkshop.com) and [www.childabuseworkshop.com](http://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/](http://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/](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 & Licensure

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 Psychological Counseling 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.

New York City Licensure

A New York City license is a teaching credential issued by the city Department of Education to applicants who possess New York State certification. School Counseling students who wish to work as school counselors in New York City are required to obtain a New York City license. You may apply for the New York City license after you are recommended for provisional certification in New York State (you will receive a letter from the Office of Teacher Education at TC).

You can find out more about New York City certification at


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.

<table>
<thead>
<tr>
<th>Cultural Perspectives</th>
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<tbody>
<tr>
<td>CCPJ 5020 Racism and Racial Identity in Psychology and Education</td>
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<td>CCPJ 5165 Racial/Cultural Counseling Laboratory</td>
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<td>CCPJ 4000 Multicultural Psychopathology</td>
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<tr>
<th>Theory and practice of bilingual/multicultural education</th>
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<tbody>
<tr>
<td>CCPJ 5164 Multicultural Counseling</td>
</tr>
<tr>
<td>A&amp;HB 5024 Bilingual/multilingual education: International perspectives</td>
</tr>
<tr>
<td>A&amp;HB 4020 Bilingualism and disabilities</td>
</tr>
<tr>
<td>BBSQ 5120 Communication disorders in bilingual/bicultural children</td>
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</tbody>
</table>

<table>
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<tr>
<th>Methods of providing service in the native language</th>
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<tbody>
<tr>
<td>A&amp;HB 4024 Linguistic foundations of bilingual/bicultural education</td>
</tr>
<tr>
<td>A&amp;HB 5021 Assessment and evaluation in bilingual education</td>
</tr>
<tr>
<td>ITSL 5022 Administration of bilingual programs</td>
</tr>
</tbody>
</table>

**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.inesinc.com](http://www.nystce.inesinc.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.teachny.com](http://www.teachny.com) or The New York State Department of Education’s website at [www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/).
CALENDAR
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. Please be advised that you should always contact the Program office to confirm and/or inquire about these dates.

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.

CCPJ 5371 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 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.

Center for Educational and Psychological Services (CEPS)

This is our in-house counselor training clinic and the practicum agency for student trainees in several programs at Teachers College. The Center publishes a manual, which governs the functioning of the clinic. The Director of the center is Dr. Dinelia Rosa.

Practicum

You are required to take one semester of Practicum at CEPS. Practicum is one of two experiences during the Program when you meet with clients and receive group supervision. Practicum is offered during the Summer, Fall and Spring semesters. Please note that summer practicum has very limited enrollment and takes place over Summer A and B semesters. In order to register for Practicum, you must sign up with the Placement Coordinator, Ms. Ayanna.
Ferguson (ferguson@tc.edu), during the Spring semester of the year prior to taking Practicum. Applications for Practicum, which must be signed by your Advisor, are available for pick-up April 1st and are due back to Ms. Ferguson by May 1st.

**Fieldwork**

You are required to complete one year of Fieldwork. Fieldwork generally begins in the Fall semester of your second year. As such, you need to begin to look for Fieldwork sites, as well as discuss options with the Placement Coordinator, Ms. Ferguson, and your Advisor during the Spring semester of your first year. More specifically, each Spring semester, there is an “Orientation to Fieldwork” meeting which you should attend. Thus, if you are beginning Fieldwork in the Fall, you need to attend the Fieldwork orientation during the Spring semester prior to beginning Fieldwork. You also need to complete an application, located in the Fieldwork Coordinator’s office, which is due in the Spring semester.

**Racial/Cultural Counseling Lab**

Racial/Cultural Counseling Lab may be taken during a student’s second year of course work. You need to complete an application for this course during the semester before the class is offered. You will be informed as to whether you are admitted into the class on the first day of in-person registration.

**Comprehensive Exam**

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). The exam is only offered once during the Fall semester and once during the Spring semester; the exam is not offered during the summer. Students must register to take the exam with the Program Office.

**Special Project**

The Special Project is 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 degree in the Summer, then you may complete this project in the previous Spring semester. The project should draw from an experience in fieldwork or practicum, and should incorporate relevant theory and casework. APA style must be used throughout the paper. Students must register for the Special Project with the Program Office; instructions for the Special Project may be picked up at the Program Office. Students have one week to turn in the Project from the pick-up date.

Announcements regarding when Comprehensive Exams and Special Projects will be offered each semester will be posted on the Counseling Bulletin Board located near the Program Office 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.
HELPFUL HINTS

1. Be familiar with the contents of this Handbook, the Manual of the CEPS, and relevant sections of the TC Catalog. You are also obligated to be knowledgeable about Ethical Principles of Counselors and Psychologists.

2. Read your TC E-mail, memos and notices on Program bulletin boards and in your mailbox. On occasion, failure to read memos regarding financial aid has resulted in the loss of substantial scholarship money for students.

3. Remember that confidentiality concerning your clients (and students in many classes) is an absolute requirement outside of the designated area of the Center for Educational Psychological Services and of supervision.

4. Courtesy to Professors and other speakers demands that you arrive on time for and do not leave early from classes.

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

6. Papers should be turned in on time; they should be in APA-style (including first drafts), referenced, and proofread. Remember to put your name and date on everything you hand in.

7. When turning in a second or later draft of a paper, be sure to include with it the previous draft on which the faculty member has made corrections and/or suggestions (unless directed otherwise).

8. Students should contact the Career Service office for help with pre-field work applications. The office will assist with resume and interviewing tips.

9. Students should also contact career services during their fieldwork to begin to plan for graduation and the employment search process.
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 coordinator. 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 coordinator 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 licensure as a Mental Health Counselor or 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 his/her 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 adapted 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 psychology 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 Dean.

**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 becomes 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 his/her 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 him/her 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 he/she is 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.
Professional Counseling Performance Evaluation (PCPE)

Student ____________________  Semester/Year ____________________
Faculty ____________________  Course Number ____________________

Rating Scale

N  No opportunity to observe
0  Does not meet criteria for program level
1  Meets criteria 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. The student demonstrates therapeutic communication skills including:
   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 the time limits, etc.
      N  0  1
   b. Understanding content - understanding the primary elements of the client's story
      N  0  1
   c. Understanding context - understanding the uniqueness of the story elements and their underlying meanings
      N  0  1
   d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner
      N  0  1
   e. Congruence - genuineness; external behavior consistent with internal affect
      N  0  1
   f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client
      N  0  1
   g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.
      N  0  1
   h. Immediacy - staying in the here and now
      N  0  1
   i. Timing - responding at the optimal moment
      N  0  1
   j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention
      N  0  1
   k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose
      N  0  1

3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically
   N  0  1
4. The student collaborates with the client to establish clear therapeutic goals  
5. The student facilitates movement toward client goals  
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner  
7. The student creates a safe clinical environment  
8. The student demonstrates analysis and resolution of ethical dilemmas.

B. Professional Responsibility

1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession  
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards  
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  
4. The student demonstrates application of legal requirements relevant to counseling training and practice.

C. Competence

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

D. Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.  
2. The student demonstrates honesty, fairness, and respect for others.
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.

4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

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.

E. **Integrity**

1. The student refrains from making statements which are false, misleading or deceptive.

2. The student avoids improper and potentially harmful dual relationships.

3. The student respects the fundamental rights, dignity and worth of all people.

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

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.